COMPETENCIES REQUIRED FOR SUCCESS AT THE

SINGLE AND MULTI-UNIT MANAGEMENT

LEVELS IN HOTELS

By

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Submitted to the Faculty of the
Graduate College of the
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in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF PHILOSOPHY
May, 2017

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ACKNOWLEDGEMENTS

Once I heard that life is like a journey on a train. When you are born you board the train, along with your parents and other family members that were selected to provide care and guidance. The objective is to find the correct path, the one that's meant for you and that will lead you to achieve your deepest dreams. A lot of new people board the train during the journey, and little by little they provide the tools you need to select the right path, overcome the challenges that the journey will certainly bring, and successfully reach your final destination. Nine years ago, a group of academics boarded my train to show me how strong and persistent I could be. I would like to specially thank my dissertation chair, Dr. Bill Ryan who held my hand through the PhD journey. His patience, expertise, and support were invaluable in the achievement of this goal. I would also like to thank Dr. Hailin Qu who, beyond teaching me about research methods and statistics, believed in me even more than I believed in my own self. Dr. Catherine Curtis joined my committee during the summer 2016. Beyond providing invaluable support with research methods and data analysis, she also showed me that it is possible to become professionally successful while balancing the challenges of a hectic, but highly fulfilling, family life. Dr. Christine Johnson, also joined my committee at the end, although I have known her since the beginning. Her example and competence were also a great source of inspiration. Without these academics' trust and guidance, it would have been impossible for me to travel this path. To them my gratitude, respect, and profound admiration.

Along with the academics, an army of true friends and family boarded my train the day I decided to pursue this degree. I could have never done this without their help and support. My eternal gratitude to my friends Dr. Omar Pagan, Dr. Luz La Fontaine, and Dr. Angel Gonzalez, for never giving up on me. To my parents Sara Font, Jose Santiago, and Lucy Rivera and parents in law Margarita Vega and Papote Ruiz who have provided hours of invaluable child care so that I could have the time to study. To my dean Terestella González, for providing me the time and space to finish this journey. To the Puerto Rico Tourism Company and Ivan Puig for their priceless help with the data collection process, and to Dr. Ezequiel Bayuelo for his statistics wisdom.

Words can't express how blessed and grateful I am for having Joche, my husband and lifelong partner, in my life. I can't thank him enough for never cutting off my wings and allowing me to pursue my own dreams while continue building our greatest treasure, our family. He has been the fuel that kept my train going all these years. To God for providing the strength, and for allowing me to ride Valeria and Andrea's train, as their mom. Providing guidance and love to them is the foundation of my journey and the main reason why I never abandoned this race. I truly hope that the day I leave their trains, they can remember my journey, and see that hard work and perseverance, combined with true love, will take them further than they would have ever imagined.

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Name: ZOE SANTIAGO-FONT

Date of Degree: MAY 2017

Title of Study: COMPETENCIES REQUIRED FOR SUCCESS AT THE SINGLE AND
    MULTI-UNIT MANAGEMENT LEVELS IN HOTELS

Major Field: HOTEL AND RESTAURANT MANAGEMENT

Abstract: This study compared the competencies important for the success of single unit
    managers (line management) versus the competencies important for the success of multi-unit
    managers (mid and executive-level management) within the hotel industry in Puerto Rico. It
    also explored the differences between these competencies and a number of socio economic
    variables such as gender, hotel size, and time in position. One hundred and two (102) hotel
    managers in Puerto Rico were surveyed. The data analysis showed that soft competencies are
    considered most important by both groups single and multi-unit hotel managers, with a
    special emphasis in those skills related to self-management and human resources
    management. The competencies important for success do not change at the single-unit
    management level when compared to socio-demographic variables such as gender, length of
    employment, age, or size of property. However, significant differences were found among
    multi-unit managers, where executive-level managers rated the importance of Human
    Resources, Financial, and Service Operations competencies higher than mid-level managers.
    Female multi-unit managers favored competencies more related to communications such as
    Self-Management, Sales and Marketing, and Technology. Significant differences were also
    found between the age groups of multi-unit managers and the importance of the competencies
    under the Financial Management domain. Both single unit managers and multi-unit managers
    agreed that the main reason for management turnover is the lack of satisfaction generated by
    low pay/reward. They also agreed that it is difficult to find competent managers, although
    these managers tend to be promoted from within the organization. The findings provide a
    background for further research and insight for both hotels and hospitality educators to adapt
    their training curriculums to be more effective in meeting the needs of an increasingly
    demanding hospitality industry.

