INTEGRATING TECHNICAL AND EMOTIONAL

COMPETENCES IN HOSPITALITY EDUCATION

USING A COMPETENCY-BASED FRAMEWORK

By

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Better than a thousand days of diligent study is one with a great teacher.
Japanese Proverb

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Title of Study: INTEGRATING TECHNICAL AND EMOTIONAL COMPETENCES IN HOSPITALITY EDUCATION USING A COMPETENCY-BASED FRAMEWORK

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Abstract: Given that hospitality students comprise the largest proportion of industry employees, academicians and practitioners agree that enhancing competences is central to the education, training, and development of hospitality employees (Scott-Halsell, Blum, & Huffman, 2008). This research study used a competency-based framework to investigate the simultaneous application of technical and emotional competences training among a population of 50 students in a service management class at a large south-western university in the United States. The average scores for both competences increased after training which reinforced the notion of including emotional competence into the hospitality curricula. However, multivariate results did not provide sufficient evidence for an interactive approach. Prior research findings were supported in this study. For example, student performance was positively associated with customer satisfaction, student satisfaction was positively related to student intention to stay in the hospitality industry and customer satisfaction was positively related to customer intervention to revisit the student-operated restaurant. Overall, technical competences will always be of prime importance in developing hospitality undergraduates, however, studies suggest that developing emotional competences improves positive students' outcomes (Mann & Kanoy, 2010). Additionally, from an employee perspective, acquisition of both technical and emotional competences by hospitality graduates increases employability and position longevity while reducing specialized on-the-job training. Ultimately, employees will be well-trained, educated and able to effectively deal with difficult customer-related situations which may arise.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure   Page

CHAPTER I

INTRODUCTION

The global economy has evolved from the production of goods to a predominantly

service-producing sector fueling a change in the nature of job role requirements (Johnston, Clark,

& Shulver, 2012). In the United States, for example, the service sector accounts for 79 percent of

the overall employment rate with leisure and hospitality ranked fifth within the sector,

accounting for a little over 9 percent of the employment rate (Bureau of Labor Statistics [BLS],

2013). While the hospitality industry is growing, there is a corresponding demand for qualified

undergraduates to fill entry-level management positions. Given that hospitality students comprise

the largest proportion of industry employees, as employers frequently recruit managerial talent

from undergraduate programs, academicians and practitioners agree that enhancing competences

is central to the education, training, and development of hospitality employees (Scott-Halsell,

Blum, & Huffman, 2008; Teng, 2013).

Hospitality undergraduates usually start as management trainees (Lolli, 2013). At this

level, graduates are expected to have technical competence (TC), or mastery of specific industry

required skill sets, as well as emotional competence (EC), the ability to efficiently handle

personal, guest and subordinate issues while maintaining positive emotional displays in

situations that usually elicit negative emotional reaction (Chu & Murrmann, 2012; Delcourt, Gremler, van Riel, & van Birgelen, 2015). Nevertheless, academicians and practitioners have differing views on whether undergraduates of hospitality and tourism educational (HTE) programs possess the technical and emotional competences that the industry is looking for (Millar, Mao, & Moreo, 2010). On the other hand, many hospitality graduates either never entered the industry or have no intention to stay (Chang, Walsh, & Tse, 2014; Chuang & Dellman-Jenkins, 2010). Therefore, an observable gap exists between what educational institutions offer, the competence requirements of industry professionals, and the expectations of hospitality graduates (Zehrer & Mössenlechner, 2008).

Recent research on the employability of hospitality undergraduates indicates that graduates are entering the workplace with limited skill sets (Sisson & Adams, 2013), which subsequently impacts their job performance and the service offered to customers. In highly interactive businesses such as restaurants, hotels, and airlines, frontline employees are the touch points of the business (Malhotra, Mavondo, Mukherjee, & Hooley, 2013), and they represent the company to the public. Employees whose jobs involve extensive interpersonal contact with the public must demonstrate both technical and emotional-related competences (Hochschild, 1983; Grandey, 2000). In fact, Wolfe, Phillips, and Asperin (2014) postulate that there is a stronger demand for emotional labor than physical labor among hospitality workers. However, previous research findings (Scott-Halsell, Shumate, and Blum, 2007) showed that undergraduates did not have the requisite emotional competence (EC) to be successful entry-level managers. Consequently, the issue of emotional competence remains unresolved in the sphere of undergraduate hospitality education.

Traditionally, educational institutions focused on the technical, vocational and

educational institutions focused on the technical, vocational, and educational skills of students (Tucker, Sojka, Barone & McCarthy, 2000). Community colleges and vocational schools were the main institutions focused on students' skills development in the hospitality industry (Goodman & Sprague, 1991), and training was based on technical and vocational education and training (TVET). The TVET system, which advocated the values of competence-based education and training (CBET), is based on the participant's ability to demonstrate knowledge, skills, and attitudes under certain conditions that correlate with individual performance on the job rather than achievement relative to others, measured against benchmarked industry standards of performance. The strengths of this approach were that the training received was linked to industry standards, measured students' skill gap, and identified gaps in the training-to-labor market. By comparison, universities, specifically four-year degree programs, focused on preparing students for management positions in the hospitality industry (Barrows, 1999).

Consequently, Cotton (2001) argued that employers were generally satisfied with the graduates' level of technical competence, but were less satisfied by their competence in non-technical skills, such as interpersonal and relational skills. Over a decade later, Gursoy, Rahman, and Swanger (2012) argued that higher education should better prepare hospitality students by equipping them, via the curriculum, with the requisite skills and competences needed for the hospitality labor force. In recent times, a broader educational perspective has emerged that supports the inclusion of EC training for students at all levels (Brackett & Katulak, 2007). Research on EC indicates that individual competence can be improved through lectures, workshops, and practice of new behaviors (Brackett, Mayer, & Warner, 2004; Goleman, 1998; Mayer & Salovey, 1997; Tucker et al., 2000). However, Cherniss and Goleman (1998) argue that

emotional learning is processed differently than technical learning and requires a different developmental approach.

Cecil and Krohn (2012) suggest that hospitality educators should consider establishing a competency-based education and training (CBET) framework to equip students with the requisite competences to be successful entry-level managers. While some researchers (Hyland, 1994; Jackson, 1994; Kosbab, 2003) oppose the CBET system and give valid arguments for their opposition, other researchers (Chapman & Lovell, 2006; Kay & Russette, 2000; Teng, 2013) propose that hospitality educators should consider CBET into hospitality education programs as this system supports the acquisition of skills and knowledge in a way that enables students to apply what they learn in the workplace and to gain critical employability skills. Increasing student employability skills is vital for students, prospective employers, and higher education.

Statement of the Problem

Hospitality undergraduates are entering the workplace with limited competences, which subsequently impacts their job performance, satisfaction, and intention to stay in the hospitality industry. Researchers (Mullins & Davies, 1991) argue that an effective manager should have a combination of technical, social, and human skills, along with conceptual ability. However, Scheule, and Sneed (2001) state that while hospitality management curricula tended to be strong in teaching students the technical skills that are needed, there were few opportunities for students to learn and practice interpersonal/ human skills and conceptual skills. In fact, as indicated by Scott-Halsell et al. (2007) undergraduates did not have the requisite emotional competences to be successful entry-level managers. Few studies have probed the significance of applying both TC and EC in HTE programs to improve undergraduates' employability. Knowledge gathered from

such a study would be useful for industry stakeholders because qualified and skilled personnel are more likely to offer a higher quality of service.

Purpose of the Study

The purpose of this research is firstly, to test a theoretical model that explores the integration of TC and EC in HTE programs using a competency-based framework and secondly, to serve as a catalyst for future research with the goal of including TC and EC within the hospitality curricula. The research questions are presented below:

1) Is there an increase in students' technical and emotional competence scores after training?

2) What are the effects of students' technical and emotional competences on students' performance?

3) What are the relationships between students' performance and students' and customers' satisfaction?

4) What is the relationship between students' satisfaction and students' intention to stay in the hospitality industry?

5) What is the relationship between customers' satisfaction and customers' intention to revisit?

Significance of the Study

Theoretical Contribution

The study provides theoretical and empirical contributions to the existing literature on TC and EC. Studies relating to technical and emotional competences are usually explained from a comparative perspective rather than interactive framework. This study accomplishes the latter. Therefore, investigating both competences simultaneously will broaden the knowledge of which employee behaviors have the greatest effect on customers. The results from this dissertation will serve as a catalyst for future research in this area with the long term goal of both technical and emotional competences being included within standard university hospitality programs.

Practical Contribution

While several researchers have discussed the competences relevant for success in the industry, little has been implemented to provide relevant training for students. Integrating both TC and EC training in the classroom is important for students, prospective employers, and higher education professionals. Emotional skills programs have been associated with increased student learning and academic performance (Mann & Kanoy, 2010). Additionally, research has shown that increased technical service quality skills have a positive impact on customer satisfaction (Söderlund & Rosengren, 2010). Students having developed these skill sets will be able to 1) increase both their TC and EC without incurring additional credit hour cost, and 2) improve their employability in the hospitality industry. For prospective employers, there are several positive outcomes: 1) reduced cost for specialized training related to TC and EC, and 2) increased profitability as workers will be able to effectively deal with difficult customer-related situations

that may arise. This inevitably leads to greater customer satisfaction and increases favorable behavioral intentions.

Summary

The main objective of post-secondary academic programs is to prepare graduates with requisite knowledge and skills to enter the labor force. Hospitality educational programs should emphasize training in workplace skills and competences that reflect the needs of the industry and consequently provide curricula for students to acquire relevant skills and knowledge in the classroom. This study presents a contemporary portrait of requisite competences needed in HTE programs that will subsequently improve students' post-degree employability.

Organization of the Dissertation

This dissertation is organized into five chapters. The first chapter presents an overview of the topic, problem statement, research purposes, and significance of the study. Chapter two presents a review of literature on training, specifically competency-based education and training (CBET) in hospitality, technical (TC) and emotional competence (EC), student performance (SP), student satisfaction (SS), customer satisfaction (CS), and student and customers' behavioral intentions. In addition, the conceptual framework of this study and hypotheses are discussed. Chapter three describes the research design of the study, sampling design, procedures of data collection, and survey instruments. Chapter four provides results of descriptive and multivariate analyses. Chapter five offers the interpretation of results, conclusion, limitations of the study, recommendations, and suggestions for future research.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature relating to the constructs in this research model. Publications on training, specifically competency-based education and training (CBET) in the hospitality industry and the areas of technical (TC) and emotional competence (EC), are discussed, along with an investigation of the relationship among student performance (SP), student satisfaction (SS), customer satisfaction (CS), and student and customer's behavioral intentions. The review of literature forms the rationale for the model shown at the end of this chapter.

Training

Learning is as essential to human existence as breathing, therefore, no organization can succeed without training (American Society for Training & Development, [ASTD], 2008). Previous researchers have defined training in a number of ways (Aguinis & Kraiger, 2009; Buckle & Caple, 2009; Garavan, 1997; Goldstein, 1980). Drawing from a number of sources, Buckle et al. (2009) defined training as:

A planned and systematic effort to modify or develop knowledge/skill/attitude through learning experience, to achieve effective performance in an activity or range of activities.

Its purpose in the work situation is to enable an individual to acquire abilities in order that

he or she can perform adequately a given task or job and realize their potential (p. 9).

As Buckle et al. (2009) stated, employee performance is expected to improve upon

training, and that performance can be fully assessed immediately. The latter characteristics

differentiate training from education as the learners' competence cannot be fully assessed until

they perform on the job. Garavan (1997) further differentiated training as "learning by doing"

and education as "learning by thinking," which was considered to be the domain of those in

management and the professions with little allowance given to vocationalism, excepting for

medicine, law, and hospitality. However, at the end of World War II and into the 1980s,

vocational education, a combination of the traditional educational and training systems,

experienced exponential growth with hospitality, tourism, and culinary arts courses among the

major offerings (Antun & Salazar, 2006). Since then, hospitality and tourism educational (HTE)

curricula have maintained vocational focus, emphasizing training in workplace skills and

competences and highlighting the importance of integrating the two concepts of education

(learning theoretical and conceptual frameworks to stimulate individuals' analytical and critical

abilities) and training (learning of job-specific behaviors).

To date, the advantages and importance of training for job and organizational

performance have been extensively documented (Aguinis et al., 2009). Moreover, Arthur,

Bennett, Jr., Edens, and Bell (2003) in a meta-analytic review from 165 sources established that

when no-training or pre-training conditions were compared, training had an overall positive

effect on job-related behaviors or performance. Customer satisfaction as a product of employee

performance is based on the acquired knowledge and skill garnered through training. Therefore

employees whose jobs involve extensive interpersonal contact with the

public must demonstrate skills and behaviors associated with customer satisfaction because they perform physical, mental, and emotional labor (Hochschild, 1983; Grandey, 2000). Furthermore, research has also shown that customer satisfaction and/or service quality could directly or indirectly influence the behavioral intentions of customers (Zeithaml, Berry, & Parasuraman, 1996).

Training in Hospitality

The global economy has evolved from the production of goods to a predominantly service-producing sector. In developed countries approximately 80% of economic activity is considered as "services" (Johnston, et al., 2012). In the United States, for example, the service sector accounts for 79% of the overall employment rate, with leisure and hospitality ranked fifth within that sector and accounting for a little over 9% of the employment rate (BLS, 2013). Additionally, the United Nations World Tourism Organization (UNWTO, 2012) reported that over one billion tourists traveled the globe in 2012. This figure marked a new record for international tourism; never before had so many people traveled. While the hospitality industry is growing, there is a corresponding demand for qualified graduates to fill entry-level management positions as a well-trained and educated workforce is essential to meeting the increased demand. The service-producing sector is expected to continue its dominance, have the largest proportion of total employment, and be responsible for most of the job growth over the 2012-2022 projection periods (BLS, 2014). In response to the global increase in the sector, Gursoy et al. (2012) alluded to a growing demand for higher education to occupationally prepare hospitality students with relevant skills and competences incorporated into the curriculum.

Beginning in the 1990s hospitality organizations began to acknowledge the role of training as a critical component for competitive advantage (Barrows, 2000). In reviewing hospitality-specific training documents, researchers (Antun et al., 2005; Conrade, Woods & Ninemeier, 1994; Luk & Layton, 2004; Roehl & Swerdlow, 1999) found negative and positive associations between training and several important job factors. The positive associations included more qualified employees, increased customer satisfaction, improved employee productivity, increased job satisfaction, positively influenced employee attitudes, and promotion of teamwork. On the other hand, the negative relationships included reductions in labor turnover and service costs. Despite its significance in the global marketplace, the hospitality industry is less known for providing substantial employee training (Ho, 2012). In fact some hospitality organizations are reluctant to invest significant sums into their training budget, citing seasonal business demands, high employee turnover, and a lack of time and money (Barrows, 2000) as reasons for the reluctance, which contributes to the industry being ranked among those with the lowest training rates.

Conrade et al. (1994), in their study of members and nonmembers of properties maintained by the educational institute of the American Hotel and Motel Association, showed the majority agreed that employee and business success was directly related to training. However, 77% of respondents reported inadequate allocation of resources, investing less than 1% of their budgets on training. This has negative implications for the organizations, as Roehl and Swerdlow (1999) show that training has a significant indirect effect on the success of franchise organizations. Using a convenience sample of 190 employees from five hotels in the Western United States, the study investigated the relationship between employee training and employees' organizational commitment. Data was collected using self-administered

questionnaires, and results showed that regardless of employees' backgrounds or tenure, training

was positively associated with improving skill sets, morale, and organizational commitment.

Following those earlier studies, Luk et al. (2004) used a mixed method approach (content

analysis of training materials, exploratory in-depth interviews and observational field visits) to

develop a measurement model for service skills (Figure 1), and they investigated the

relationships among service training, customer contact employees' performance on various skill

areas, and the impact on service quality in a hotel setting. Service skills as perceived by

customers were classified into technical and functional quality dimensions as postulated by

Grönroos (1982). Technical quality refers to what the customer actually receives in the service

delivery process; whereas functional quality involves the way the service is delivered (the

emotional, interpersonal, and relational aspects).

Legends:
X_3 = Knowledge of similar service provided by close competitors
X_7 = Skills to show and make the guest feel the benefits and features of room service
X_8 = Skills to make the guest feel comfortable with his/her choice
X_9 = Skills to advise the guest on selection and assessment of room service options
X_{10} = Need identification skills
X_{11} = Skills to orchestrate the conversation with the guest
X_{12} = Skills to encourage/assist the guest to perform some service tasks

X_1 = Knowledge of room service
X_2 = Knowledge of the hotel
X_4 = Technical skills in the delivery of room service
X_5 = Problem solving skills (for room service)
X_6 = Communication skills

Figure 1. A measurement model of service skills (Luk et al., 2004)

In an attempt to explain whether technical or functional skills had a stronger impact on service quality, Luk et al. (2004) found that improvements in technical skills performance had greater impact on perceived service quality. In contrast, Iacobucci and Ostrom (1993) had earlier asserted that functional quality had a stronger impact whether technical quality was good or poor. Those researchers differed from Grönroos' (1982) assertion that both technical and functional service quality dimensions were significant. In support of this view, Söderlund et al. (2010) purported that many factors from both dimensions have been shown to enhance customer satisfaction. Other scholars have suggested that both technical and functional dimensions be included in service quality evaluations (Mangold & Babakus, 1991). Indeed, Kang (2006) contends that the inclusion of technical and functional quality into one model has been understudied. Studies relating to emotional and technical competences are usually explained from a comparative perspective rather than interactive framework. This study accomplishes the latter, investigating both competences simultaneously, which will broaden our knowledge of what behaviors have the most significant effect on customers.

On the other hand, Millar et al. (2010) in their exploratory study, adapted a Competency Domain Model comparing hospitality and tourism educators versus industry personnel (food and beverage and lodging) perceptions of relevant competences. The Model consisted of five domains, namely, Administrative, Conceptual, Interpersonal, Technical, and Leadership. They found that lodging industry professionals placed almost all of their emphasis on conceptual and interpersonal competences, while educators placed more importance on technical skills. Within food and beverage, the findings were reversed, as the professionals seemed to place more emphasis on the technical, while educators seemed to emphasize interpersonal skills.