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CHAPTER I

INTRODUCTION

In the United States, travel and tourism is among the nation's largest services export industries, and one of America's largest employers. The tourism industry includes a number of interrelated businesses including lodging properties. In 2013 this industry employed 1.86 million hotel property workers and directly supported more than 7.9 million jobs (American Hotel and Lodging Association, 2014).

The ability to identify skills and competencies needed for success is essential for companies that want to remain competitive. Identifying appropriate competencies for a particular position help human resources managers in recruiting, developing, and training future leaders as well as creating clear guidelines for career advancement and appropriate succession plans (Society for Human Resource Management, 2008).

There is agreement that managerial competencies are linked in a complex way to managerial performance, and are the main requirements for consistent performance over time (Boyatzis, 1982; Bucur, 2013; Burgoyne J. G., 1990; Dulewicz & Fletcher, 1984; McClelland, 1973; Sanghi, 2007; Spencer & Spencer, 1993) But, the question is, what skills are most important at the higher management levels?

Some research has been done to identify the particular competencies needed by a hospitality manager to succeed. For example, Hsu (1995) identified competencies needed for entry level hotel managers from the industry professional's point of view. Siu (1998) identified the managerial competencies essential for middle managers in Hong Kong hotel industry. Perdue,

Ninemeier, & Woods, 2002 had surveyed members of Club Manager Association of America (CMAA) to determine what leadership competencies are most important to the club manager's success. Lastly, Chung-Herrera, et al. (2003) presented a leadership-competency model for a senior-level manager in the hotel industry (Weerakit, 2008).

Research regarding the attributes and activities, that Multi-unit Managers (MUMs) perform, has been published over the past twenty years by a number of researchers (Jones, P. 1999; Muller & Campbell, 1995; Umbreit & Smith, 1991; Umbreit & Tomlin, 1986; Umbreit, 1989, 2001). These studies, all performed within the restaurant industry, suggested that the knowledge, skills and behaviors of the multi-unit restaurant manager are measurably different from single unit restaurant managers (DiPietro, Murphy, Rivera, & Muller, 2007; Ryan, 1992; Sorrentino, 1999).

As Baby Boomers retire, the competition for attracting and retaining a highly talented workforce that can take the responsibility of leading the future of the hospitality industry will increase considerably. In the near future, the number of employees retiring will be considerably higher than the number of young people entering the workforce (Howard, & Ulfers, 2006). Therefore, in order to stay competitive, the hospitality industry will need to implement strategies to attract, retain, and develop the scarce supply of talented human resources available so that they can take the lead.

Enz (2007) found in her study that one of the biggest problems for hospitality managers revolves around the management of human resources (attracting, retaining, motivating, training, and developing the industry's workforce). In fact "the most successful firms in the hospitality industry are already busy creating distinctive and innovative solutions to human resources problems as a form of competitive advantage" (Enz, 2007, p. 44). As increasing demands are made on all hospitality organizations to manage industry changes, the importance of effective

leadership performance may be essential to ensure that change leads to increased effectiveness, efficiency and hence profitability.

To cope with these demands, the management framework mainly based on knowledge and skills may be insufficient (Weerakit, 2008). Much research has been done on the importance of soft skills in the workplace (Klaus & Wire, 2010; Maes, J.; Weldy, T.; Icenogle, 1997; Mitchell, Skinner, & White, 2010; Nealy, 2011; L. Smith, 2007). One study found that 75% of long-term job success depends on people skills, while only 25% is dependent on technical knowledge (Klaus & Wire, 2010). Another study indicated that hard skills contribute only 15% to one's success, whereas 85% of success is due to soft skills (Watts & Watts, 2008, as cited in John, 2009). As employers are progressively looking for employees who are mature and socially well adjusted, they rate soft skills as number one in importance for entry-level success on the job (Wilhelm, 2004 as cited in Robles, 2012).

As defined by Parry (1998) and Lowry & Flohr (2005), a job competency is composed of activities and a cluster of not only related knowledge, and skills but also attitudes that are correlated with performance, can be measured against standards, and can be improved through educational initiatives. The majority of research studies define hard competencies as a combination of technical and/or cognitive knowledge and skills, and soft competencies as personal behavioral attributes, values, or traits, including ethics, communication, leadership, interpersonal, and teamwork skills (Banupriya, 2011; Ling, Ofori, & Low, 2000; Mitchell et al., 2010; Shub & Stonebraker, 2009; Sisson & Adams, 2013; Sutton, 2002; Towner, 2002).

Competency models have become a useful method for identifying requisite skills in both hospitality and tourism education (Christou, 2002; Chung-Herrera, Enz, & Lankau, 2003; Sisson & Adams, 2013; R. Tas, 1988) and operations (Christou, 2002; Rivera, DiPietro, Murphy, & Muller, 2008; Ryan, 1992; Tas, R. 1988; Umbreit, 1989). These models serve a variety of

organizational functions and help to develop important managerial skills. Some models focused on technical skills (Hsu, 1995; Mariampolski, A., Spears, M. C., & Vaden, 1980; Sapienza, 1972), others have focused more on leadership and management skills (Chung-Herrera et al., 2003; Chung, 2000; Sisson & Adams, 2013), and still others have balanced their approach (Agut, Grau, & Peiró, 2003; Bucur, 2013; Chong, 2013; Kay & Moncarz, 2004; Kay & Russette, 2000; Testa & Sipe, 2012).

Kay and Moncarz (2004) noted that knowledge, skills, and abilities (KSAs) for hospitality executives vary by management level. Another study by Kay and Russette (2000) reported that respondents' perception of essential competencies differ according to their management levels. Tas, LaBrecque and Clayton (1996) study found that interpersonal skills were the most important competency for entry-level hotel- manager trainees followed by leadership and cognitive skills. They found that technical skills may be not considered relevant to a general manager's job since general managers usually rely upon technical specialists. Similarly, Chung- Herrera et al. (2003) observed low scores on industry-specific skills and competencies. The authors advanced an opinion similar to Tas et al. (1996) that industry-related skills may be learned while flexibility and adaptability in a changing business environment are often related to the individual's personality and skill set. (Rivera et al., 2008)

"From a management perspective, an effective approach to promoting employee strength is to enhance employees' career management ability" (Wang, 2013, p. 995). Though some studies have found that perceptions regarding knowledge, skills, and abilities needed for success within the lodging industry differ depending on the management level, these studies did not identify whether there was a significant difference between the skills needed for a single unit manager to succeed versus the skills needed for a multi-unit manager to succeed.

The most modern business organization structures have not changed much in form since the Roman Catholic Church first designed the pyramidal structure as a visual depiction of organizational relationships with which is so familiar today. Though different hotels have different organizations, most have a hierarchical organizational model (Rutherford & O'Fallon, 2007).

Individual hotels are usually organized along functional lines, with departments grouped according to the particular work activity in which they are engaged. These departments are led by line or junior managers, mid-level managers, and top managers. The figure below, taken from (Rutherford & O'Fallon, 2007, p. 178), presents an example of a typical hotel organizational chart.
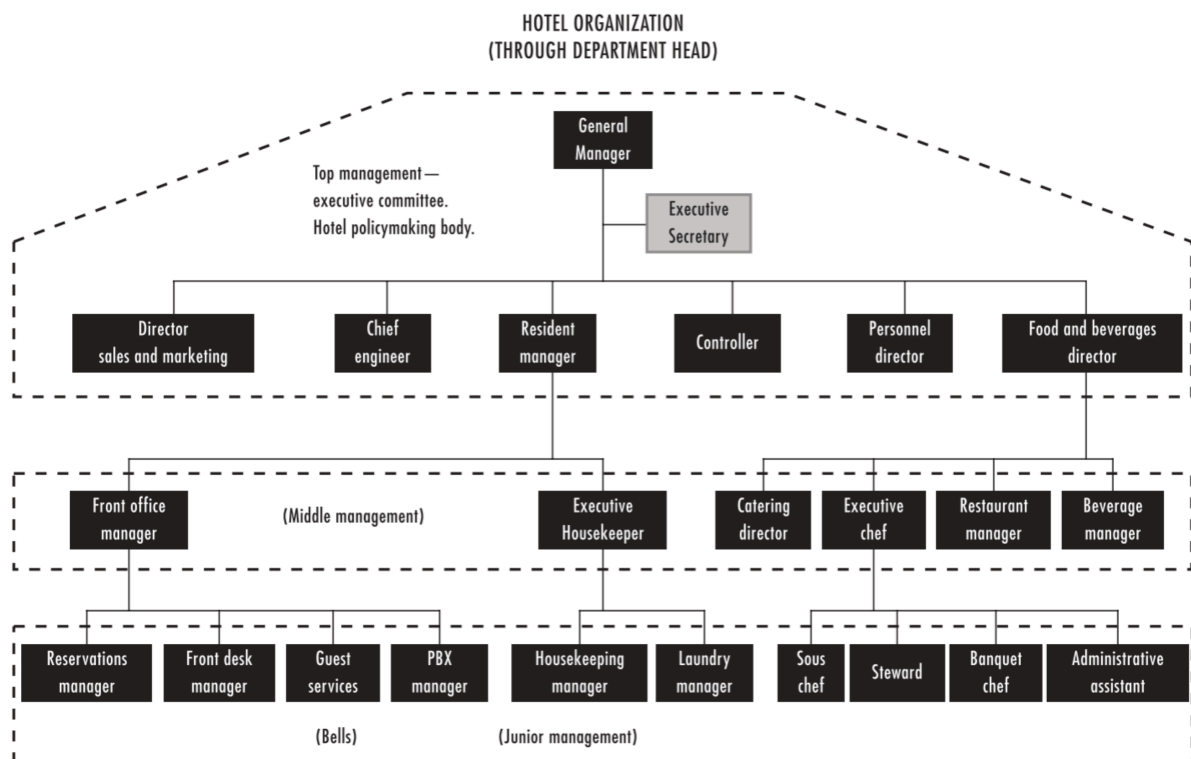
Figure 1. Typical Hotel Organizational Chart