In summary, vocationally based degree programs such as HTE should "balance the theory base that necessitates a university degree with the practical skills required by the industry" (Ruhanen, 2005, p. 34). Therefore, hospitality and tourism educators should ensure that the competences required by the industry are congruent with those included in the curriculum. This ensures that students attain both extensive technical skills along with functional/interpersonal skills - a congruency that benefits the industry and educators, since hospitality students comprise the largest proportion of industry employees (Teng, 2013). Competency increases students' employability and performance, ultimately resulting in a higher level of job satisfaction (Antun et al., 2005; Zehrer et al., 2009; Teng, 2013). Overall, the purpose of training is to teach employees new behaviors and to increase skills and knowledge in their job that could improve employee performance and satisfaction, contributing to an organization's overall success. In addition, Chiang, Back, and Canter (2005) highlighted that training in the hospitality industry is one of the most important aspects of retaining staff and is positively correlated with employees' intentions to stay in their jobs.

Traditional Education Systems

Buckle et al. (2009) define education as not only associated with a specific field of activity but a "series of activities" which enables an individual to analyze, assimilate and develop knowledge, skills, values and understanding (p. 9). Generally speaking, education is the social institution guiding the transmitting of knowledge, skills, attitudes, cultural norms, and values. Formal education enhances the operation and constant stability of society and helps young people develop culturally approved personalities, character, and various aptitudes and abilities. Educational systems create and transmit all these possibilities, at the same time stimulating

intellectual inquiry, encouraging critical thinking, and igniting development of new ideas. These systems create change in attitudes and behavior throughout the world. The standard educational model includes moderately large numbers of students moving through the curriculum as a group and at the same rate, with one teacher responsible for a significant number of students and administering tests or exams in this large format (Bell & Mitchell, 2000). In this standard model, students' learning needs may be neglected as little importance is placed on examining individual strengths and weaknesses to determine the specific need.

Technical and Vocational Education and Training (TVET)

The TVET system is concerned with the practical demonstration of skills and, as the name suggests, is a combination of the traditional educational and training systems. Knight and Rapley (2007) highlighted that in all of continental Europe, there is an institutionalized national system of TVET aimed at producing workers who are flexible and autonomous with the ability to solve problems quickly and respond to modern demands of the economy. In the United States, Gray (1997) investigated "training and vocational education programs in the United States" and rather than proposing one or the other firmly advocated for them to be recognized "as a single profession".

The TVET system advocates the values of competency-based education and training and has the advantage of (1) being benchmarked by industry standards to adequately measure the skills gap of the student, and (2) to identify the gaps in the education and training system relating to the labor market. While there are many who oppose this system and give valid arguments to their opposition, other researchers (Chapman et al., 2006; Cecil et al., 2012; Kay et al., 2000; Teng, 2013) suggest that hospitality educators should consider establishing a competency-based

education framework to equip students with the requisite competences to be successful entry-level managers. In this regard, assessment of competency is not only based on knowledge and attitude but primarily on the actual demonstration of performance standards that have been set by the industry.

Competency-Based Education and Training (CBET)

Competency-based education and training (CBET) is an educational system that entails teaching specific skills, knowledge, behavior, or objectives known as competences to students in the classroom in pursuit of specific workplace outcomes. Unlike the traditional educational system, CBET is based on the participant's ability to demonstrate knowledge, skills, and attitudes, measured against benchmarked industry standards of performance (under certain conditions) that correlate with individual performance on the job rather than achievement relative to others.

In the United States, the CBET movement began in the 1970s and measured specific knowledge, skills, and behavior students should attain as a result of their education. Initially, the competence concept was introduced by White (1959) in relation to human behavior. McClelland (1973) started the study of competence that helped to explain the talent of people who are effective. In later years, McClelland (1973, 1998) and Boyatzis (1982) extended the research to a human resource perspective as a viable alternative to academic aptitude testing.

Even though the literature is replete with information about competence (Boyatzis, 1982; Burgoyne 1989; Hayes, 1979; McClelland, 1973; 1989; White, 1959; Woodruff, 1993), there has been no standard definition of competence but instead a multiplicity of terms and spellings used interchangeably, which may lead to confusion about the concept. In the United States, where the

emphasis is on potential proficiency, the term "competency" plural "competencies" is defined by Boyatzis (1982) as "the underlying characteristics of a person that leads to or causes effective and outstanding performance" (p. 21). The United Kingdom and Australian models define "competence" and the plural "competences" as a range of standards for occupational performance or profession derived from analysis of job functions in the workplace. The first viewpoint refers to classifiable (attribute-based) features of people who perform their job efficiently (Robotham, 2003). The second viewpoint refers to individual demonstrated proficiency against industry standards in the organizational context (performance-based). When these terms move from an academic and into an organizational context, their meaning can become additionally confusing; however, this study adopts a performance-based perspective supporting the view of Hoffman (1993) that a visible demonstration through performance on the job is the better way to prove competence.

Although there is substantial support for CBET (Brownell & Chung, 2001; Foyster, 1990), it is not without opponents (Kosbab, 2003). Hyland, (1994, p.35) argues that CBT is "theoretically and methodologically vacuous." Other opponents such as Jackson (1994) contend that after many decades of theoretical and empirical research in the disciplines of education, sociology, and psychology, among others, competence-based education and training "has not and probably will not improve learning in most of the educational contexts in which it has been applied" (p. 135). Despite contending views, Foyster (1990) posits that CBET usually works more effectively than traditional forms of education and training to increase employee skill levels and productivity. Therefore, incorporating CBET into full-time hospitality education programs provides support for the acquisition of skills and knowledge in a way that enables students to apply what they learn in the workplace and gain critical employability skills. Table 1

summarizes the differences between competency-based program/training (CBT) and a traditional educational program.

In summary, from a corporate context, employee competency is the demonstrated ability of an individual to deliver outstanding performance on the job. Conversely, from an educational standpoint, students' employability refers to the acquisition of skills in the classroom needed for prospective jobs (Wang & Tsai, 2014). This study, similar to Wang et al. (2014), approaches the employability concept from the competency perspective.

Table 1. Comparison between a competency-based program/training (CBT) and a traditional program. Source: Buckle & Caple (2009)

Competency-Based Program	Traditional Educational Program
Includes a set of learning objectives in which students' outcomes can be observed in a form of behavior or knowledge upon completing the training program	What a learner learns is based on textbooks or materials that have little meaning within the occupation
Emphasis on learner-centered learning	Instructor-centered
Provides a self-paced learning, allowing learners to learn at their own paces to master one task before being allowed or forced to move on to the next	Requires a group of students to spend the same amount of time on each unit, regardless whether it is suitable for an individual learner
Requires learners to perform each task in job-like settings. The performance is compared to an explicit criterion	Compares each learner's performance to the group norm and mostly relies on paper and pencil tests

Technical Competence

Technical competence (TC) relates to the application of specialized knowledge, methods, and skills to specific tasks (Mullins et al., 1991) and the use of tools and techniques of a specific discipline. Therefore TC denotes skill in a specific kind of job-related activity, relating to procedures or techniques. Many terms are used in the literature to describe skills, such as, competences, generic skills, craft skills, and professional skills, but generally, skills are defined as any component of the job that involves doing something (Harrison, 2003) but can include

manual, diagnostic, or interpersonal components. Although it is recognized that some skills are more difficult to develop than others, there is agreement that skills can be developed (Tymon, 2013). Hospitality students entering the labor force with limited technical skill sets are at a distinct disadvantage for two main reasons. First, they have to learn on the job or suffer negative effects, and second, organizations are reluctant to invest in employees' training particularly in transferable skills (Jackson, 2010; Tymon, 2013). Laker and Powell (2011) state that technical skills training generally reduces employees' anxiety and uncertainty and increases confidence in the performance of tasks. Additionally, it has been shown that various technical service quality aspects have a positive impact on customer satisfaction (Söderlund et al., 2010).

Using a between-subjects experimental design, Söderlund et al. (2010) investigated the interaction between a service worker's display of emotions and technical competence, randomly assigning each participant (N=600) to one of four conditions. The researchers hypothesized and found that given good technical service quality, the service worker's display of happiness produced a higher level of customer satisfaction than display of unhappiness, even given the condition of good technical competence.

The inclusion of a skills-based curriculum is beneficial to students, educational institutions and industry partners as it facilitates a reciprocal partnership between educational institutions and the industry. For example, graduates who acquire the industry required skillsets through their education, are more likely to have higher levels of job satisfaction and be more committed to their employers and their jobs (Resnick & Wirth, 1996). Conversely, graduates who lack the requisite skillsets are likely to face challenges when they enter the labor force and must develop their skills on the job. Additionally, according to Russell (1991), career satisfaction is a predictor of employees' commitment to their jobs and their employers; job satisfaction

usually equates to career satisfaction. This research shows that when the skills required on the job match the skills included in the curriculum, then the students' performance is increased and the students subsequently experience a higher level of job satisfaction upon entry into the industry.

Emotional Competence

There are many different definitions in the literature pertaining to both emotional intelligence (EI) and emotional competence (EC). Although the main components of EI and EC are identical (Giardini & Frese, 2008), there are distinct definitions (Abraham, 2004; Mayer & Salovey, 1997; Goleman 1998; Wong & Law, 2002). Abraham (2004) and Goleman (1989) reasoned that EI is necessary to develop EC. Even though EI augments an individual's potential for performance, it does not show that competences have actually been learned. On the other hand, EC converts individual potential into actual performance; in contrasting, EI traits only suggest that an employee has the potential for learning.

Mayer and Salovey (1990), who first popularized the concept of EI, expanded their previous definition from a person's ability to monitor their own and others' feelings and emotions to include a person's ability to perceive, use, understand, and regulate their own and others' emotions "to promote emotional and intellectual growth" (p. 10). Subsequently, Goleman (1998) considered intrapersonal and interpersonal abilities to be emotional intelligence competencies and defined EC as "a learned capability based on emotional intelligence which results in outstanding performance at work" (p. 27). Wong and Law (2002) later defined EI as the ability to understand one's own emotions as well as those of others coupled with the ability to control or utilize emotions in diverse situations (separate from personality dimensions).

On the other hand, Zeidner, Matthews, and Roberts (2004) and Delcourt, van Riel, Allard, van Birgelen, & Gremler, (2014) made a clear distinction between the two constructs. Zeidner et al. (2004) stated that EI is only the individual's potential ability to display competent behaviors, while EC is the individual's actual demonstration of this potential. A decade later, Delcourt, et al. (2015) defined employee emotional competence (EEC) as the employees' demonstrated ability to perceive, understand, and regulate customer emotions in a service encounter in order to create and maintain an appropriate climate for service (p.7).

In the hospitality industry, "the measure of success is not a product but the satisfaction, delight or disappointment of the customer" (Gray, 2012), who, in buying a service is consuming an "experience" inseparable from the people performing it (Berry, 1999) and their emotional competence (Giardini et al., 2008; Delcourt, Gremler, van Riel & van Birgelen, 2013). In other words, the customer's experience is directly impacted by the behavior, performance, and emotional competence levels of service providers (Kernbach et al., 2005; Giardini et al., 2008) and is associated with the customer's decision to purchase (Iacobucci, et al., 1995). Researchers have also suggested a connection between higher EI, employee and customer satisfaction, and profitability (Langhorn, 2004). Therefore, it is important to investigate EC rather than EI, because as Delcourt et al. (2015) state, high EI may not be positively correlated with high EC. For example, employees may be perceived by management or they may perceive themselves as being "highly emotionally intelligent but behave in emotionally incompetent ways when interacting with customers" (p. 2).

In highly interactive businesses such as restaurants, hotels, and airlines, customer contact employees are the touch points of the business (Malhotra et al., 2013) and may well be the single most important aspect of the business (Solomon, 1998) as they represent the company to the

public. These employees, whose jobs involve extensive interpersonal contact with the public, must demonstrate excellent emotion-related competences (Jung & Yoon, 2012) because they perform physical, mental, and emotional labor (Hochschild, 1983; Grandey, 2000). In fact some researchers (Wolfe et al., 2014) postulate that there is a stronger demand of emotional labor than physical labor from hospitality workers. According to Weiss and Cropanzano (1996), individuals' emotions are purported to mold their beliefs, value system, and behaviors in the workplace. Therefore, the customer's experience is directly impacted by the behavior, performance, and emotional competence levels of service providers (Kernbach et al., 2005; Giardini et al., 2008) and associated with their behavioral intention (Iacobucci et al., 1995).

Emotional Competence & Education

Recently, a broader educational perspective has emerged that advocates for the inclusion of emotional skills training for students at all levels (Brackett & Katulak, 2007; Goleman, 1995). Historically, in Europe and most developing countries, education and training in hospitality was viewed mostly in terms of technical requirements (Baum, 2002). In a globalized society, development of technical skills alone in higher education is insufficient for student success beyond an entry-level position (Laker et al., 2011; Bay & McKeage, 2006). Academicians and industry professionals now agree that technical competence alone will not make a productive employee and are calling for a fundamental shift in hospitality and tourism educational (HTE) programs. Teng (2013) contends that since hospitality students are the main potential workforce in the hospitality sector, educational institutions should develop appropriate content for hospitality courses and infuse it into student learning experiences to enhance student professional competency, thus benefiting both students and the industry.

Kay et al. (2000) argued for the importance of technical competence in HTE programs as they saw the curriculum as being too theoretical. Scheule et al. (2001) agreed that while hospitality management curricula tended to be strong in teaching students the technical skills that are needed for managers, there were few opportunities for students to learn and practice interpersonal/ human skills and conceptual skills. Some researchers, such as Mullins et al. (1991), have suggested that effective managers should display technical, managerial, and interpersonal skills. Similarly, Jung et al. (2012) asserted that successful organizations needed employees who could demonstrate both technical and emotional competency.

Recently a reevaluation of HTE programs was proposed (Kay et al., 2007) to complement technical requirements with new skills such as emotional competence, thereby preparing graduates for entry-level management positions and increasing student employability. As more hospitality businesses emphasize and seek employees with strong interpersonal abilities, it would seem pertinent for hospitality faculty to help students harness and develop their emotional competence early on in order for them to develop skills necessary to becoming successful leaders (Gabriel, Acosta, & Grandey, 2013). An increasing body of research relating to the concept of emotions has evolved in the field of hospitality in recent years. Langhorn (2004) found that a correlation existed between profit performance and the emotional competence of restaurant general managers. Scott-Halsell et al. (2007, 2008) applied EI research to hospitality students and professionals. They recommended that training undergraduate students in EI will better prepare them for their future and make them more valuable employees in the hospitality industry. Wolfe and Kim (2013) found that EI was correlated with job satisfaction and longevity in the hospitality industry. Clark, Callister, and Wallace (2003) found that, in the absence of formally instructing students on emotional theory in the classroom, students in a management skills course

23

using experiential methods (reflective journal writing, role playing) showed significant improvement in emotional intelligence scores when compared to students within the control group.

Consistent with other research, Scott-Halsell et al. (2007) sought to determine if EI skills could be enhanced through education. Over the course of three semesters, hospitality management undergraduates in a human resources course received EI training through lectures and in-class activities. There was a statistically significant difference between the pre-test and post-test scores. Even though there was statistical significance in Scott-Halsell's et al. (2007) study, Laker et al. (2011, p. 115) stated that enhancing EI skills may be difficult because individuals may have "built up a series of tightly interwoven, cognitive, emotional and behavioral patterns that negatively interfere with the acquisition and application of new skills being taught." Bowen (2013) called for business educators to integrate the study of emotion in organizations into existing curricula stating compelling reasons. Firstly, the potential benefits to students are significant in areas such as group performance, interpersonal relationships and leadership development. Secondly, emotions pervade the classroom as they do the workplace, a therefore valuable contribution from the classroom to scholarly research in this area.

In summary, the traditional technical skills will always be of prime importance, but at the management-trainee level, graduates are expected to efficiently handle personal, guest, and subordinate issues while maintaining positive emotional displays in situations that usually elicit negative emotional reaction (Chu et al., 2012). Researchers suggest that developing emotional competence, through courses and intervention programs, is associated with positive student outcomes (Kannoy, Stein, & Book, 2013). Therefore this study utilizes an interactive framework

between TC and EC because of their direct and significant impact on positive student and

employee outcomes. Based on the literature review, the following hypotheses were developed:

Hypothesis 1: Students' TC at t_2 will be higher than students' TC at t_1.

Hypothesis 2: Students' EC at t_2 will be higher than students' EC at t_1.

Hypothesis 3: Students' TC at t_1 is positively associated with students' EC at t_2.

Hypothesis 4: Students' EC at t_1 is positively associated with students' TC at t_2.

Hypothesis 5: Students' TC at t_2 is positively ssociated with students' EC at t_2.

Employee performance

The objective of service training is to positively influence the performance of customer-

contact employees. According to the theory of performance (Campbell, McCloy, Oppler, &

Sager, 1993) employee performance is defined as behaviors under the control of individual

employees and critical to the goals of organizations. In fact Liao et al. (2004) found that better

employee service performance through service training was associated with higher customer

satisfaction and favorable customer behavioral intentions.

Other studies (Bitner, 1995; Roehl et al., 1999) in the area of employee service

performance indicate a direct positive relationship between training and individual performance,

as training generally entails the "acquisition of behaviors, facts, and ideas that are more easily

defined in a specific job context" (Buckley et al., 2009, p. 9). In the service sector, customer

evaluation of employee performance is an antecedent of customers' satisfaction (Liao et al.,

2004). Therefore, when an employee has received little or no training, the possibility of poor

performance is more likely as the employee is inadequately prepared to carry out the job

function. In some instances lack of training may lead to several negative outcomes such as higher

employee turnover, increased customer complaints due to poor service, and unfavorable customer behavioral intentions.

When employees are trained and fully competent to perform tasks, their job satisfaction will increase and customers are likely to experience higher satisfaction and increase their favorable behavioral intentions. O'Boyle, Humphrey, Pollack, Hawver, and Story (2011) found that even in the classroom context, which is considered highly cognitive, EI produced an enhancing effect on student performance. Therefore it is important to understand what predicts employee service performance (Liao, et al., 2004). In this study student performance will be used as a proximate for employee performance. Based on the previous literature review, the following hypotheses are proposed:

Hypothesis 6: Students' TC at t_2 is positively associated with students' performance.

Hypothesis 7: Students' EC at t_2 is positively associated with students' performance.

Hypothesis 8: Students' performance is positively associated with students' satisfaction.

Employee satisfaction

Employee satisfaction is defined as the employees' general affective evaluation of their job (Kim, Leong, & Lee, 2005). Odom, Boxx, and Dunn (1990), stated that employee job satisfaction is the "extent to which an employee feels positively or negatively about his or her job" (p. 159). In today's increasingly competitive environment, employees are central in the shaping of the customer's positive perception and satisfaction (Farrell, Souchon, & Durden, 2001). Due to the frequent interaction of service employees and customers, employees' job satisfaction is of primary concern for hospitality organizations for a number of reasons. For example, customers who were exposed to happy employees displayed a positive attitudinal bias

according to Howard and Gengler (2001) who conducted research in consumer psychology. Doucet (2004) studied the impact of service employees' hostility and found a direct impact on the hostile mood of customers, leading to customer dissatisfaction regardless of the employees' performance. In addition, employee satisfaction is significantly related to service quality and to customer satisfaction according to Yee, Yeung, and Cheng (2008) who investigated the impact of employee satisfaction on customer satisfaction and profitability in 206 service shops in Hong Kong. Furthermore, through service training, employees may gain increased intrinsic or extrinsic job satisfaction (Buckle et al., 2009). Intrinsic job satisfaction originates from an employee performing a job well along with his or her ability to demonstrate new skills as a result of training. Conversely, extrinsic job satisfaction may be developed from additional earning gain through job performance, career advancement, and promotional opportunities. In this study student satisfaction will be used as a proximate measure of employee satisfaction.

Customer Satisfaction

In order to maintain a competitive advantage in the hospitality industry, customer satisfaction and service quality must be of the highest standard. Many researchers have proposed different definitions of customer satisfaction, which at times are used interchangeably with service quality (Day, 1984; Kotler, 1991; Yi, 1990). Customer satisfaction is judged as a post-choice evaluative position associated with specific purchase selection (Day, 1984). Similarly, Kotler (1991) defined customer satisfaction as the post-purchase evaluation of products or services given pre-purchase expectations. Altogether there is a general agreement that an evaluation process is a critical component underlying customer satisfaction and that the emotive nature of customer satisfaction directly affects behavioral intentions (Yi, 1990).

The most universally established explanation of customer satisfaction refers to expectancy disconfirmation theory proposed by Oliver (1980). According to the confirmation/disconfirmation theory, customer satisfaction occurs either by confirmation (when the customer's pre-purchase expectations for a product or service are met) or positive disconfirmation (when the customer's pre-purchase expectation for a product or service is better than expected). Disconfirmation occurs between a mismatch of expectations and outcomes (Yi, 1990).

In service management, satisfaction is a central construct as "the measure of success is not a product but the satisfaction, delight or disappointment of the customer" (Gray, 2012), who, in buying a service, is consuming an "experience" inseparable from the people performing it (Berry, 1999). The extent to which a customer perceives an experience as positive or negative determines satisfaction or dissatisfaction and is strongly related to the customer's behavioral intentions (Oliver, 1980). Similarly, Dube, Renaghan, & Miller, (1994) posit that customer satisfaction is often used as an indicator of a customer's intentions to revisit a restaurant. In summary, since Farrell, Souchon, and Durden (2001) argue that a customer will in part evaluate service quality on the basis of what the employee does rather than what an employee thinks or feels, employee training is particularly important because it reduces customer dissatisfaction. Based on the previous literature the following hypothesis is developed:

Hypothesis 9: Students' performance is positively associated with customer satisfaction.

Hypothesis 10: Students' satisfaction is positively associated with customer satisfaction.

Intention to Stay

The intention to stay is defined as the extent to which employees plan to continue employment with their organization (Kim, Price, Mueller, & Watson, 1996). According to the theory of planned behavior, intention is the direct predictor of future behavior (Ajzen, 2002.) Research indicates that irrespective of increased demands, a large number of college graduates do not pursue careers in the field of hospitality (Song & Chon, 2012). According to Chuang et al. (2010) hospitality careers are less popular choices among college graduates. Therefore, scholars are interested in factors that may lead to greater retention of these graduates.

The examination of students' career intentions has important implications for hospitality educators (Chuang et al., 2010). One such study by Walsh et al. (2014) investigated Hong Kong and US hospitality students and found emotional intelligence had a strong effect on students' intentions to pursue hospitality careers (Figure 2).

Exhibit 1:
The Theoretical Model.

Figure 2: Meditating effect of satisfaction with intention to join the industry (Walsh et al., 2014)

According to O'Reilly and Chatman (1986), knowledge of students' career path gives hospitality educators the requisite tools to train students and therefore make them more marketable and industry ready. The following hypothesis is developed based on prior literature:

Hypothesis 11: Students' satisfaction is positively associated with students' intention to stay in hospitality industry.

Hans, Back, and Barrett (2009) sought to understand the relationship between satisfaction and revisit intention in a full-service restaurant setting and hypothesized that customer satisfaction was significantly associated with revisit intention. In their study, they defined revisit intention as an affirmed likelihood to revisit the restaurant in both the absence and presence of a positive attitude toward the provider. Their finding indicated that customer satisfaction was a positive function of the revisit intention. Several other studies (Kivela, Inbakaran, & Reece, 1999; Qu, 1997; Söderlund & Ohman, 2005) have also provided empirical evidence of a positive relationship between customer satisfaction and revisit intention in the restaurant industry. Prior literature review on customers' intention to revisit leads to the development of the following hypothesis:

Hypothesis 12: Customer satisfaction is positively associated with customers' intention to revisit.

Theoretical Frameworks

There are three guiding theories for this research: Social Cognitive Theory (SCT) (Bandura, 1986), Social Exchange Theory (Blau, 1964), and Emotional Contagion Theory (Hatfield, Cacioppo, & Rapson, 1994).

The goal of education and skill development is learning. For centuries psychologists and philosophers have tried to understand the process of learning and, in their quest to gain a better understanding of the subject, have sought answers for questions such as 1) how does learning occur 2) what are the factors that affect learning 3) are the factors external or inside the individual 4) how does one person influence the learning of another person through teaching, training or similar endeavors, and 5) how does one know when the transfer of learning has

occurred? Factors that affect learning are both external and internal. These factors are constantly influencing each other during the learning process. Examples of external factors include relationships, rewards and punishments, and the environment and methods (tutors, etc.), while internal factors include perception, personality, memory, motivation, attitude, ability level, and emotion. Within the context of hospitality education, these factors must be taken into consideration for effective student learning experiences to be accomplished.

Social Cognitive Theorists (Bandura, 1986) believe that people learnt by cognition and observation making certain decisions based on the observed consequences of those actions. The Social Cognitive Theory has three components – observation, self-efficacy, and self-regulation. According to the observation component of the SCT, people learn from observing the behavior (role model) of others and take note of the consequences of those actions. If the role model is credible and knowledgeable, people are more likely to imitate the role model's behaviors, especially if the behavior is positively reinforced. Observation includes four concepts – attention, retention, reproduction, and reinforcement. Collectively, these concepts mean that the learner has to make note of the behavior. It is also important the learner remembers, encodes, and recalls the behavior in order to reproduce it through rehearsal and practice. Positive reinforcement will lead to learning.

The second part of the model as defined by Bandura (1986) is the self-efficacy. Self-efficacy defines the judgments people make about their ability to complete a specific task. Therefore, observation of others is not enough to engender learning, as self-efficacy affects individual emotions, behavior, attitudes, effort, and persistence in complete tasks. Self-efficacy includes five components, namely, task performance outcome, observation, verbal persuasion, social influence, and physiological and emotional states. The third and final part of the SCT,

according to Bandura (1986) is self-regulation, which is internal to the individual. He explains this concept as the ability of individuals to monitor their behavior and the behavior of others; to establish goals; to try new behavior; to track their own progress; and to reward themselves.

Blau's (1964) Social Exchange Theory (SET) states that relationships are formed by rationale calculations of a cost-benefit analysis by the parties involved regarding their self-directed behavior. Generally speaking, the theory proposes that individuals choose more beneficial behaviors in social exchanges by constantly determining personal benefit based on perceived benefit minus perceived cost. These exchanges require a bidirectional transaction (mutual and complementary interactions), where something has to be given and something returned, which has the potential to generate high-quality relationships that are the defining characteristic of social exchange. There are a variety of exchanges, but *reciprocal interdependence* is the main focus of the social exchange literature. It emphasizes contingent interpersonal transactions, whereby an action by one party leads to a response by another – if a person supplies a benefit, the receiving party should respond in kind. There is no explicit bargaining; rather one party's actions are contingent on the other's behavior. The process begins when at least one participant makes a "move," and if the other reciprocates, new rounds of exchange are initiated.

Similarly, the positive association between employee satisfaction and customer satisfaction is established on the Emotional Contagion Theory (Hatfield, Cacioppo, & Rapson 1994). In their seminal study, the theory is defined as "the tendency to automatically mimic and synchronize facial expressions, vocalizations, postures, and movements with those of another person, and consequently, to converge emotionally." In line with this theoretical argument, Giardini et al. (2008) found that employee and customer positive effect were positively related in

32

a service encounter involving financial consultants of a bank. Kernbach et al. (2005), in an earlier study, supported the hypothesis that higher emotional intelligence of service providers led to greater customer satisfaction at 0.44 effect size and also recommended that future emotional intelligence research of service providers and customer satisfaction be replicated in real service-encounter settings, such as student-operated restaurants. In addition, Delcourt et al. (2013), in a later study, contended that employee EC is an essential competence that affects customer satisfaction.

The present study examines training within the educational setting. Hospitality students receive hands-on experience in a variety of job-related skills and competences through experiential learning environments. Such environments include on-campus student–run facilities, namely restaurants, bakeries, and hotels. Through these learning experiences, students readily assimilate and transfer knowledge acquired in the classroom to the workplace, which enhances their occupational success (Josiam, Foster, Malave, & Baldwin, 2014). West and Farley (1991), in their study of on university campus dining services, suggested that because they were provided "real life" experience, students were better prepared to make connections between theory and practice. Similarly, Nies (1993), in her study, found that students were better able to understand the total (front and back) operations of student-run restaurants on campus. Additionally, students who had experience using a variety of restaurant equipment were said to need less training and would be able to move more quickly into management positions. Therefore, student-operated facilities such as restaurants provide important learning experiences in HTE programs.

Research Model

This study investigates the relationship among technical (TC) and emotional competence (EC) along with an investigation of the relationship among student performance (SP), student satisfaction (SS), customer satisfaction (CS), and students' and customers' behavioral intentions. See Figures 3 – 4, along with the summarized hypotheses.

Figure 3: Model 1 – Cross-Lagged
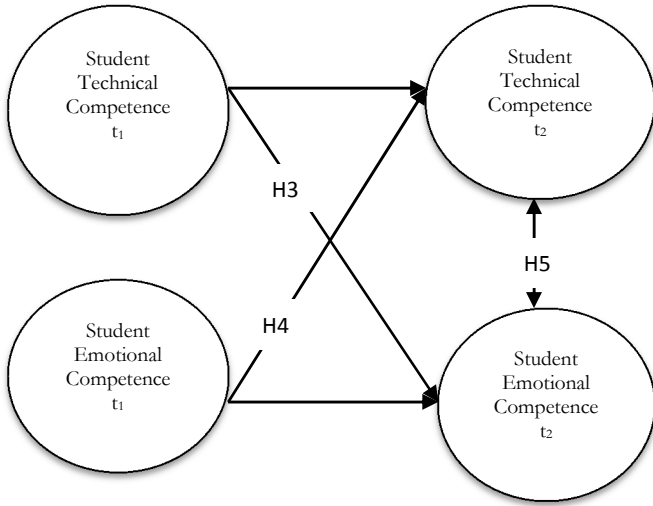
Figure 4: Models 2-4 – Regression and Path Analysis
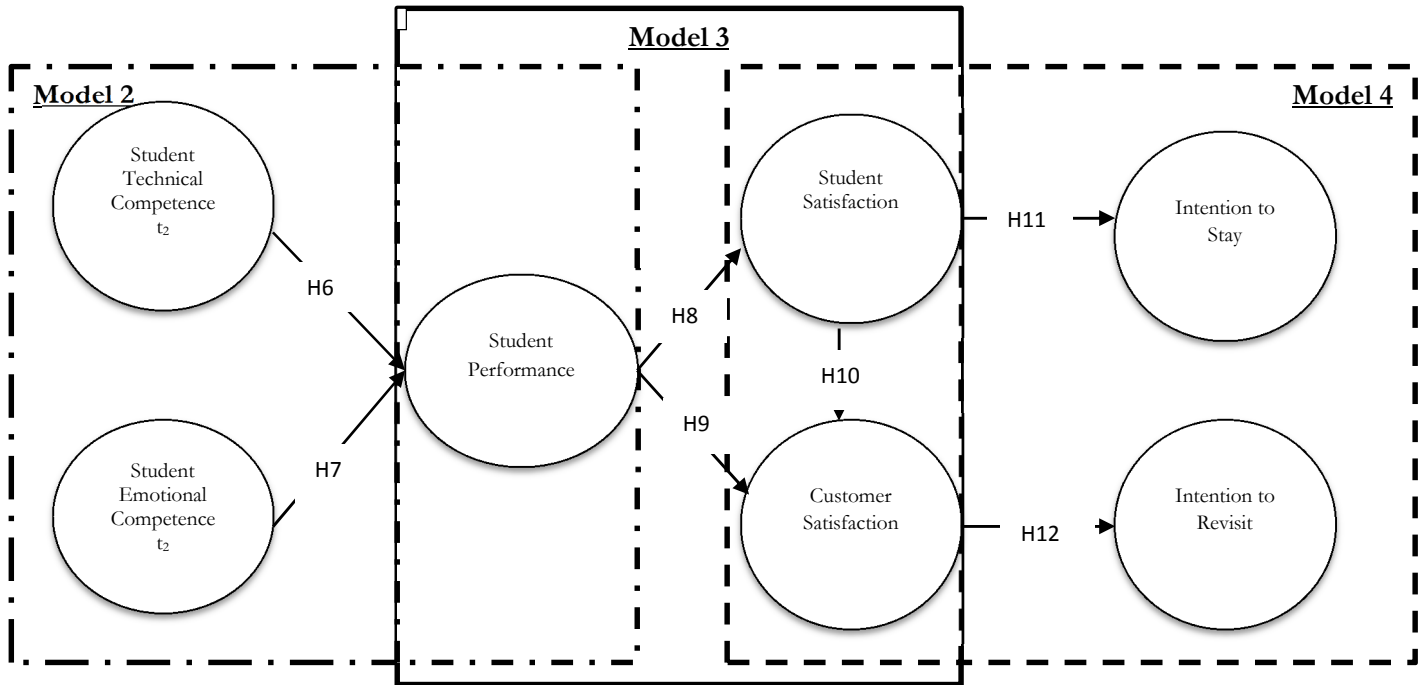
The hypotheses are summarized as follows:

H₁: Students' TC at t_2 will be higher than students' TC at t_1.

H₂: Students' EC at t_2 will be higher than students' EC at t_1.

H₃: Students' TC at t_1 is positively associated with students' EC at t_2.

H₄: Students' EC at t_1 is positively associated with students' TC at t_2.

H₅ : Students' TC at t_2 is positively associated with students' EC at t_2.

H₆: Students' TC at t_2 is positively associated with students' performance.

H₇: Students' EC at t_2 is positively associated with students' performance.

H₈: Students' performance is positively associated with students' satisfaction.

H₉: Students' performance is positively associated with customer satisfaction.

H₁₀: Students' satisfaction is positively associated with customer satisfaction.

H₁₁: Students' satisfaction is positively associated with students' intention to stay in hospitality.

H₁₂: Customer satisfaction is positively associated with customers' intention to revisit.

CHAPTER III

METHODS

This chapter discusses the methods used in the current study to test the proposed hypotheses. Additionally, the research framework, sampling design, procedures of data collection, survey instruments, and data analysis are discussed.

Research Framework

The primary data collection tool used for students as well as customers was questionnaires. The rationale for undertaking this research is based on the limited inquiry on the integration of TC and EC into the hospitality curricula. Additionally, due to the small sample size, conducting this type of study lays the foundation for future research. Data was collected from students (Appendix A) at two time points (t_1= pre-test and t_2=post-test) and customers (Appendix B) at one time point (t_2) in a student-operated restaurant. In particular, students provided information about student emotional competence, student satisfaction, and intention to stay in the hospitality industry, whereas customers completed a questionnaire on student performance, customer satisfaction, and intention to revisit. Student technical competence was evaluated by the researcher at two time points (t_1 and t_2).

The confirmatory factor analysis (CFA) checked the convergent validity of the constructs. Path analysis and multiple regression techniques were used to analyze the relationships among the hypothesized relationships.

Sampling

Data for this study was collected from students (N=50) enrolled in a Service Management class at a four-year institution (Spring 2015). In accordance with the university's Institutional Review Board's (IRB) approval, the purpose of the study was discussed in class, and all ethical guidelines were observed for this research. To meet the data collection anonymity protocols involving human subjects, each student was assigned a unique identifier code that only the researcher had access to. Participation was voluntary, and all students were offered course credit (less than 5% of total points in the course) for completing questionnaires at both t_1 and t_2. Additionally, 200 questionnaires were administered to customers who patronized the student-operated restaurant during the Spring 2015 semester, using a systematic random sampling approach. There were 32 missing cases; therefore the total number of usable responses was 168, or an 84% response rate.

Data Collection

Data collection involved two phases (t_1 and t_2) over the course of a 15-week semester. Student data was collected using a questionnaire two weeks prior to and two weeks after the TC and EC training. Students completed a questionnaire in the lab (student-operated restaurant) evaluating their level of EC, satisfaction, emotional exhaustion, potential motivators, potential barriers, and intention to stay in hospitality

industry upon graduation. Socio-demographic profiles were also established based on questions of gender, race/ethnicity, year of study, and current employment.

Customer questionnaires were administered to customers at t_2 to capture students' performance post-TC and EC training as well as customers' satisfaction and customers' intention to revisit the student-run restaurant. Like the student survey, a customer profile was developed based on questionnaire items such as gender, age group, university affiliation, frequency of visits to the student-run restaurant, method of payment, and intention to return to the restaurant. The customers who dined at the restaurant were systematically randomly sampled. Based on recommendations of Pizam and Ellis (1999), customer questionnaires were coded in advance and distributed at the end of the dining experience, with a request to complete it. Of note, all student servers were represented in the sample of customers. Additionally, a unique identifier code, known only to the researcher, was used to link the customer questionnaire to the student evaluated.