Statement of the Problem

Though some studies have found that perceptions regarding knowledge, skills, and abilities needed for success within the lodging industry differ depending on the management level, these studies did not identify whether there was a significant difference between the skills needed for a single unit manager to succeed versus the skills needed for a multi-unit manager to succeed. The ability to identify skills and competencies needed for success is essential for companies that want to remain competitive. Identifying appropriate competencies for a particular position help human resources managers in recruiting, developing, and training future leaders as well as creating clear guidelines for career advancement and appropriate succession plans (Society for Human Resource Management, 2008).

Purpose and Research Questions

With the high cost of training and the costs associated with ineffective promotion / hiring processes, research seeks to provide guidance in the selection of multi-unit managers and insight into the training necessary to prepare them for success (Brzezicki, 2008).

This study is a follow up from prior research by Ryan (1992), Sorrentino (1999), DiPietro (2007), and Brzezicki (2008) who conducted the study in different segments of the restaurant and health service industries. The purpose of this study was to identify and compare the competencies required for the success of a single unit manager (line management) versus the competencies required for success of a multi-unit manager (mid and executive-level management) within the hotel industry in Puerto Rico. The specific research questions for the study were:

1. What competencies are important for hotel Single Unit Managers and Multi-Unit Managers to be successful in their roles and does this change based on position?

Ha-1: There is a significant difference in the competencies important for success between single unit hotel managers and multi-unit hotel managers

Ha-2: There is a significant difference in the competencies important for success between mid-level and executive level multi-unit hotel managers.

2. Do the competencies important for success for hotel Single Unit Managers and Multi-Unit Managers differ based on socio-demographic variables; gender, length of employment, age, or size of property?

Ha-3: There is a significant difference in the competencies important for success at the single unit management level in hotels between males and females.

Ha-4: There is a significant difference in the competencies important for success at the multi-unit management level in hotels between males and females.

Ha-5: There is a significant difference between the competencies important for success and different lengths of time holding a single-unit management position in hotels.

Ha-6: There is a significant difference between the competencies important for success and different lengths of time holding a multi-unit management position in hotels.

Ha-7: There is a significant difference between the competencies important for success and different age groups holding a single-unit management position in hotels.

Ha-8: There is a significant difference between the competencies important for success and different age groups holding a multi-unit management position in hotels.

Ha-9: There is a significant difference between the competencies important for success as a single-unit manager in hotels and the size of the hotel.

Ha-10: There is a significant difference between the competencies important for success as a multi-unit manager in hotels and the size of the hotel.

Contribution of the Study

Research findings will be used to help Human Resources directors in the design of appropriate job descriptions that can facilitate recruitment, as well as in the design of training programs that can prepare single unit managers for success as multi-unit managers. Academic directors of hotel management education programs could also use these findings; to review program competencies in order to better prepare students for success in single- and multi-unit management positions. The findings provide some light regarding areas that need to be researched in the future.