Data Analysis

The following statistical techniques were used to test the proposed hypotheses (Figures 3-4): Paired Samples T-Test, Cross-Lagged Models, and Regression and Path Analysis. The Paired Samples T-Test was used to evaluate effects of the research treatment (TC and EC training) (Vogt, 2005). Cross-Lagged Models are regression models used to analyze data collected more than once on the same individuals at different time points. It is also useful in establishing causality and determining the strength of the effects of each variable on the other (Vogt, 2005). Multiple regression is an analysis in which values of the dependent variable are accounted for by more than one independent variable

(Vogt, 2005). Path analysis uses bivariate correlations to estimate the relationships. This technique specifies relationships in a series of "regression-like estimates" that can then be estimated by ascertaining the amount of correlation found in each equation simultaneously (Hair, Anderson, Tatham & Black, 1998, p. 582). In summary:

- Paired Sample T-Test was used to examine mean differences in TC and EC at t_1 and t_2.

- Cross-Lagged models were used to assess whether TC at t_1 was associated with EC at t_2 and vice-versa.

- Regression analysis was used to determine whether TC and EC at t_2 were significant predictors of student performance.

- Path Analysis was used to examine whether causal relationships existed between student performance and student satisfaction; student performance and customer satisfaction; student satisfaction and customer satisfaction; student satisfaction and intention to stay in the industry; and whether customers' intention to revisit the student-operated restaurant was explained by customers' satisfaction.

Model Fit

In this study seven goodness-of-fit indices were used to confirm the appropriateness of Cross Lagged and Path Models and to confirm the general fitness (Kline, 2005). A chi-square ($\chi2$) result that is not significant suggests that the model is acceptable (Ullman, 2001). A suitable comparative fit index (CFI) is one that exceeds 0.93 in a model (Byrne, 1994). An advantage of the CFI is that it is not too sensitive to sample

size (Fan, Thompson, & Wang, 1999). Similarly, the Tucker-Lewis Index (TLI) is relatively independent of sample size (Marsh, Balla, & McDonald, 1988) and is considered acceptable if the index falls between 0.90 and 0.95 (Hu & Bentler, 1995). The Steiger-Lind root mean square error of approximation (RMSEA) is an adjusted index that corrects for model complexity, thereby favoring simpler models (Steiger, 1990). On the other hand, the standardized root mean square residual (SRMR) is another goodness-of-model fit measure that assesses differences between observed and expected correlations as an absolute measure of fit criterion (Hu & Bentler, 1995). Using the guidelines provided by Browne and Cudeck (1993), it was assumed that a RMSEA of .08 or lower and a SRMR of .05 or lower indicated an adequate model fit. The Akaike Information Criterion (AIC) and Bayesian Information Criterion (BIC) were indices used to compare different models (e.g. cross-lagged models). The models that produce the lowest values are considered acceptable (Burnham and Anderson, 1998).

Training Research Treatments and Main Independent Variables

Technical Competence (TC) Training

With permission from the American Hotel and Lodging Educational Institute (AHLEI) the researcher compiled a service-procedures manual, based on content from the AHLEI certification program that was used to train students in TC (Appendix C). Each student received a copy of the service-procedures manual and over two four-hour service laboratory sessions, the researcher covered the following topics relating to TC: stocking of sidestations; using trays and tubs; communicating with guests; taking of orders; serving of

meals; handling and resolving guest complaints; and the resetting of tables (complete list in Appendix D). Training students through experiential learning environments, such as a lab setting, is important as it facilitates practical experiences useful for increased employability skills such as TC (Maier & Thomas, 2013).

Technical Competence (TC) Student Assessment

After the completion of TC training, students were again evaluated at t_2 using the same instrument administered at t_1. Students' TC was assessed by observation and evaluation by the researcher using the AHLEI's Restaurant Server Skills Validation form (Appendix D). All of these indicators were measured on a scale ranging from 1 to 4 with higher scores indicating higher TC. For multivariate analysis, all items were summed (see appendix E) into a single variable ($\alpha = .89$). The rating scale served as a tool to document students TC levels in the student-operated restaurant and is presented below:

1= performance does not meet standards of competence

2= performance needs significant improvement to meet standards of competence

3= performance needs minimal improvement to meet standards of competence

4= performance meets standards of competence

Emotional Competence (EC) Training

EC training was incorporated into two consecutive 75-minute lecture sessions following the pre-EC evaluation of students at t_1. According to Cherniss et al. (1998), "in emotional learning, there must often be more practice than in other types of learning because old, ineffective neural connections need to be weakened and new, more effective

ones established*"* (p. 8). Therefore, EC facilitation activities were based on the following

topics: emotional self-awareness, emotional expression, and stress tolerance (Kanoy &

Stein Book, 2013). The training activities included interactive demonstration, role plays,

and a reflection paper, all intended to help students understand the role emotions play in

the workplace in order to develop an awareness of their emotional reactions of self and

others while learning to communicate their emotions effectively. After the completion of

the EC training, students were again evaluated at t_2 using the same instrument

administered at t_1.

Emotional Competence (EC) Student Assessment

Following Yin's (2015) study, instead of the original WLEIS's 16-item scale, a 12-

item scale was used for this study. Yin (2015) found discrepancies in the WLES 16–item

scale based on evidence of "extremely high interfactor correlations" among the factors.

Therefore, four items were removed because of the high correlations with these items and

to minimize any multicollinearity concerns in the analysis ($\alpha = .92$). The scale included

four dimensions with the first dimension being Self-Emotion Appraisal (SEA). SEA refers

to the employee's ability to understand and express his or her own emotions. The second

dimension, Others' Emotion Appraisal (OEA), reflects the employee's ability to perceive

and understand the emotions of others. Regulation of Emotions (ROE), the third

dimension, refers to the employee's ability to regulate his or her own emotions. Finally,

Use of Emotion (UOE), reflects the employee's ability to make use of his or her emotions.

All twelve statements were measured on a Likert scale ranging from 1 to 5, with higher values

indicating higher EC scores per student. All twelve statements (see appendix E) were summed (α

= .86) into one variable and presented below:

Table 2. Yin (2015) modified version of the WLEIS (2002)

Self-Emotion Appraisal (SEA):	Others' Emotion Appraisal (OEA):	Regulation of Emotion: (ROE):	Use of Emotion (UOE):
I have a good sense of why I have certain feelings most of the time	I always know my friends' emotions from their behavior	I am able to control my temper and handle difficulties rationally	I always set goals for myself and then try my best to achieve them
I have a good understanding of my own emotions	I have good understanding of the emotions of people around me	I can always calm down quickly when I am very angry	I always tell myself I am a competent person
I really understand what I feel		I have good control of my own emotions	I am a self-motivated person
I always know whether or not I am happy			

Independent and Dependent Variables

The following independent and dependent variables used in subsequent statistical

analysis include: students' performance, students' satisfaction, customer satisfaction,

students' intention to stay in the hospitality industry, and customers' intention to revisit.

Students' Performance

Student performance was measured using 10 items from an adapted DINESERV

(Stevens, Knutson, & Patton, 1995) scale based on customers' evaluations of student

servers in the student-operated restaurant (Appendix B). The objective of DINESERV is to

provide restaurant managerial staff with a tool to measure service quality and to address

the needs of customers in a timely manner. Ten Likert scale items, ranging from 1

(strongly disagree) to 5 (strongly agree) were used to assess student performance. Higher

scores were indicative of higher student performance: The student… "appeared clean, neat

and appropriately dressed;" "quickly corrected anything that was wrong;" "provided an

accurate guest check;" "served food exactly as ordered;" "provided prompt service;" "was both able and willing to give you information about the menu items, and methods of preparation;" "seemed well-trained, competent and experienced;" "anticipated my individual needs and wants;" "was sympathetic and reassuring if something was wrong;" and "seemed to have my best interest at heart." For analytic purposes all items (see appendix E) were then computed and averaged to create a single student performance score ($\alpha= 0.91$).

Students' Satisfaction

Adopting a scale developed by Athiyaman (1999), the current study used a 6-item measurement of student satisfaction. The scale anchors ranged from 1 (strongly disagree) to 5 (strongly agree). Students were asked to identify their level of agreement with the following statements*:* "I am satisfied with my decision to attend this class;" "If I had to do it all over again, I would not enroll in this class;" "My choice to enroll in this class was a wise one;" "I feel bad about my decision to enroll in this class;" "I think I did the right thing when I decided to enroll in this class," and "I am not happy that I enrolled in this class." The alpha reliability reported by Athiyaman (1999) was .92 and items 2, 4, and 6 were reverse-coded. In the current study the reliability coefficient was .88. For subsequent analysis all variables were summed into a single student satisfaction score (see appendix E).

Students' Intention to Stay

Two items were adopted from Chang, Walsh, and Tse (2014) and used to measure students' intentions to stay in the hospitality industry: "I would be very happy to spend the rest of my career in the hospitality industry" and "I will certainly join the industry upon

graduation." The alpha reliability was .85. The scale anchors ranged from 1 (strongly disagree) to 5 (strongly agree) where higher scores meant higher intention to stay in the hospitality industry. For analytical purposes both scale items were summed (see appendix F) to create a single variable, $\alpha = .97$.

Customers' Satisfaction

Customer satisfaction was measured using three scale items by Gotlieb, Grewal, and Brown (1994) adapted from Oliver (1980). The scale anchors ranged from 1 (strongly disagree) to 7 (strongly agree). Customers were asked to identify their level of agreement with the following statements: "I am happy about my decision to come to this restaurant;" "I believe I did the right thing when I came to this restaurant;" and "Overall, I am very satisfied with at the decision to come to this restaurant." The coefficient alpha reported by Gotlieb et al. (1994) was .97. For the purpose of this research, all three scale items were transformed to fit the scale from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicated higher customer satisfaction. The alpha for the scale items was .96 and consequently, the items were summed up for later analysis (see appendix E).

Customers' Intention to Revisit

Intention to revisit was assessed using the scale developed by Kim, Park, Kim, and Ryu (2013) with the scale anchors ranging from 1 (strongly disagree) to 5 (strongly agree). Customers were asked to rate the following statement: "I intend to revisit this restaurant in the near future;" "It is very likely that I will revisit this restaurant;" and "I would like to visit this restaurant more often." Reliability for the three items was reported by Kim et al. (2013) at .92 and in the current study it was .93. All items were summed (see appendix F) to create a single variable for statistical analysis.

46

Control Variables

The following control variables were included in the study to increase degrees of freedom and give fit statistics while adding rigor to control for confounding variables. Students' emotional exhaustion, students' potential motivators and students' potential barriers were carefully selected based on theoretical significance.

Students' Emotional Exhaustion

Emotional exhaustion was included as a control variable because of its negative association with EI, job performance, and job satisfaction (Moon & Hur, 2011). Five items adapted from Maslach and Jackson (1986) were used to measure student emotional exhaustion: "I feel emotionally drained by my studies;" "I feel used up at the end of a day at school;" "I feel tired when I get up in the morning and have to face another day of school;" "studying or attending a class is really a strain for me;" and "I feel burned out from my studies." Each indicator was measured on a Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Consequently, the items were summed and the five items produced reliability coefficient of .87 (see appendix E).

Students' Potential Motivators

There is little research on the study of motivational factors impacting students in the hospitality industry, even though this issue has significant implications for hospitality education. Using a sample of Australian students, O'Mahony, McWilliams, and Whitelaw (2001) found that hospitality students were motivated by their parents and career counselors. In another study,

Schmidt (2002) categorized students' motivation according to four factors: personal (unique to the student); demographic (for example, gender, race/ethnicity, and age); psychological (for example, personality and lifestyle); and social (for example, social class and family expectations).

Four indicators developed by the researcher were used to measure potential motivators for students: "I enrolled in this class because of my friends;" "I enrolled in this class because it will help my career;" "My friends motivate me to do well in this class;" and "The instructor motivates me to do well in this class." These indicators were measured on Likert scales, 1 (strongly disagree) to 5 (strongly agree). For analytic purposes all indicators were summed into one variable (see appendix E) due to high internal consistency ($\alpha = .80$).

Students' Potential Barriers

Hospitality students face several barriers that are consequential to their career development (Lent, Brown, & Hackett, 1994; Luzzo & McWhirter, 2001). Luzzo (2001) argued that students facing perceived barriers were less likely to demonstrate self-confidence in making career decisions. Similarly, Lent et al. (1994) surveyed university and technical college students and found that several barriers affected their career choices, including financial difficulties; excessive educational requirements; negative school or work experience; and negative social or family influences.

Four indicators developed by the researcher were used to measure potential barriers, and respondents used a 5-point Likert scale ranging from 1 (strongly disagree) and 5 (strongly agree) to evaluate each barrier: "Extracurricular activities may affect my

ability to do well in this class;" "Family issues may affect my ability to do well in this class;" "Personal issues may affect my ability to do well in class;" and "Peer pressure may affect my ability to do well in this class." Like the two previous control variables, all indicators were summed (see appendix E) to create one variable for multivariate analysis due to high internal consistency (α=.79).

CHAPTER IV

FINDINGS

This chapter presents the findings of the study in two sections. Descriptive statistics are presented in the first section. In the second section, multivariate results based on Paired Samples T-Test, Cross-Lagged Models and Regression and Path Analyses are presented. The data was collected and coded using SPSS Version 20 and analyzed using MPLUS Version 6 (1998-2011).

Descriptive Analysis

Student Profile

A demographic profile of the respondents is shown in Table 3. Among the student sample 78% were females. Other hospitality undergraduate studies have found similar gender results (Asatryan, Slevitch, Larzelere, & Kwun, 2013; Schoffstall & Arendt, 2014). Similar results are found in Schoffstall et al. (2014), where 77% of students were female. In terms of race and ethnicity, the majority (58%) of respondents were Caucasian, followed by Asians, who comprise almost one-third (32%) of the student sample population. Among these students, 70% were seniors and almost all (96%) had previous hospitality experience (restaurant, hotel, bar, etc). The majority of students was employed or had friends and family members in the hospitality industry, with 60% and 62%, respectively. Schoffstall et al. (2014) reported that approximately

88% of the hospitality undergraduates in their study were employed during their degree

programs (not including internships).

Table 3. Student Population Descriptive Statistics (N=50)

Sociodemographic Characteristics	%
Gender	
Female	78.0
Race/Ethnicity	
Hispanic	6.0
Caucasian	58.0
African American	2.0
Asian/Pacific Islander	32.0
Native American	2.0
Student Status	
Freshman	0.0
Sophomore	0.0
Junior	30.0
Senior	70.0
Previous hospitality experience	96.0
Current hospitality experience	60.0
Friends/family members employed in hospitality industry	62.0

Customer Profile

Table 4 shows the statistics for guest who dined at the student-run restaurant, during the

observation period. The majority (62%) of guests were women. This result is similar to Barber,

Goodman, & Goh (2011). Guests also varied by age group. Approximately three-quarters (73%)

of the guests were between ages 18 and 24, 10% between ages 25 and 34, and almost one-fifth

(17%) were 35 years and older. The high proportion of young adults between 18 and 24 years is

representative of the patrons of the restaurant. Most (74%) of the guests were Caucasian, one-

tenth were Hispanic, 4% were African American, and more than 12% were of other races (7% of

whom are of Asian origin). The majority of guests strongly agreed that they were satisfied with

the decision to come to the student-run restaurant (x = 4.78; σ = 0.56; range 1-5). Most guests

also reported a strong intention to revisit the student-run restaurant (x = 4.62; σ = 0.72; range 1-5). Prior to being surveyed, more than four in ten guests had visited the restaurant at least once during the last month, and almost half (48%) used a meal plan as a method of payment. A quarter (24%) of all guests were affiliated with the College of Human Sciences, approximately 17% and 13% were from the Colleges of Arts and Science and Education respectively, and just over one-tenth of all guests were affiliated with the College of Agricultural Science and Natural Resources (11.4%) and Engineering, Architecture and Technology (10.2%). While three of every four guests were students (67% undergraduates and almost 6% graduate students), 14% were university staff or faculty, approximately 5% were alumni, and 9% were visitors.

Table 4. Customers Who Dined at the Student-Operated Restaurant Descriptive Statistics (N=168)

Sociodemographic Characteristics	%	Mean	S.D	Range
Gender				
Female	61.9			
Age group (years)				
18-24	72.6			
25-34	10.1			
35-44	6.0			
45-54	7.1			
55 and older	4.2			
Race/Ethnicity				
Hispanic	9.4			
Caucasian	74.3			
African American	4.1			
Asian/Pacific Islander	7.6			
Other[a]	4.6			
Selected Guest Responses				
Overall, I am satisfied with the decision to come to the student-operated restaurant[b]		4.78	0.56	1-5
I intend to revisit this restaurant in the near future[c]		4.62	0.72	1-5

Number of times guest visited the restaurant in last month	
None	36.3
1-2 times	42.7
3-4 times	8.2
5 or more times	12.9
Method of payment for meal	
Cash	1.2
Credit card	19.6
Departmental charge	2.4
Meal plan	48.2
Bursar	12.5
Someone else paid	16.1
College Affiliation	
Agricultural Science and Natural Resources	11.4
Arts and Sciences	16.8
Education	12.6
Engineering, Architecture, and Technology	10.2
Human Sciences	24.0
Spears School of Business	11.4
Graduate College	1.8
Honors College	0.6
Other/Non-related	11.4
Current Affiliation	
Undergraduate	67.1
Graduate Student	5.9
Staff/Administrative	5.9
Faculty	7.6
Alumni	4.7
Visitor	8.8

Note: Subscript a is comprised of respondents who are Native Americans and other race/ethnicity. Subscripts b and c represent statements measure on a Likert scale ranging from 'strongly disagree' to 'strongly agree.'

Students' Technical Competence

Table 5 provides a descriptive profile of students' technical competence indictors and the respective scores following TC training. Students' TC scores increased after TC training. There were statistically higher differences in scores among 27 of the 30 items. For example, student "Asks for help when needed" (Xs = 3.06; 3.56; difference = 0.50), "provides hot beverage service" (Xs = 3.13; 3.75; difference = 0.62), "folds napkins" (Xs = 2.83; 3.46; difference =

0.63), "lift and carries trays" (Xs = 2.81; 3.48; difference = 0.67), and "take food orders", (Xs = 2.96; 3.67; differences = 0.71).

Table 5. Students' Technical Competence Descriptive Statistics

	Pre-TC Training			Post-TC Training			Difference (Post TC-Pre-TC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
Shows up for work on time and is prepared to work	48	3.38	0.80	48	3.77	0.48	0.39	-2.91	0.005**
Completes assigned task on time	48	3.33	0.76	48	3.69	0.46	0.36	-2.56	0.014*
Accepts supervision willingly	48	3.21	0.90	48	3.69	0.51	0.48	-2.93	0.005**
Follows written and oral instructions	48	3.15	0.80	48	3.58	0.56	0.43	-2.88	0.006**
Interacts with others in a courteous and tactful manner	48	3.46	0.71	48	3.79	0.42	0.33	-2.68	0.010*
Cooperates with others and works well in a team	48	3.54	0.65	48	3.77	0.43	0.23	-1.85	0.070
Asks for help when needed	48	3.06	0.83	48	3.56	0.58	0.50	-3.17	0.003**
Follows safety rules and regulations	48	3.31	0.65	48	3.60	0.54	0.29	-2.09	0.042*
Maintains a well-groomed, professional appearance	48	3.27	0.94	48	3.71	0.59	0.44	-2.64	0.011*
Sets up the restaurant for service	48	3.06	0.64	48	3.54	0.51	0.48	-3.59	0.001**
Stocks and maintains side station	48	3.10	0.67	48	3.50	0.51	0.40	-3.07	0.004**
Folds napkins	48	2.83	0.75	48	3.46	0.50	0.63	-4.23	0.000**
Prepares service trays	48	3.38	0.60	48	3.67	0.48	0.29	-2.31	0.025*
Greets and seats guests	48	2.94	0.78	48	3.31	0.58	0.37	-2.48	0.016*
Lifts and carries trays	48	2.81	1.07	48	3.48	0.65	0.67	-3.87	0.000***
Serves water	48	3.29	0.73	48	3.75	0.44	0.46	-3.53	0.001**
Takes beverage orders	48	3.13	0.77	48	3.77	0.43	0.64	-5.04	0.000***
Processes beverage orders	48	3.13	0.77	48	3.77	0.43	0.64	-5.04	0.000***
Provides hot beverage service	48	3.13	0.77	48	3.75	0.44	0.62	-4.86	0.000***
Takes food orders	48	2.96	0.84	48	3.67	0.48	0.71	-4.96	0.000***

	N	Mean	S.D	N	Mean	S.D	Difference	t-stat	Sig.
Serves bread and butter	48	3.40	0.53	48	3.75	0.44	0.35	-3.5	0.001**
Serves the meal	48	3.00	0.76	48	3.60	0.5	0.60	-4.56	0.000***
Checks back to the table	48	2.92	0.83	48	3.50	0.51	0.58	-3.64	0.001**
Responds to dissatisfied guests	48	3.08	0.67	48	3.44	0.53	0.36	-2.76	0.008**
Sells after-dinner items	48	2.50	0.79	48	3.15	0.65	0.65	-4.47	0.000***
Presents the guest check	48	3.44	0.54	48	3.56	0.54	0.12	-1.09	0.278
Settles guest checks and thanks guests	48	3.29	0.57	48	3.63	0.49	0.34	-2.77	0.008**
Clears and resets tables	48	3.27	0.59	48	3.65	0.49	0.38	-3.18	0.003**
Takes cares of soiled restaurants linens	48	3.63	0.49	48	3.79	0.43	0.16	-1.83	0.073
Performs closing side work	48	3.50	0.58	48	3.77	0.44	0.27	-2.45	0.018*

Note: Indicators are measured on a scales ranging from 1 to 4. Higher scores indicate higher TC; *p < .05, **p <.01, ***p <.001.

Students' Emotional Competence

Twelve (12) indicators were used to measure emotional competence (Table 6). There were positive mean differences in 11 of the 12 of the EC scores after EC training. Specifically, three mean EC scores were statistically after training, "I really understand what I feel (my feelings)" (Xs = 4.17; 4.38; difference = 0.21); "I can always calm down quickly when I am very angry" (Xs = 3.52; 3.88; difference = 0.36); and "I have good control of my own emotions" (Xs = 3.67; 4.08; difference = 0.41).

Table 6. Students' Emotional Competence Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
I have a good sense of why I have certain feelings most of the time	48	4.27	0.84	48	4.42	0.73	0.15	-1.35	0.181
I have a good understanding of my own emotions	48	4.21	0.84	48	4.38	0.73	0.17	-1.47	0.146
I really understand what I feel (my feelings)	47	4.17	0.91	48	4.38	0.7	0.21	-2.11	0.040*

I always know whether or not I am happy	48	4.25	0.83	48	4.40	0.67	0.15	-1.26	0.212
I always know my friend's emotion from their behavior	48	3.73	0.81	48	3.83	0.83	0.10	-0.843	0.404
I have a good understanding of the emotions of people around me	48	3.90	0.75	48	4.04	0.79	0.14	-1.31	0.197
I always set goals for myself and then try my best to achieve	48	3.96	0.74	48	3.98	0.91	0.02	-0.191	0.850
I always tell myself I am a competent person	48	3.71	0.92	48	3.92	0.84	0.21	-1.52	0.133
I am a self-motivated person	48	4.04	0.74	48	4.00	0.92	-0.04	0.34	0.736
I am able to control my temper and handle difficulties rationally	48	3.88	1.00	48	4.02	0.83	0.14	-0.926	0.359
I can always calm down quickly when I am very angry	48	3.52	1.05	48	3.88	0.93	0.36	-2.19	0.033*
I have good control of my own emotions	48	3.67	0.95	48	4.08	0.87	0.41	-3.22	0.002*

Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to 'strongly agree' (5). Higher scores indicate higher EC scores; *p < .05, **p <.01, ***p <.001.

Students' Performance

Ten measures of students' performance were evaluated (see Table 7). Students'

performance scores were based on responses provided by customers dining at the student-run

restaurant. Overall, guests reported in the affirmative for all student performance indicators.

Table 7. Students' Performance Descriptive Statistics (N=168)

Student Performance Indicators	Mean	S.D.
The student appeared clean, neat, and appropriately dressed.	4.90	0.48
The student quickly corrected anything that was wrong.	4.73	0.64
The student provided an accurate guest check.	4.85	0.59
The student served your food exactly as ordered.	4.83	0.62

	4.50	0.81
The student provided prompt service.	4.50	0.81
The student was both able and willing to give you information about the menu items and methods of preparation.	4.67	0.68
The student seemed well-trained, competent, and experienced.	4.60	0.71
The student anticipated my individual needs and wants.	4.56	0.79
The student was sympathetic and reassuring if something was wrong.	4.80	0.55
The student seemed to have my best interest at heart.	4.77	0.55

Note: All indicators were measures based on a Likert scale: 'strongly disagree' (1) to 'strongly agree' (5).

Students' Satisfaction

Table 8 presents a descriptive profile of students' satisfaction scores. All students found enrolling in this class to be beneficial, especially following EC training.

Table 8. Students' Satisfaction Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
I am satisfied with my decision to attend the service class	48	4.08	0.76	48	4.10	0.83	0.02	-0.206	0.837
If I had to do it all over again I would not enroll	48	2.06	0.99	48	2.44	1.33	0.38	-2.001	.051*
My choice to enroll in this class was a wise one	48	3.83	0.83	48	3.94	0.86	0.11	-0.843	0.404
I feel bad about my decision to enroll in this class	48	1.77	0.72	48	1.96	1.03	0.19	-1.386	0.172
I think I did the right thing when I decided to enroll in this class	48	4.04	0.77	48	4.08	0.82	0.04	-0.389	0.699
I am not happy that I enrolled in this class	48	1.94	0.83	48	1.98	1.06	0.04	-0.292	0.772

*Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to 'strongly agree' (5). ; *p < .05, **p <.01, ***p <.001.*

Students' Intention to Stay

Overall, one of two indicators measuring students' intention to stay in the industry slightly increased after the completion of EC training (Table 9).

Table 9. Students' Intention to Stay Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
I would be very happy to spend the rest of my career in the hospitality industry	48	4.10	0.88	48	4.15	1.01	0.05	-0.405	0.688
I will certainly join the industry upon graduation	48	4.19	0.79	48	4.19	1.00	0.00	0.000	1.000

Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to 'strongly agree' (5); *p < .05, **p <.01, ***p <.001.

Students' Emotional Exhaustion

Table 10 highlights descriptive statistics on students' emotional exhaustion. Of the five indictors measured, two increased following EC training, one indicator had unchanged mean scores, and two emotional exhaustion scores decreased.

Table 10. Students' Emotional Exhaustion Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
I feel emotionally drained by my studies	48	2.98	1.10	48	3.00	1.05	0.02	-0.158	0.875
I feel used up at the end of a day at school	48	2.77	1.20	48	2.77	1.03	0.00	0.000	1.000
I feel tired when I get up in the morning and I have to face another day of school	48	3.15	1.16	48	3.00	1.16	-0.15	0.828	0.412

	N	Mean	S.D	N	Mean	S.D	Difference	t-statistic	Sig.
Studying or attending a class is really a strain for me	48	2.52	1.14	48	2.48	1.07	-0.04	0.330	0.743
I feel burned out from my studies	48	2.69	1.09	48	2.71	1.11	0.02	-0.131	0.896

*Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to 'strongly agree' (5); *p < .05, **p <.01, ***p <.001.*

Students' Potential Motivators

Although there were changes in the students' potential motivator scores (see Table 11) following EC training, they were not statistically different. Of the four indicators used to measure students' potential motivators, two indictors increased while the remaining two indicators decreased post EC training.

Table 11. Students' Potential Motivators Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
I enrolled in this class because of my friends	48	1.54	0.84	48	2.10	1.05	0.56	-3.198	0.002**
I enrolled in this class because it will help my career	48	4.04	0.84	48	3.94	1.01	-0.10	0.819	0.417
My friends motivate me to do well in this class	48	3.44	1.20	48	3.65	1.02	0.21	-1.258	0.215
The instructor motivates me to do well in this class	47	4.28	0.77	48	4.23	0.98	-0.05	0.350	0.728

*Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to strongly agree' (5).); *p < .05, **p <.01, ***p <.001.*

Students' Potential Barriers

Following EC training, the students' potential barriers scores increased on three of four

indicators (Table 12).

Table 12. Students' Potential Barriers Descriptive Statistics

	Pre-EC Training			Post-EC Training			Difference (Post EC-Pre-EC)	t-statistic	Sig.
	N	Mean (X)	S.D (σ)	N	Mean (X)	S.D (σ)			
Extra-curricular activities may affect my ability to do well in this class	48	2.98	1.34	48	3.33	1.34	0.35	-1.764	0.084
Family issues may affect my ability to do well in this class	48	2.48	1.30	48	2.75	1.37	0.27	-1.187	0.241
Personal issues may affect my ability to do well in this class	48	2.94	1.22	48	2.94	1.34	0.00	0.000	1.000
Peer pressure may affect my ability to do well in this class	48	2.35	1.28	48	2.65	1.39	0.30	-1.706	0.095

Note: Indicators are measured on a Likert scale – 'strongly disagree' (1) to 'strongly agree' (5); *p < .05, **p <.01, ***p <.001.

<div align="center">**Multivariate Analysis**</div>

Paired Samples T-Tests

Hypothesis 1: Students' technical competence at t_2 will be higher than students' technical

competence at t_1.

Table 13 provides results for the Paired Samples T-Test. Students' mean TC score at t_2 (3.84) was significantly higher than students' TC score at t_1 (3.18), p-value (<0.05) which supported hypothesis 1.

Table 13. Paired Samples T-Test: Technical Competences

Variable	N	Mean	Standard Deviation	95% Conf. Interval	Overall Statistics
Technical Competence t_1	50	3.18	0.69	2.98 - 3.37	t=8.05 p=0.000
Technical Competence t_2	50	3.84	0.78	3.62 – 4.06	

Hypothesis 2: Students' emotional competence at t_2 will be higher than students' emotional

competence at t_1.

Mean difference in scores was observed between EC t_1 and t_2. Students' mean EC t_2 (4.11) was significantly higher than students' EC t_1 (3.94), p-value (<0.05). Therefore, hypothesis 2 was supported (Table 14).

Table 14. Paired Samples T-Test: Emotional Competences

| Variable	N	Mean	Standard Deviation	95% Conf. Interval	Overall Statistics
Emotional Competence t_1	48	3.94	0.55	3.78 – 4.10	t=2.97 p=0.000
Emotional Competence t_2	48	4.11	0.52	3.96 – 4.26	

Note: 2 missing cases

Model 1: Cross-Lagged Model

Hypothesis 3: Students' technical competence at t_1 is positively associated with students' emotional competence at t_2.

Hypothesis 4: Students' emotional competence at t_1 is positively associated students' technical competence at t_2.

Hypothesis 5: Students' technical competence at t_2 is positively associated with students' emotional competence at t_2.
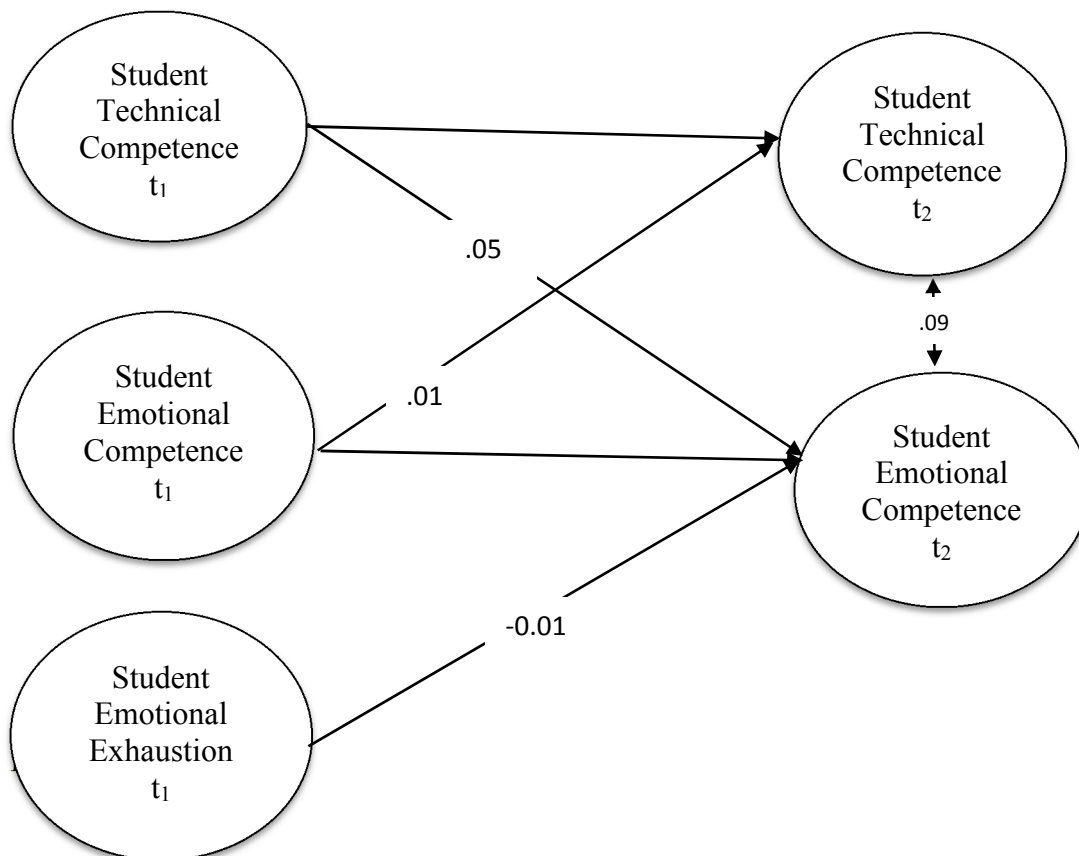
Note: *p < .05, **p <.01, ***p <.001; *AIC* (64.530); *BIC* (83.65); *Adjusted BIC* (52.26)

Figure 5 shows results based on cross-lagged models. The results for hypothesis 3 indicated that TC t_1 was not a significant predictor of EC t_2 (p-value, > 0.05) even after

controlling for student emotional exhaustion t_1. Also, hypothesis 4 was not supported as the association between EC t_1 and TC t_2 was not significant (p-value, <0.05). Hypothesis 5 was not supported as TC at t_2 and EC at t_2 were not significantly correlated after controlling for t_1 variables.

Model 2: Regression Model

Hypothesis 6: Students' technical competence at t_2 is positively associated with students' performance.

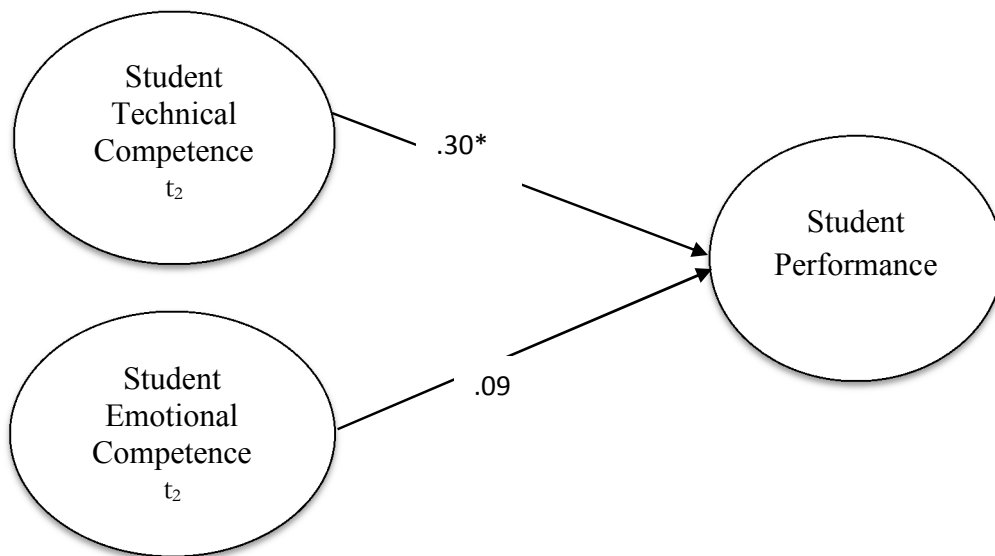*Hypothesis 7*: Students' emotional competence at t_2 is positively associated with students' performance.

Figure 6

Note: *p < .05, **p <.01, ***p <.001

In Figure 6 the effects of students' technical and emotional competences on student performance were examined. As a control variable, student exhaustion at t_2 was also included in the model. Results suggest that students' technical competence at t_2 was a significant predictor of students' performance (p-value, 0.030). Therefore, on average, for every one unit increase in technical competence score, students' performance increased by 0.30 points. On the other hand, student emotional competence at t_2 was not predictive of student performance (p-value $>.05$). Therefore hypothesis 6 was supported while hypothesis 7 was not supported.

Model 3: Path Analysis

Hypothesis 8:   Students' performance is positively associated with student satisfaction.

Hypothesis 9:   Students' performance is positively associated with customer satisfaction.