Population and Methodology

The population utilized in the research was the supervisors; mid and executive level managers of hotels in Puerto Rico. A survey developed in prior research by Ryan (1992); Sorrentino (1999) and Di Pietro (2007) was adapted to the hotel industry using the competency model developed by Chung-Herrera (2003).

Assumptions

The following assumptions were accepted in order to conduct the study:

1. Respondents answered the surveys voluntarily and honestly, using their experience within the hotel environment as a base for their answers.
2. Respondents expressed their professional opinion and not their personal assessment.
3. Respondents were truthful in regards to their level of responsibility and the position they occupy.

The following definitions were used for this study:

Competencies: refer to knowledge, skills, abilities, attitudes, motives, traits, and characteristics that are desirable or necessary for individuals to perform a job (Dalton, 1997; Gorsline, 1996; McLagan, 1997; Perdue et al., 2002; Rivera et al., 2008).

Hard competencies: combination of technical and/or cognitive knowledge and skills (Banupriya, 2011; Ling et al., 2000; Mitchell et al., 2010; Shub & Stonebraker, 2009; Sisson & Adams, 2013; Sutton, 2002; Towner, 2002).

Hotel Executive Manager: women or men holding an operational director or general manager position within a hotel, and that oversee mid-level managers or individuals who have supervisory responsibilities over other supervisors. Also called department heads, top or senior management. These individuals are at the top one or two levels in an organization, and hold titles such as: Chief, Chairperson of the Board, President or Vice-President. Within the context of a hotel, executive managers occupy positions such as General Manager, Director or Department Head (Rutherford & O'Fallon, 2007; Simmering, 2006; Walker & Walker, 2012). These individuals were included in the ***multi-unit manager*** category in this study.

Hotel Line Manager: also called supervisors, these are women or men holding a supervisory role within a hotel, and that supervise hourly employees or individuals that do not have supervisory responsibilities over other managers (Walker & Walker, 2012). Also referred as ***single-unit managers*** in this study.

Hotel Middle or Mid-Level Manager: women or men holding a management role within a hotel, and that oversee line managers or individuals who supervise hourly employees or employees that do not have supervisory responsibilities. They fall between line managers and top

managers and may hold positions such as Front Office Manager, Executive Housekeeper, Sales or Catering Manager (Rutherford & O'Fallon, 2007; Walker & Walker, 2012). These individuals were included in the *multi-unit manager* category in this study.

Large hotels: hotels located in Puerto Rico with 300 or more guest rooms (Puerto Rico Hotel and Tourism Association, 2011).

Management: the process of working with and through others to accomplish organizational goals in an efficient and effective way (Walker & Walker, 2012).

Managerial competencies: sets or clusters of related knowledge, skills [abilities], behaviors, and 15 attitudes that contribute to personal effectiveness or superior performance in a job or situation (Brzezicki, 2008; Hellriegel, Jackson, & Slocum, 2005; Shewchuk, O'Connor, Fine, & Tyler, 2005).

Midsize hotels: hotels in Puerto Rico with 76 to 299 guest rooms (Puerto Rico Hotel and Tourism Association, 2011).

Multi-Unit Manager: women or men holding a management role within a hotel, and that oversee other managers. This study includes both *Hotel Mid-Level Managers* and *Executive Managers* in this category.

Single-Unit Manager: also called line managers or supervisors, these are women or men holding a supervisory role within a hotel, and that supervise hourly employees or individuals that do not have supervisory responsibilities over other managers (Walker & Walker, 2012).

Small hotels: hotels in Puerto Rico with less than 76 guest rooms (Puerto Rico Hotel and Tourism Association, 2011).

Soft competencies: personal behavioral attributes, values, or traits, including ethics, communication, leadership, interpersonal, and teamwork skills (Banupriya, 2011; Ling et al., 2000; Mitchell et al., 2010; Shub & Stonebraker, 2009; Sisson & Adams, 2013; Sutton, 2002; Towner, 2002).

Organization of the Study

Chapter I introduces background information related to the problem addressed in this study and includes the following: (1) statement of the problem, (2) purpose and research questions, (3) population and methodology, (4) assumptions, (5) limitations, (6) definition of terms, and (7) organization of the study. Chapter II includes the literature review in relation to management competencies and skills for success, single unit managers and multi-unit managers, skills for success within the lodging industry, and some background information regarding the lodging industry in Puerto Rico. Chapter III explains the methodology used for this study. Chapter IV describes the findings. Chapter V addresses conclusions, implications of the findings, and author recommendations.