Hypothesis 10:   Students' satisfaction is positively associated with customer satisfaction.
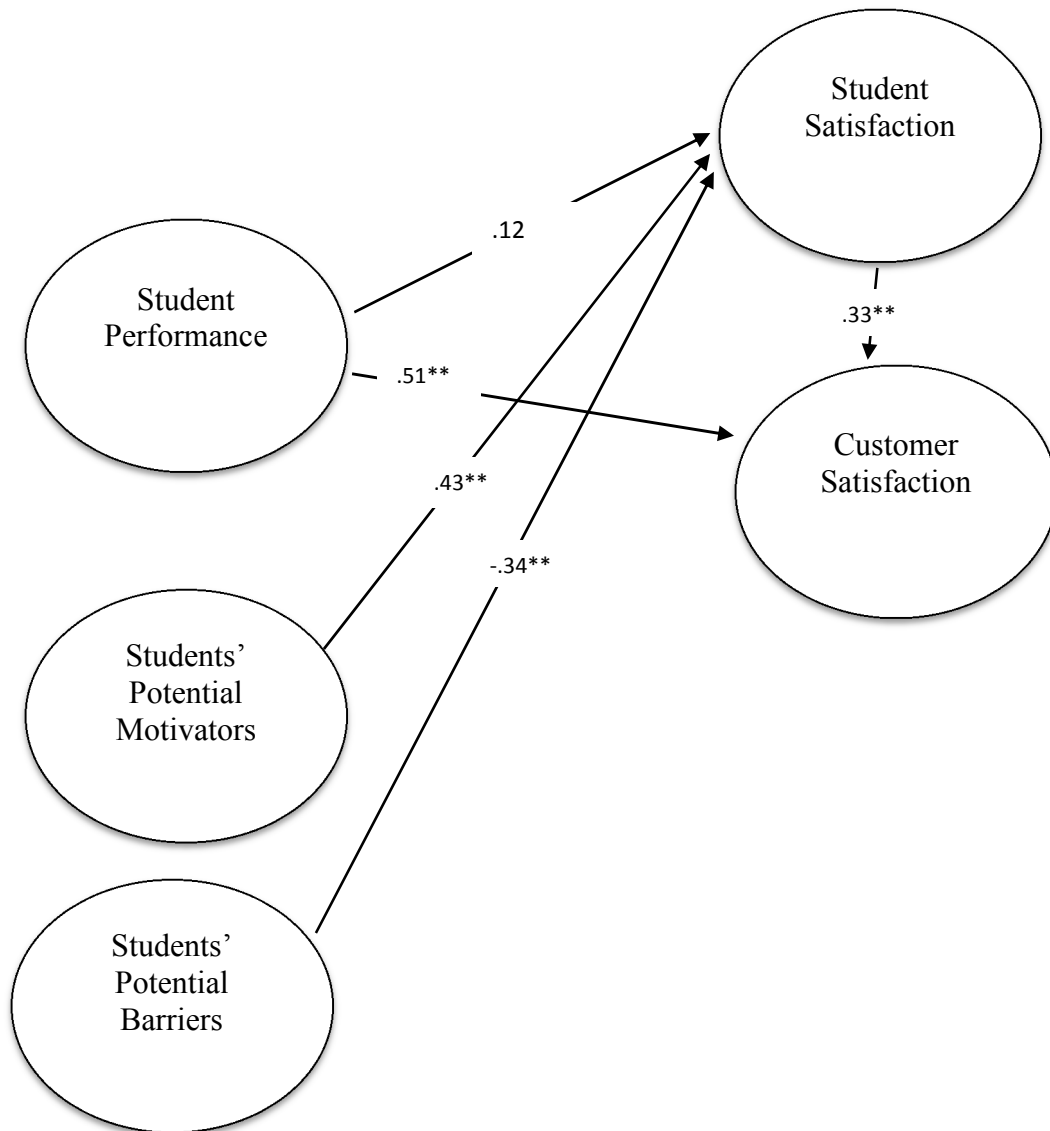
Figure 7

Note: *p < .05, **p <.01, ***p <.001; X^2 (0.391); CFI/TLI (1.000, 1.166); RMSEA (0.000); SRMR (0.015)

Figure 7 showed results from Model 3 that tested the association between students'

performance and student satisfaction on customer satisfaction, with the control variables of

potential motivators and barriers included in the equation. Additionally, the association between student performance and student satisfaction was examined. Hypothesis 8 was not supported as the association between student performance and student satisfaction was not statistically significant (p-value >0.05). However, both control variables included in the model (potential motivators and barriers) were significant predictors of student satisfaction. For each unit increase in students' report of potential motivators, students' satisfaction score increased by 0.43 points (results not shown). Also for each unit increase in students' report of potential barriers, students' satisfaction score decreased by 0.34 points (results not shown). Students' performance was positively associated with customer satisfaction. For each unit increase in students' performance, customer satisfaction scores increased by 0.51 points. Similarly, students' satisfaction also predicted customer satisfaction. A unit increase in students' satisfaction increased customer satisfaction scores by 0.33 points. Overall, hypotheses 9 and 10 were supported.

Model 4a: Path Analysis

Hypothesis 11:   Students' satisfaction predicts students' intention to stay in
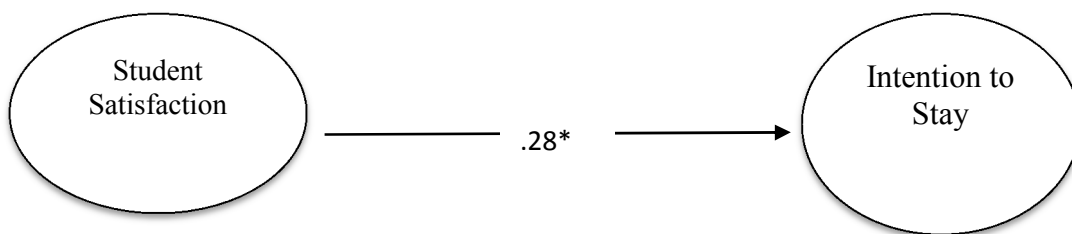   hospitality.

Figure 8

Note: *p < .05, **p <.01, ***p <.001; X^2 (1.919); CFI/TLI (1.000, 1.018); RMSEA (0.000); SRMR (0.045)

In Figure 8 the path model indicates that student satisfaction is a significant predictor of students' intention to stay in the hospitality industry. For every one unit increase in student satisfaction, students' intention to stay in hospitality increased by 0.28 points. The results support hypothesis 11.

Model 4b: Path Analysis

Hypothesis 12: Customers' satisfaction predicts customers' intention to revisit.
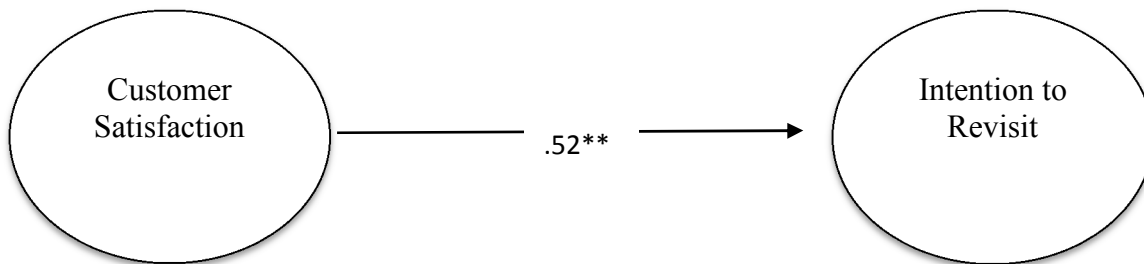

Figure 9

Note: *p < .05, **p <.01, ***p <.001; X^2 (1.919); CFI/TLI (1.000, 1.018); RMSEA (0.000); SRMR (0.045)

Figure 9 shows that customer satisfaction is a significant predictor of customers' intention to revisit. The parameter estimate indicated that that for every one unit increase in customer satisfaction, customers' intention to revisit the student-operated restaurant increased by 0.52 points. Hypothesis 12 was therefore supported.

<div align="center">

Summary

</div>

A descriptive portrait of the student population for this study revealed that the majority were Caucasian female senior undergraduates who had current or previous hospitality experience. Similarly, the customer profile showed a large proportion of young women of

Caucasian racial/ethnic descent patronized the student-operated restaurant over the research period. The majority of customers were young repeat guests who reported satisfaction with the service received and reported strong intentions to revisit.

Using cross-lagged models, the proposed interactive approach for TC and EC was not supported, because TC at t_1 was not a significant predictor of EC at t_2 nor was EC at t_1 a significant predictor of TC at t_2. However, multivariate analysis indicated that TC and EC training proved beneficial as students' scores were statistically higher at t_2. Only TC at t_2 was statistically associated with students' performance. Based on prior literature, the positive association between motivating factors and students' satisfaction was supported; likewise, the results of the negative association between potential barriers and students' performance was also supported. Students' performance and satisfaction were also significant positive predictors of customer satisfaction. Finally, students' and customers' satisfaction were predictive of intention to remain in the hospitality industry and to revisit the student-operated restaurant, respectively (Figure 10 – Full Model).

Chapter 5 reviews the purpose of the study, provides implications of the analysis and interpretation for the research, and offers recommendations for the service industry as well as for further research.

Figure 10. Full Path Analysis Model
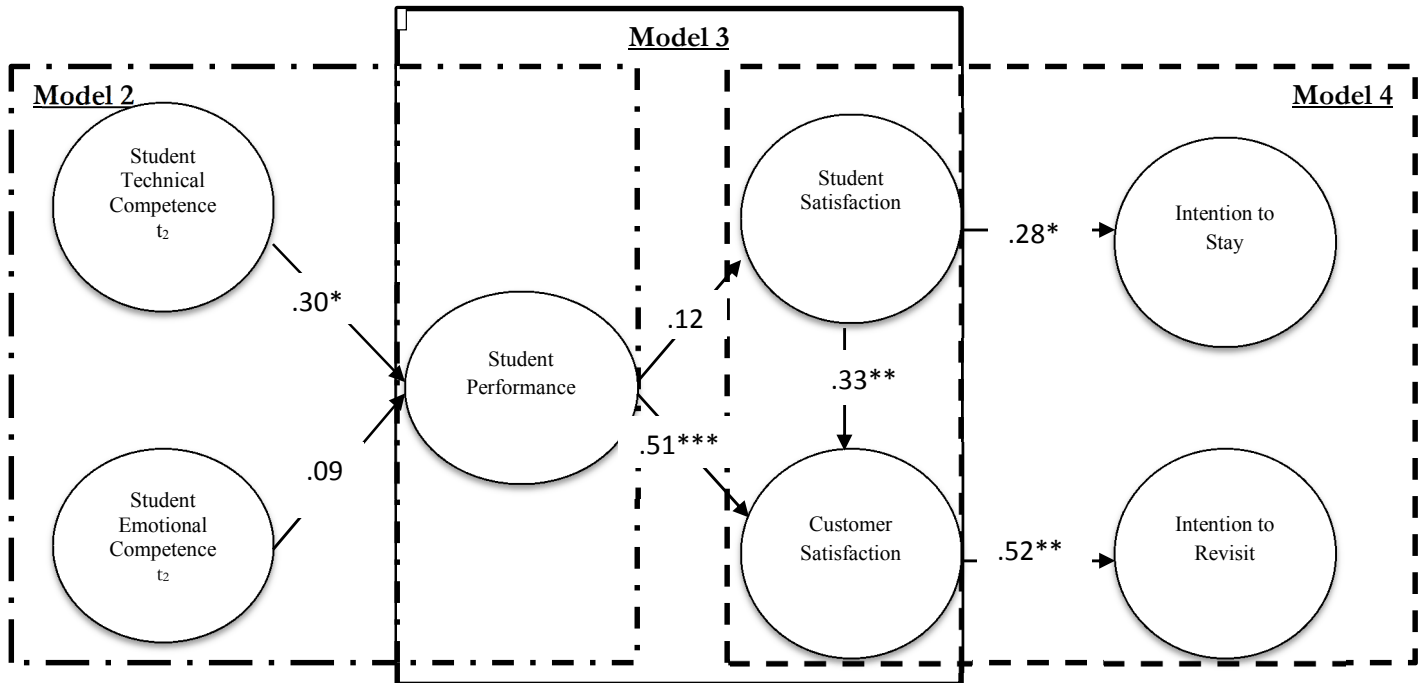
CHAPTER V

CONCLUSION

This chapter reviews the purpose of the study, provides implications of the analysis and interpretation for the research, and then offers recommendations for the service industry and for further research.

Overview of the Study

The purpose of this research was to 1) investigate the simultaneous implementation of TC and EC training among a sample of hospitality students, and 2) test students competency scores and customer outcomes. Building on prior studies that emphasize the need for the inclusion of emotional competence in the hospitality curricula (Scott-Halsell et al., 2007), the main research question focused on the inclusion of TC and EC within the hospitality curricula.

Research Question 1

In answering the first research question, "What are the effects of students' technical and emotional competences on students' performance?" the results indicate that there is insufficient evidence to conclude that EC at t_2 predicts students' performance. There is sufficient evidence to conclude that TC at t_2 predicts students' performance.

Research Question 2

In answering the second research question, "What are the relationships between students' performance and students' and customers' satisfaction?" the results indicate that there is

sufficient evidence to conclude that students' performance predicts customer satisfaction. However, evidence is insufficient to conclude that students' performance predicts students' satisfaction.

Research Question 3

In answering the third research question, "What is the relationships between students' satisfaction and students' intention to stay in the hospitality industry?" the results indicate that there is sufficient evidence to conclude that students' satisfaction is a predictor of students' intention to stay in the hospitality industry.

Research Question 4

In answering the fourth research question, "What is the relationships between customers' satisfaction and customers' intention to revisit?" the results indicate that there is sufficient evidence to conclude that customers' satisfaction is a predictor of customers' intention to revisit the student-operated restaurant.

Interpretation of Findings

The first important finding was that students' TC and EC scores significantly increased after receiving dual competency training during a 15-week semester course. Research on TC and EC indicates that these skills are developable through appropriate learning interventions such as lectures, role plays, and exercises (Brackett, et al. 2004; Goleman, 1998; Kanoy et al., 2013; Tymon, 2013). While the cross-lagged model for TC and EC were not found to be statistically significant, the coefficients were positive. Therefore, it can be inferred that TC and EC training are important for inclusion in hospitality curricula, which reinforces the call for a CBET

71

framework to equip students with the requisite competences to be successful entry-level managers. Even though, EC was not positively associated with student performance in this research, other scholars (Mathew et al., 2004) argue that EI (a proxy for EC) is not a good predictor of performance except within the context of the workplace.

A second important finding was that students' performance significantly predicted customer satisfaction. Similar results (Liao et al., 2004) found that customer evaluation of employee performance was an antecedent of customer satisfaction. This finding has practical implications as students were not just demonstrating competence as part of their learning experience in the student-operated restaurant, but it can be inferred that students' strong performance was likely to positively influence the customers' behavioral intentions.

The non-statistically significant finding of students' performance on students' satisfaction may be attributable to two factors. First, the issue of reverse causality, where students' satisfaction actually predicts students' performance, and secondly, that the association between students' performance and students' satisfaction may be spurious. A third (spurious) variable was not accounted for (Blalock, 1964; Cook & Campbell; 1979; Kenny, 1975; Simon; 1985).

The third key finding relates to control variables (potential motivators and barriers) predicting students' satisfaction. The practical significance of potential motivators and barriers predicting students' satisfaction reinforces the need for hospitality educators to minimize barriers that may influence students' ability to successfully complete courses. Simultaneously, hospitality educators should endeavor to create sustainable programs that motivate student learning. Apart from traditional motivating factors, the standard hospitality curricula should include a more holistic approach to competence training by including both technical and emotional competence.

The final two important findings showed positive associations between students'

satisfaction and their intention to stay in the hospitality industry and between customers'

satisfaction and their intention to revisit. Firstly, according to Chang et al. (2010) hospitality

careers are less popular choices among college graduates as a large proportion of undergraduates

are not choosing hospitality careers as their primary vocation (Walsh et al., 2014). With lower

retention rates in the US hospitality industry (Chi & Gursoy, 2008), it may be inferred that the

inclusion of EC training will positively impact students' intention to stay in the hospitality

industry (Walsh et al., 2014). This study's result is consistent with previous studies that showed

that customer satisfaction is a significant predictor of behavioral intentions (Hans et al., 2009;

Qu, 1997).

Implications and Recommendations

Theoretical Contribution

This current study provided theoretical and empirical contributions to the existing

literature on technical (TC) and emotional (EC) competences. In particular the study tested

technical and emotional competences from an interactive framework, as no study has probed the

significance of applying both TC and EC in HTE programs to improve undergraduates'

employability. The findings from this study showed that TC and EC are parallel processes,

therefore, educators should consider incorporating EC as a separate training component in

hospitality curricula providing a framework for improving hospitality undergraduates'

employability, as academics and practitioners agree that higher education should prepare

hospitality students by equipping them, via the curriculum, with the requisite skills and

competences needed for the hospitality labor force. Hospitality employees required not only

73

technical skills but also other skills, as they must demonstrate both technical and emotional-related competences (Hochschild, 1983; Grandey, 2000). However, previous research findings (Scott-Halsell et al., 2007) showed that undergraduates did not have the requisite emotional competence (EC) to be successful entry-level managers. Additionally, even when employers were generally satisfied with the graduates' level of technical competence (Cotton, 2001), they were less satisfied by employees' competence in non-technical skills such as interpersonal and relational skills. Consequently, this study contributes to the literature by filling the gap on information relating to emotional competence in the sphere of undergraduate hospitality education, and it addresses the call for a broader educational perspective that supports the inclusion of EC training for students at all levels (Brackett et al., 2007). This research also showed that TC and EC are parallel processes

In summary, the traditional technical skills will always be of prime importance but at the management-trainee level, graduates are expected to efficiently handle personal, guest, and subordinate issues while maintaining positive emotional displays in situations that usually elicit negative emotional reactions (Chu et al.,, 2012). Researchers suggest that developing emotional competence through courses and intervention programs is associated with positive student outcomes (Kannoy, et al., 2013). Therefore, the current study utilizes an interactive framework between TC and EC because of their direct and significant impact on positive student and employee outcomes.

Practical Contribution

While several researchers have discussed the competences relevant for success in the industry, little has been implemented to provide relevant and inexpensive training for students.

Currently, hospitality employers are recruiting employees with non-technical skills such as EC; consequently, integrating both TC and EC training into the classroom is important for students, prospective employers, and higher education professionals. Emotional skills programs have been associated with increased student learning and academic performance (Mann et al., 2010). Additionally, research has shown that increased technical service-quality skills have a positive impact on customer satisfaction (Söderlund et al., 2010). Students having these skill sets will be able to 1) increase both their TC and EC without incurring additional credit hour cost, and 2) improve their employability in the hospitality industry. Therefore, educators could include personal development, communication skills, stress management, self-awareness among other in-class activities as extra credit opportunities to enable students to develop emotional competency in their routine activities. For prospective employers there are several positive outcomes: 1) reduced cost for specialized training related to TC and EC, and 2) increased profitability, as workers will be able to effectively deal with difficult customer-related situations that may arise. This inevitably leads to greater customer satisfaction and increases favorable behavioral intentions. This research supports prior studies that EC is developable, therefore employers may consider, various workshops (online or in person) to increase employee EC.

In particular, this study showed that hospitality educators can increase students' technical and emotional competences through lectures, role plays, and discussions in the classroom.

Recommendations

The analysis involving the integration of technical and emotional competence, students' performance, students' satisfaction, and students' intention to stay in the industry as well as customers' intention to revisit a student-operated restaurant provides a solid platform for future

research. While this study was cross-sectional in nature, future research should employ

longitudinal analysis of hospitality undergraduates in order to test the integration of TC and EC

over a longer period of time. The current study used a sample of students from a service

laboratory. Future research should also include a sample of students from the hotel

concentrations. Finally, a large study could undertake technical and emotional competence

training using a quasi-experiment approach. Using this method, one sample would receive the

traditional technical competence training, another sample would receive only emotional

competence training, and the final sample would receive the integrative training for TC and EC.

The results from this experiment would indicate which competence training produces the greater

effect on student outcomes.

Limitations

The first limitation of this study is that it is based on a small sample of hospitality

undergraduates enrolled in a one-semester class, which reduces the ability to generalize. While

there is an acknowledgment of this limitation, the analyses for this study indicated variables were

reliable, associations had strong effects and models were not overly complex. Therefore, there is

a level of confidence to use the results from this study to serve as a catalyst for future research.

Secondly, the timeframe of the study was relatively short. However, since this study was

exploratory, the results could be used as a control for future studies that attempt to replicate an

interactive framework between TC and EC through the use of educational intervention. Another

limitation, due to social desirability biases concerns (Bagozzi & Yi, 1990), was the use of self-

reports to collect data on students' EC. However, recent research provides evidence to minimize

these concerns. For example, the WLEIS instrument has consistently validated convergent and

discriminant validity (Law et al., 2004). Researchers who argue for the use of self-reports opine

that use of self-reports "may better capture the emotions that employees are actually feeling in the workplace" (O'Boyle Jr et al., 2011).

Finally, the emotional intelligence (EI) scale by Wong et al. (2002) was utilized in this study, even though the construct under investigation was EC. Therefore developing a scale that actually measures EC would be useful. At the time of the study, an EC scale had not yet been developed, and all EC studies have utilized various EI scales.

Conclusion

The main objective of post-secondary academic programs is to prepare graduates with requisite knowledge and skills to enter the labor force. Hospitality educational programs should emphasize training in workplace skills and competences that reflect the needs of the industry and consequently provide curricula for students to acquire relevant skills and knowledge in the classroom. This study presents a contemporary portrait of requisite competences needed in hospitality and tourism educational programs that will subsequently improve students' employability. Therefore, it is recommended that educators prepare undergraduates with the necessary skill sets, including technical and emotional competences, to make them appropriately qualified to fill entry-level managerial positions (Scott-Halsell, et al., 2008; Teng, 2013) without incurring additional credit-hour cost.

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APPENDICES

APPENDIX A.

STUDENTS' QUESTIONNAIRE

7. What is your gender?

☐ Male
☐ Female

8. What is your race/ethnicity?

☐ Caucasian
☐ African American
☐ Hispanic
☐ Asian/Pacific Islander
☐ Native American
☐ Other

9. Please indicate your year of university study.

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

10. Do you have previous hospitality work experience (restaurant, hotel, bar, etc.)?

☐ Yes
☐ No

11. Are you currently employed in the hospitality industry?

☐ Yes
☐ No

12. Do you have friends/family members currently employed in the hospitality industry?

☐ Yes
☐ No

Taylor's Dining

School of Hotel and Restaurant
Administration
College of Human Sciences

Monday-Friday
11:00am - 1:00 pm

To make a reservation or for more
information, contact:
(405) 744- 6713
hrad@okstate.edu

Located on the second floor of Human
Sciences West, far west side.

Taylor's Dining

Student Questionnaire

Dear Students,

We are conducting a research project to explore the application of competences in hospitality educational programs to improve undergraduates' employability. Participation in this research will involve completion of questionnaries, observations and training. This questionnaire should take you about 10 minutes to complete.

There are no risks associated with this project which are greater than those ordinarily encountered in daily life. Although there are no direct benefits to you, your participation will help us to understand how competences may improve undergraduates' employablity and students' intention to remain in the hospitality industry.

You will receive one unit of course credit for your participation. Should you choose not to participate in this study, an alternative assignment for course credit requires the completion of a one-page reflection on your intention to stay in the industry.

If you are 18 years and above, please proceed to fill out the questionnaire attached and your participation in this reseach is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time.

If you have any questions about the project, you may contact me by phone at (405) 744-6713 or by email at latoya.williams@okstate.edu If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

Yours truly,
Latoya Gibbs
School of Hotel and Restaurant Administration
Oklahoma State University

PLEASE CIRCLE THE NUMBER OF YOUR ANSWER FOR THE FOLLOWING QUESTIONS.

1. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I have a good sense of why I have certain feelings most of the time.　1　2　3　4　5

b. I have a good understanding of my own emotions.　1　2　3　4　5

c. I really understand what I feel (my feelings).　1　2　3　4　5

d. I always know whether or not I am happy.　1　2　3　4　5

e. I always know my friends' emotions from their behavior.　1　2　3　4　5

f. I have good understanding of the emotions of people around me.　1　2　3　4　5

g. I always set goals for myself and then try my best to achieve them.　1　2　3　4　5

h. I always tell myself I am a competent person.　1　2　3　4　5

i. I am a self-motivated person.　1　2　3　4　5

j. I am able to control my temper and handle difficulties rationally.　1　2　3　4　5

k. I can always calm down quickly when I am very angry.　1　2　3　4　5

l. I have good control of my own emotions.　1　2　3　4　5

2. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I feel emotionally drained by my studies.　1　2　3　4　5

b. I feel used up at the end of a day at school.　1　2　3　4　5

c. I feel tired when I get up in the morning and I have to face another day of school.　1　2　3　4　5

d. Studying or attending a class is really a strain for me.　1　2　3　4　5

e. I feel burned out from my studies.　1　2　3　4　5

3. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I am satisfied with my decision to attend the service class.　1　2　3　4　5

b. If I had to do it all over again, I would not enroll in this class.　1　2　3　4　5

c. My choice to enroll in this class was a wise one.　1　2　3　4　5

d. I feel bad about my decision to enroll in this class.　1　2　3　4　5

e. I think I did the right thing when I decided to enroll in this class.　1　2　3　4　5

f. I am not happy that I enrolled in this class.　1　2　3　4　5

4. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I enrolled in this class because of my friends.　1　2　3　4　5

b. I enrolled in this class because it will help my career.　1　2　3　4　5

c. My friends motivate me to do well in this class.　1　2　3　4　5

d. The Instructor motivates me to do well in this class.　1　2　3　4　5

5. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. Extra-curricular activities may affect my ability to do well in this class.　1　2　3　4　5

b. Family issues may affect my ability to do well in this class.　1　2　3　4　5

c. Personal issues may affect my ability to do well in this class.　1　2　3　4　5

d. Peer pressure may affect my ability to do well in this class.　1　2　3　4　5

6. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I would be very happy to spend the rest of my career in the hospitality industry.　1　2　3　4　5

b. I will certainly join the industry upon graduation.　1　2　3　4　5

APPENDIX B.

CUSTOMERS' QUESTIONNAIRE

10. Did you dine alone?

☐ Yes
☐ No

11. When considering to dine at a restaurant, the most important thing for me is... (Choose one)

☐ The food and the dining experience
☐ The service provided by the employee

12. Overall to what degree would you rate the students' performance operating Taylor's Dining?

☐ Unsatisfactory
☐ Needs Improvement
☐ Meets Expectations
☐ Exceeds Expectation

13. Please indiciate your current affiliation with OSU

☐ OSU Undergraduate
☐ OSU Graduate Student
☐ OSU University Staff/Administrative
☐ OSU University Faculty
☐ OSU Alumni
☐ Visitor

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School of Hotel and Restaurant Administration
College of Human Sciences

Monday-Friday
11:00am - 1:00 pm

To make a reservation or for more information, contact:
(405) 744- 6713
hrad@okstate.edu

Located on the second floor of Human Sciences West, far west side.

Taylor's Dining
Guest Questionnaire

Dear Guests,

Thank you for dining in Taylor's today at Oklahoma State University. We appreciate your assistance to provide valuable information about your dining experience by taking a few moments to answer the following questions. The questionnaire should take you about 10 minutes to complete.

There are no risks associated with this project which are greater than those ordinarily encountered in daily life. Although there are no direct benefits to you, your participation will help us to understand how competences may improve guest satisfaction and intention to revisit Taylor's.

If you are 18 years and above, please proceed to fill out the questionnaire attached and your particiaption in this research is voluntary. There is no penalty for refusal to participate and participation is anonymous. You are free to withdraw your consent and participation in this study at any time. Completion of the questionnaire indicates your willingness to participate in this research study.

After completion of the survey please drop the form in the box located at the host stand.

If you have any questions about the project, you may contact me by phone at (405) 744-6713 or by email at latoya.williams@okstate.edu. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, (405) 744-3377 or irb@okstate.edu

Yours Truly,
Latoya Gibbs
School of Hotel and Restaurant Administration
Oklahoma State University

1. Please indiciate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. The student appeared clean, neat and appropriately dressed.	1	2	3	4	5
b. The student quickly corrected anything that was wrong.	1	2	3	4	5
c. The student provided an accurate guest check.	1	2	3	4	5
d.The student served your food exactly as ordered.	1	2	3	4	5
e. The student provided prompt and quick service.	1	2	3	4	5
f. The student was both able and willing to give you information about menu items, ingredients, and methods of preparation.	1	2	3	4	5
g. The student seemed well-trained, competent and experienced.	1	2	3	4	5
h. The student anticipated my individual needs and wants.	1	2	3	4	5
i. The student was sympathetic and reassuring if something was wrong.	1	2	3	4	5
j. The student seemed to have my best interests at heart.	1	2	3	4	5

2. Please indicate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I am happy about my decision to come to Taylor's Dining.	1	2	3	4	5
b. I believe I did the right thing when I came to Taylor's Dining.	1	2	3	4	5
c. Overall, I am satisfied with the decision to come to Taylor's Dining.	1	2	3	4	5

3. Please indiciate your attitude toward the following statement by circling the appropriate number from 1- Strongly Disagree to 5- Strongly Agree.

a. I intend to revisit Taylor's Dining in the near future.	1	2	3	4	5
b. It is very likely that I will revisit Taylor's Dining.	1	2	3	4	5
c. I would like to visit Taylor's Dining more often.	1	2	3	4	5

4. What is your gender?

☐ Male
☐ Female

5. What is your age group?

☐ 18-24
☐ 25-34
☐ 35-44
☐ 45-54
☐ 55-64
☐ 65 or over

6. What is your race/ethnicity?

☐ Caucasian
☐ African American
☐ Hispanic
☐ Asian/Pacific Islander
☐ Native American
☐ Other

7. How many times have you dined in Taylor's Dining in the last month?

☐ None
☐ 1-2 times
☐ 3-4 times
☐ More than 5 times

8. Which college do you represent?

☐ Agricultural Sciences and Natural Resources
☐ Arts and Sciences
☐ Education
☐ Engineering, Architecture and Technology
☐ Human Sciences
☐ Spears School of Business
☐ Center for Veterinary Health Sciences
☐ Graduate College
☐ Honors College
☐ College of Osteopathic Medicine
☐ Other/Non-OSU related

9. What method did you use to pay for your meal?

☐ Bursar
☐ Meal Plan
☐ Departmental Charge
☐ Cash
☐ Credit Card
☐ Someone else paid for me

APPENDIX C.

TECHNICAL COMPETENCE SERVICE PROCEDURES

Taylor's Dining Room

Service Lab Procedures

PRINT YOUR NAME: _____

Spring 2015

The educational philosophy of the School of Hotel and Restaurant Administration at Oklahoma State University is based on academic excellence reinforced and cultivated through experiential learning. Our goal is to prepare our students to become global hospitality leaders.

Mobile Phones

Mobile phones are highly useful, but they can also lead to distraction, such as checking your phone too much or not being aware when a customer is standing in front of you. Some properties may require you to leave your phone in your locker or another secure location before you start your shift. If your phone has a camera, you may be discouraged from having it with you during your shift.

Always follow your property's procedures concerning mobile phone use.

Uniforms

Your uniform is a vital part of your property's image. The uniform reflects positively on the property, and was chosen specifically to represent the property. You should appear in your full uniform whenever you are in a public area of the property.
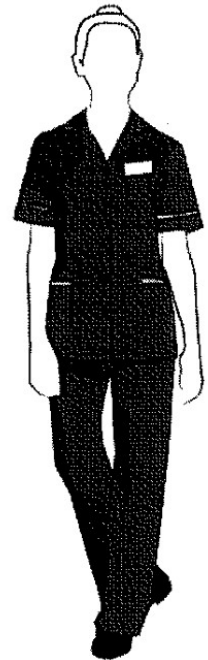
Always be sure that your uniform is:

*   Clean and pressed or ironed
*   Worn as it was intended (no pantlegs or sleeves rolled up, vests or jackets buttoned)
*   In good repair
*   Free from holes, rips, tears, or stains

Always be sure that your shoes are:

*   Clean
*   Polished
*   In good repair

Be clear on what kinds of shoes your property allows.

Professional Appearance

A professional appearance comes from:

- Wearing your hair short, or tying it back so it is off your shoulders
- Having hair that is of no more than two naturally-occurring colors
- Being clean-shaven and following the property's guidelines for facial hair
- Keeping your fingernails clean and short, not wearing garish or brightly-colored nail polish, and using hand lotion to keep hands soft and presentable
- Applying makeup in a natural and conservative style
- Using little or no cologne or perfume
- Wearing little or no jewelry

Ask your manager or trainer for more information about the property's dress code and appearance standards.

Comply with your property's guidelines regarding body piercings or tattoos.

Sidestations

Sidestations are service areas where supplies are stored. They are stocked with such items as glasses, cutlery, and dishes. These supplies help servers work more efficiently, as they reduce the distance that servers have to go to get the supplies guests need.

Servers make sure that all items in their side stations are stocked to par levels. They also make sure there is a bucket or sanitizing solution and a clean cloth at their station.

Sidework is an important part of running a clean and efficient restaurant. You must take care to keep up with your sidework because other servers will rely on your sidestation, just as you will rely on theirs.

Use a sidework checklist to keep up with your sidework.

Trays and Tubs

Service trays and tubs are used to help transport food, dishes, and equipment throughout the restaurant.

Servers most commonly use two types of trays for delivering and clearing items:

- A 12- to 14-inch beverage tray, which should be used only for serving beverages or serving food for a single guest.
- A large restaurant service tray, usually 27 inches long and oval or circular in shape, to be used for serving food for a party of more than one and clearing tables.

When loading a tray, heavy items should be placed in the center of the tray.

Servers most commonly use tubs to bus tables. Tubs are usually rectangular with high sides to keep dishware or other items from rolling off. Tubs are used after the guests have left the table.

Trays and tubs are washed in the kitchen at the end of the meal period and sprayed with sanitizing solution throughout service.

Guest Communication

Good communication is a vital step in establishing a positive experience for guests. Guests can read websites or brochures for your property, and some may make all their reservations online or over the phone, but they may come to you for answers or if they need additional information.

When communicating with guests:

- Keep eye contact.
- Listen first, speak second.
- Smile and use other positive body language (if it is appropriate).
- Express yourself genuinely; a guest will know if you are being insincere.
- Never interrupt.
- Speak only when you are sure the guest has finished his or her thought.
- Keep communication polite and professional.
- Stay focused on the topic being discussed.
- Ask questions for clarification.

Approach the Table

Greeting guests immediately puts guests at ease and assures them that someone will take care of them. The server's greeting is one of guests' first impressions of the server and the restaurant. Your greeting should be warm and sincere.

Follow an order-taking system.

a. Take orders from women first and then from men.

b. Write orders on the order pad or guest check according to how the guests are seated. Follow a clockwise direction.

c. Use standard food and drink abbreviations.

d. Listen carefully to each guest's order. Repeat the order.

e. Note special requests on the order pad or guest check.

Take Food Orders

Begin taking orders by telling guests about specials. It is your job to always know about the daily specials, the soup of the day, and the vegetable of the day. If the chef does not announce the specials, it is your responsibility have to ask. Guests may get annoyed if they ask what the soup or vegetable of the day is and they have to wait for the server to go to the kitchen to find out.

Servers take orders in a standard clockwise fashion so that someone else can serve their guests without having to ask who ordered what. While taking orders, ask questions so that you don't have to later interrupt your guests to find out necessary preparation and service information. Work at not sounding mechanical when describing choices but attempt to make every item sound good.

By suggesting additional items, you can enhance the guests' dining experience, increase revenue for the restaurant, and increase your tips.

When placing food orders with the kitchen, servers sometimes have to speak with the chef to explain special orders. Always be polite and keep conversations to a minimum.

Glassware Types and Uses

Show guests you are a guest service professional by following these steps when serving beverages:

* Make sure you have the right glass for the beverage.
* Pour beverages only into sparking clean glasses without cracks, chips, or spots. Throw away glasses with cracks or chips, and return spotted glasses to the dishroom.
* When pouring at a table, leave the glasses on the table. Never pick up a glass to pour unless there is no other way to pour without spilling.
* Pour from the right side with your right hand.
* Never add ice to a hot glass.
* Always use an ice scoop or tongs—not your hands or a glass—to pick up ice.

Serve the Meal

The timing of food preparation is important to a smooth dining experience. Each guest in a party should be served at the same time. Planning and organization helps servers make it possible to serve all guests quickly.