CHAPTER II

LITERATURE REVIEW

Introduction

Puerto Rico is a small island in the Caribbean with a diverse culture influenced by the
Spanish, African, Natives, and the United States. Tourism is an important economic driver for
Puerto Rico and one of the fastest growing industries in the island. Investors are given incentives
to build new hotels in order to supply the increasing demand for hotel rooms. Puerto Rico
produced 67,000 direct and indirect tourism jobs in 2014 and the Puerto Rico's tourism industry
contributes slightly more than 7.3% to Gross Domestic Product (GDP) (World Travel & Tourism
Council, 2015). Puerto Rico has a room inventory of 12,500 rooms that, for the past 3 years, has
maintained an average 70% occupancy rate (Instituto de Estadísticas de Puerto Rico, 2015).

For a number of years, researchers have filled many textbooks and journals with their
findings on various management topics and theories. The literature review for this research was
confined to areas that will focus the discussion on some of the factors that are theorized to be
contributors or predictors of management success. In order to understand the competencies
required for success at different management levels within the lodging industry, a review of
single and multi-unit management literature was included.

Customer focus is central to achieve quality. Therefore it is vital for any firm to meet the
customer's requirements (Oakland, 1993), though it is known that the quality of services is
associated with a number of problems (Witt & Muhlemann, 1994).

The hospitality product is characterized by intangibility and it cannot be separated from the provider or the seller (Leadley, 1992). Therefore, it could be assumed that the server of the hospitality product (in this case the hotel employee) is a part of it. Hence, it is reasonable to assume that the human resources hold the key of success in the hospitality sector. The problem is that the hotel industry is highly labor-intensive and is often hard to find management recruits competent enough as to achieve the service quality needed. This issue is a source of concern not only for the hotel industry but also for universities and colleges offering programs in hospitality management (Christou, 2002).

In the face of globalization trends, technological innovations, and market changes, service industries must maintain and further enhance their competitive edge; improving employees quality is crucial for achieving this goal (Agut et al., 2003; Bas Collins, 2007; Jeou-Shyan, Hsuan, Chih-Hsing, Lin, & Chang-Yen, 2011).

Management and Career Success

Management Definition

Researchers have described management in literature as reaching organizational goals through planning, organizing, leading, and controlling (Bartol & Martin, 1991; DuBrin, 2004; Samson & Daft, 2003). This description recognizes that management is a constant process. A manager's job is to achieve the specific goals of the organization (Brzezicki, 2008).

Management Historical Background

The concept of management first appeared in 3000 B. C. with the development of Sumerian and Egyptian governments; the study of management emerged with the development of the factory system in the 1880s (Bartol & Martin, 1991; Samson & Daft, 2003). About every five years, there is a change in management focus (Rowland, 1970) by researchers and consultants.

Starting in the early 1880s, there have been a number of periods of management discovery. Since 1950 to 2000, 28 different management trends have appeared - all with a promise to help management fix whatever challenges they are facing (Samson & Daft, 2003). During this time, the concept of gender, personality, and competency being predictors of management success emerged as theories or sub-sets of existing theories. This research also addressed the concept of management derailment, which is an "impending dilemma for management" (Williams, DeMicco, & Shafer, 2001, p.60) and turnover, which is one of the biggest problems affecting the hospitality industry (Brzezicki, 2008; Eastham, 2014; Hinkin & Tracey, 2000; Jeou-Shyan et al., 2011; Wasmuth & Davis, 1983).

Predictors of Career Success

Career success is defined as the accumulated positive work and psychological outcomes resulting from one's work experiences (Seibert, Kraimer, & Crant, 2001). Researchers often operationalize career success in one of two ways. The first includes variables that measure objective or extrinsic career success (e.g., Gutteridge, 1973). These include indicators of career success that can be seen and therefore evaluated objectively by others, such as salary attainment and the number of promotions in one's career (Judge, Cable, Boudreau, & Bretz, 1995). The second way that career success is operationalized is by variables that measure subjective or intrinsic career success (Judge et al., 1995). Such variables capture individuals' subjective judgments about their career attainments, such as job and career satisfaction (Burke, R. J. 2001; Judge, Higgins, Thoresen, & Barrick, 1999; Ng, Eby, Sorensen, & Feldman, 2005).