Good service is so smooth that the guests are hardly aware of the servers. When they are able to serve each course without asking questions, guests are not interrupted. Tray service saves steps and lets servers take care of many guests at once.

Pick up the food order.

a. Check the order before you take it out of the kitchen:

  » Does the food look fresh and appealing?

  » Have all preparation instructions been followed?

  » Is the presentation garnished?

  » Have all special requests been met?

  » Is the plate clean?

  » Is hot food hot and cold food cold?

b. Ask the cook to make any corrections necessary to meet the property's high standards.

c. Notify your supervisor immediately of any problem in the food preparation so that he or she can speak to the guests and correct the situation.

d. If you are having trouble meeting guest needs, ask your supervisor or another server for help until you can catch up.

e. Don't let the guests suffer because you're busy.

f. Thank the kitchen staff for their cooperation.

Make sure guests are satisfied with their meals.

a. Approach guests after they have taken a few bites.

b. Ask a few specific questions about the food, such as, "How is your sirloin?" or "Are you enjoying your salad?"

c. Ask if there's anything else you can bring at that time. If so, deliver the item right away.

Replace unsatisfactory food or beverages.

a. Apologize to the guest. Don't make excuses or blame others for the problem.

b. Take care of the problem immediately.

c. Tell your supervisor about the problem as soon as possible.

Prepare the table for each course before serving it.

a. Clear any empty plates or glasses from the guest's right with your right hand. Always ask guests if they are finished.

b. Wait to clear glasses or plates until more than one guest at a table is finished, so guests who are still eating or drinking do not feel rushed.

c. Never stack dirty plates in front of guests. Pick them up separately and stack them away from guests.

d. Bring all condiments and accompaniments to the table before serving the order.

e. Only bring full—not partially full—condiment bottles to guests.

f. If you will be serving an item that guests will share, bring a plate for each guest.

Handling and Resolving Guest Requests and Complaints   CLOSE ✖

Occasionally you will have to handle a guest complaint. Handling and resolving guest complaints is one of the most important aspects of providing good customer service. This is an opportunity for you to take a negative situation and turn it into a positive for the guest. Consider handling guest complaints a challenge that you should rise to meet. When handling a guest complaint, remember to:

- Listen carefully and let the guest finish speaking before you respond.
- Apologize for the guest's discomfort.
- Be ready to determine ways to resolve the situation.
- Never attempt to prove that the guest is in the wrong.
- Be understanding to the guest's situation.
- Never shift responsibility to another employee or department.
- Determine a resolution that is appropriate for the situation.
- Do not make a promise that the property would not be willing to keep.
- If you are unable to resolve the guest complaint yourself, contact your supervisor immediately.

Be aware of guest needs.

a. Do all that you can to meet guest needs.

b. Use good manners with guests.

c. Be attentive to children, especially those in high chairs. Pick up items from the floor, and provide extra napkins as needed.

d. If a guest requests a service beyond your ability or authority, tell the guest you'll have it taken care of right away. Then tell your manager at once.

Check food and beverage levels.

a. Refill water glasses, coffee cups, hot teapots, and iced tea glasses whenever they are less than half-full.

b. Do not interrupt guests to ask if they want more water, coffee, or tea. But if a guest stops you and says he or she doesn't want a refill, move on to the next guest.

Pre-bus the table.

a. As guests finish their meals and beverages, ask them if you may clear dishes, glasses, cutlery, and other items.

b. Clear items from the guest's right side with your right hand.

c. Always ask if guests are finished before you clear something.

1. **Prepare guest checks.**
   a. Review the check carefully to be sure it is complete and accurate.
   b. Make sure all drinks, appetizers, entrées, side dishes, and desserts are included on the check.

2. **Decide when to present guest checks.**
   a. Place the check near the center of the table unless a guest specifically asks for the check.

3. **Present guest checks in a check folder with a pen.**

4. **Serve after-dinner mints with the check, if appropriate.**

5. **Sincerely thank guests and invite them to return. Use the guests' last names if you know them.**
   a. You can find out the guest's name from his or her credit card, if it is used.

Gather items needed to reset the table.
a. Place the correct number of place settings, napkins, etc., needed to reset the table on a service tray. Get a clean tablecloth if necessary.
b. Carry the tray to the table and place it on a nearby tray jack.
c. Move the new place settings to one side of the tray.

Break down the tray of soiled items.
a. Thoroughly scrape dishes and stack them by type.
b. Place glasses upside down in the appropriate dish racks.
c. Place silverware in the silverware-soaking solution.

d. Put soiled linens in the linen bin.
e. Do not put glass in the soiled linen bin. Put it in the appropriate trash can.
f. Throw away all trash and debris. Follow your restaurant's recycling procedures.
g. Wipe off the tray or bus tub and store it in the correct place.

1. **Break down the bread station.**
    a. Return unused butter and unserved rolls or bread to the kitchen.
    b. Follow sanitation rules in judging what to save and what to throw out.
    c. Place unserved butter in the proper kitchen cooler.

2. **Break down hot beverage station.**
    a. Empty all coffee pots into an approved sink.
    b. Throw away coffee grounds. Rinse the grounds holder and return it to the coffee maker.
    c. Take coffee pots to the dishroom for washing.
    d. Throw away open cream or cream that has been out of the refrigerator too long.
    e. Return all other cream to the correct kitchen cooler.
    f. Store all unused coffee filter packs.
    g. Wipe the coffee maker and the surrounding area with a clean, damp cloth.
    h. Clean the nozzle head on the grounds holder, and clean the area around the nozzle head.

3. **Break down the water and iced tea station.**
    a. Empty ice and water into an appropriate sink.
    b. Take pitchers to the dishroom for washing.
    c. Restock the sidestations with clean pitchers.

4. **Break down the ice buckets.**
    a. Remove corks, foil scraps, labels, and other debris from buckets to avoid plugging drains.
    b. Empty ice and water into the appropriate sink.
    c. Return empty wine and champagne bottles to the bar for inventory.
    d. Dry the ice buckets with a bar towel.
    e. Store ice buckets in the designated location

---

1. **Consult your closing duty checklist.**

2. **Use the POS to close guest checks.**

3. **Complete all end-of-shift transactions.**
    a. If guest checks are numbered, organize them from the smallest to the largest number.
    b. Make sure all credit card receipts, vouchers, coupons, etc., are attached to the correct checks.
    c. Count your cash and compare it with the amount listed on your end-of-shift report.
    d. Turn in guest checks, credit card receipts, cash, etc., to your manager.

APPENDIX D.

RESTAURANT SERVER VALIDATION FORM

RESTAURANT SERVER SKILLS VALIDATION FORM

NAME:_____ POSITION:_____

DIRECTIONS FOR SKILL MENTOR: For each of the numbered items below, rate the employee's degree of competency. The rating for each task should reflect actual job performance.

PART I: WORK HABITS

RATING SCALE:

_____ 1. Shows up for work on time and is prepared to work
_____ 2. Completes assigned tasks on time
_____ 3. Accepts supervision willingly
_____ 4. Follows written and oral instructions
_____ 5. Interacts with others in a courteous and tactful manner

_____ 6. Cooperates with others and works well in a team
_____ 7. Asks for help when needed
_____ 8. Follows safety rules and regulations
_____ 9. Maintains a well-groomed, professional appearance

PART II: TASK PERFORMANCE

_____ 10. Sets up the restaurant for service
_____ 11. Stocks and maintains side stations
_____ 12. Folds napkins
_____ 13. _____ s
_____ 14. Prepares service trays
_____ 15. Greets and seats guests
_____ 16. _____
_____ 17. Lifts and carries tra_____
_____ 18. Serves water
_____ 19.
_____ 20. Takes beverage orders
_____ 21. Processes beverage orders
_____ 22. Provides hot beverage service

_____ 23. Takes food orders
_____ 24. Serves bread and butter
_____ 25.
_____ 26. Serves the meal
_____ 27. Checks back to the table
_____ 28. Responds to dissatisfied guests
_____ 29. Sells after-dinner items
_____ 30. Presents the guest check
_____ 31. Settles guest checks and thanks guests
_____ 32. Clears and resets tables
_____ 33. Takes care of soiled restaurant linens
_____ 34. Performs closing sidework

RECOMMENDATION: I attest that the above information is true and understand that any misinformation provided may affect the candidacy of the applicant. I recommend this individual for certification and verify that the candidate currently holds the position of restaurant server.

Skill Mentor (or Supervisor): _____   Skills Certification Director: _____
                                      (please print)   (please print)

Title: _____   Title: _____

Signature: _____ Date:_____   Signature: _____ Date: _____

APPENDIX E

CONFIRMATORY FACTOR ANALYSIS

Construct and scale items	Standardized loadings	Alpha
Emotional Intelligence (Wong & Law, 2002)		**0.86**
SEA		
I have a good sense of why I have certain feelings most of the time	0.7403	
I have a good understanding of my own emotions	0.8104	
I really understand what I feel (my feelings)	0.7795	
I always know whether or not I am happy	0.5771	
OEA		
I always know my friends' emotions from their behavior	0.4141	
I have a good understanding of the emotions of the people around me	0.4584	
UOE		
I always set goals for myself and then try my best to achieve them	0.739	
I always tell myself I am a competent person	0.6713	
I am a self-motivated person	0.6556	
ROE		
I am able to control my temper and handle difficulties rationally	0.4895	
I can always calm down quickly when I am very angry	0.59	
I have good control of my own emotions	0.6242	
Emotional Exhaustion (Maslach & Jackson, 1986)		**0.87**
I feel emotionally drained by my studies	0.8405	
I feel used up at the end of a day at school	0.7619	
I feel tired when I get up in the morning and I have to face another day at the school	0.8085	
Studying or attending a class is really a strain for me	0.8307	
I feel burned out from my studies	0.8713	
Student Satisfaction(Athiyaman 1999)		**0.88**
I am satisfied with my decision to attend the service class	0.8004	
If I had to do it all over again, I would not enroll in this class	0.7231	
My choice to enroll in this class was a wise one	0.8132	
I feel bad about my decision to enroll in this class	0.8622	
I think I did the right thing when I decided to enroll in this class	0.8409	
I am not happy that I enrolled in this class	0.7861	
Motivation		**0.80**
I enrolled in this class because it will help my career	0.8689	
My friends motivate me to do well in this class	0.8578	
The Instructor motivates me to do well in this class	0.8199	
Barrier		**0.79**
Extra-curricula activities may affect my ability to do well in this class	0.6909	
Family issues may affect my ability to do well in this class	0.8054	
Personal issues may affect my ability to do well in this class	0.9005	
Peer pressure may affect my ability to do well in this class	0.7431	
Intention to Stay (Chang, Walsh & Tse, 2014)		
I would be very happy to spend the rest of my career in the hospitality industry	0.9736	**0.97**

I will certainly join the industry upon graduation	0.9736	
Student Performance (Stevens, Knutson & Patton, 1995)		**0.91**
Tangibles		
The student appeared clean, neat and appropriately dressed	0.6596	
The student quickly corrected anything that was wrong	0.8934	
The student provided an accurate guest check	0.6498	
The student served your food exactly as ordered	0.5562	
Responsiveness		
The student provided prompt and quick service	0.775	
Assurance		
The student was both able and willing to give information about menu items, ingredients and methods of preparation	0.7187	
The student seemed well-trained, competent and experienced	0.8324	
Empathy		
The student anticipated my individual needs and wants	0.8401	
The student as sympathetic and reassuring if something was wrong	0.7907	
The student seemed to have my best interest at heart	0.8864	
Customer Satisfaction (Gotlieb, Grewal and Brown, 1994)		**0.96**
I am happy about my decision to come to Taylor's Dining	0.9629	
I believe I did the right thing when I came to Taylor's Dining	0.9535	
Overall, I am satisfied with the decision to come to Taylor's Dining	0.9723	
Intention to Revisit (Kim, Park, Kim and Ryu, 2013)		**0.93**
I intend to revisit Tayor's Dining in the near future	0.9489	
It is very likely that I will revisit Taylor's Dining	0.9691	
I would like to visit Taylor's Dining more often	0.9255	

APPENDIX F.

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL PAGES

Oklahoma State University Institutional Review Board

Date: Monday, March 16, 2015

IRB Application No   HE1511

Proposal Title: Competency-based education and training: Applying emotional and technical competence in hospitality education

Reviewed and   Exempt
Processed as:

Status Recommended by Reviewer(s): Approved   Protocol Expires: 3/15/2018

Principal
Investigator(s):

Latoya D Gibbs   Lisa Slevitch
210 HSW   222 HES
Stillwater, OK 74078   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☐ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2. Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crethar, Chair
Institutional Review Board

Taylor's Dining

Student Questionnaire

PLEASE CHECK THE BOX FOR YOUR ANSWER FOR THE FOLLOWING QUESTIONS.

7. What is your gender?

☐ Male
☐ Female

8. What is your race/ethnicity?

☐ Caucasian
☐ African American
☐ Hispanic
☐ Asian/Pacific Islander
☐ Native American
☐ Other

9. Please indicate your year of university study.

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior

10. Do you have previous hospitality work experience (restaurant, hotel, bar, etc.)?

☐ Yes
☐ No

11. Are you currently employed in the hospitality industry?

☐ Yes
☐ No

12. Do you have friends/family members currently employed in the hospitality industry?

☐ Yes
☐ No

119

Taylor's Dining

Guest Questionnaire

10. Did you dine alone?

☐ Yes
☐ No

11. When considering to dine at a restaurant, the most important thing for me is... (Choose one)

☐ The food and the dining experience
☐ The service provided by the employee

12. Overall to what degree would you rate the students' performance operating Taylor's Dining?

☐ Unsatisfactory
☐ Needs Improvement
☐ Meets Expectations
☐ Exceeds Expectation

13. Please indiciate your current affiliation with OSU

☐ OSU Undergraduate
☐ OSU Graduate Student
☐ OSU University Staff/Administrative
☐ OSU University Faculty
☐ OSU Alumni
☐ Visitor

120

PARTICIPANT INFORMATION
OKLAHOMA STATE UNIVERSITY

Title: Applying technical and emotional competences to improve hospitality graduates' employability.

Investigators: Latoya Gibbs, PhD Candidate, Oklahoma State University
Dr. Lisa Slevitch, Associate Professor, Oklahoma State University

Purpose: The purpose of the research study is to explore the application of technical and emotional competences in hospitality and tourism educational programs to improve customer satisfaction and revisit intentions.

What to Expect: Participation in this research will involve completion of a questionnaire. The questionnaire will ask for student service performance, customer satisfaction, and intention to revisit. You may skip any questions that you do not wish to answer. It should take you about 10 minutes to complete.

Risks: There are no risks associated with this project which are greater than those ordinarily encountered in daily life.

Benefits: You may gain an appreciation and understanding of how research is conducted.

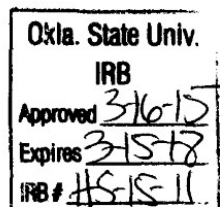**Compensation:** There is no compensation or cost related.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time.

Confidentiality: The records of this study will be kept private. No information will be directly traced to your identity. Once you complete the questionnaire, the answers will be coded in numbers. Any written results will discuss group findings and will not include information that will identify you. Only primary PI Latoya Gibbs and Co PI, Dr. Lisa Slevitch will have access to the data. Research records will be stored on a password-protected computer.

Contacts: You may contact me at the following address and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study:

Latoya Gibbs, Ph.D. Student,
School of Hotel and Restaurant Administration
Oklahoma State University, Stillwater, OK 74078,
(405) 744-6713
If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

Okla. State Univ.
IRB
Approved 3-16-15
Expires 3-15-18
IRB # HS-15-11

If you choose to participate: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time, without penalty. Completion of the questionnaire indicates your willingness to participate in this research study.

If you are 18 years and above, and choose to participate, please proceed to fill out the questionnaire attached.

PARTICIPANT INFORMATION
OKLAHOMA STATE UNIVERSITY

Title: Applying technical and emotional competences to improve hospitality graduates employability.

Investigators: Latoya Gibbs, PhD Candidate, Oklahoma State University
Dr. Lisa Slevitch, Associate Professor, Oklahoma State University

Purpose: The purpose of the research study is to explore the application of technical and emotional competences in hospitality and tourism educational programs to improve undergraduates' employability.

What to Expect: Participation in this research will involve completion of a questionnaire and observations. The questionnaire will ask for emotional competence, student satisfaction and intention to stay in the hospitality industry. You may skip any questions that you do not wish to answer. It should take you about 10 minutes to complete.

Risks: There are no risks associated with this project which are greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, you may gain an appreciation and understanding of how research is conducted.

Compensation: You will receive one unit of course credit for your participation. Should you choose not to participate in this study, an alternative assignment for course credit requires the completion of a one-page reflection on your intention to stay in the hospitality industry.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time.

Confidentiality: The records of this study will be kept private. No information will be directly traced to your identity. Once you complete the questionnaire, the answers will be coded in numbers. Any written results will discuss group findings and will not include information that will identify you. Only primary PI Latoya Gibbs and Co PI, Dr. Lisa Slevitch will have access to the data. Research records will be stored on a password-protected computer.

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If you choose to participate: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this study at any time, without penalty. Completion of the questionnaire indicates your willingness to participate in this research study.

If you are 18 years and above, and choose to participate, please proceed to fill out the questionnaire attached.

Candidate for the Degree of

Doctor of Philosophy

Dissertation: INTEGRATING TECHNICAL AND EMOTIONAL COMPETENCES IN
HOSPITALITY EDUCATION USING A COMPETENCY-BASED
FRAMEWORK

Major Field: Human Sciences

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Hospitality Administration
at Oklahoma State University, Stillwater, Oklahoma in December, 2015.

Completed the requirements for the Master of Arts in Communication for Social and
Behavior Change at CARIMAC, University of the West Indies, Kingston, Jamaica in
2009.

Completed the requirements for the Bachelor of Science in Hospitality Administration
at Florida International University, Miami, Florida in 2004.

Experience:
School of Hotel and Restaurant Administration (HRAD)
Oklahoma State University
August 2014 – May 2015 - Graduate Teaching Associate and Lab Facilitator
January 2014 – May 2014 - Graduate Teaching Assistant

Mona School of Business and Management
University of the West Indies, Jamaica
2009- 2013   Adjunct Lecturer

Caribbean Airlines, Trinidad & Tobago
November 2010 – December 2014 - Cabin Crew Supervisor & Instructor

Air Jamaica Holdings Limited, Jamaica
November 2006 – May 2008 In-Flight Instructor
March 1997- October 2010 Flight Attendant (2yrs) Purser (11yrs)