Research on upward mobility is relevant to career success because those who are able to move up the societal or organizational hierarchy are typically regarded as successful and are more likely to view themselves as successful. According to Turner (1960), there are two systems of upward mobility in society: contest mobility and sponsored mobility. A contest-mobility system reflects the central belief that all people can compete for upward mobility; in contrast, a sponsor-

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mobility system permits only those who are chosen by the powerful to obtain upward mobility. Although these perspectives are fundamentally different, they are not necessarily mutually exclusive (Rosenbaum, 1984; Wayne, Liden, Kraimer, & Graf, 1999). An organization may have a promotion system that reflects one perspective more than the other but not necessarily to the point of exclusion. The contest-mobility perspective suggests that what makes the greatest difference in getting ahead in an organization is performance on the job and adding value to the company. One can only get ahead on the basis of one's own abilities and contributions. On the other hand, the sponsored-mobility perspective suggests that established elites pay special attention to those members who are deemed to have high potential and then provide sponsoring activities to them to help them win the competition (Ng et al., 2005).

In their research Ng et al. (2005) found that *human capital*, *organizational sponsorship*, and *individual differences* were predictors of career success. *Human capital* refers to individuals' educational, personal, and professional experiences (Becker, 1964) that can enhance their career attainment. Several researchers have found a relationship between human capital and career success (Judge et al., 1995; Wayne et al., 1999). The *human capital* factor includes variables such as number of hours worked, work centrality (i.e., job involvement), job tenure, organization tenure, work experience (i.e., number of years worked), willingness to transfer, international work experience, education level, career planning, political knowledge and skills, and social capital (i.e., quantity or quality of accumulated contacts). The *organizational sponsorship* predictors represent the extent to which organizations provide special assistance to employees to facilitate their career success. These predictors include career sponsorship (the extent to which employees receive sponsorship from senior-level employees that helps enhance their careers (Dreher & Ash, 1990), supervisor support, training and skill development opportunities, and organizational resources (measured by organization size). The *individual differences* variables represent dispositional traits and also play an important role in determining career success because careers

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unfold over time and are often driven by one's enduring attitudes and behaviors (Boudreau, Boswell, Judge, & Bretz, 2001; Seibert, Crant, & Kraimer, 1999). Moreover, planned career development is important to securing career success and is often guided by one's internal attributes (Feldman, 2002). Because both organizational and career life is full of uncertain situations, straits such as personality factors are likely to exert a considerable effect (Ng et al., 2005; Seibert et al., 1999).

Ng et al. (2005) found that career success is largely a function of two important career experiences: working hard and receiving sponsorship. Working hard represents a merit based explanation for career success because enhancing one's competency through job-related knowledge, skills, and abilities should be rewarded in the career contest (Cable & Murray, 1999). In contrast, attracting and obtaining sponsorship reflects a more political explanation for career success and has been recognized as such in previous research (Judge & Bretz, 1994; Wayne, Shore, & Liden, 1997).

Career success is of concern not only to individuals but also to organizations because employees' personal success can eventually contribute to organizational success (Judge et al., 1999). Consequently, researchers continue to try to identify the individual and organizational factors that facilitate employees' career success (Boudreau et al., 2001; Judge et al., 1994; Ng et al., 2005; Seibert & Kraimer, 2001; Wayne et al., 1999).

Management Skills and Functions

Researchers have determined that there are three key management skills; (a) technical skills, (b) human skills or interpersonal, and (c) conceptual skills (Bartol & Martin, 1991; Wagner III & Hollenbeck, 2005; Yukl, 2006). Within the activity of management there are four functions; (a) planning, (b) organizing, (c) leading or directing, and (d) controlling (Bartol & Martin, 1991; Liebler & McConnell, 2016; Wagner III & Hollenbeck, 2005; Yukl, 2006). Liebler and

McConnell (2016) added decision-making and staffing as management functions, which other researchers have included as an aspect of one of the other four functions.

Organizational leaders have not historically made leadership selection and placement decisions based on developmental opportunities (Yukl, 2006); rather, they have made their decisions based on the idea of the best fit, one that maximizes the abilities, skills, and experience of the candidate with the requirements of the position (Wagner III & Hollenbeck, 2005). During the selection process, organizations use various tests such as ability tests, personality tests, and/or performance or work sample tests to determine what the candidate's current or potential role in the organization might be (Bartol & Martin, 1991). The competition for talented employees to fill the expanded management roles will drive the need to improve the quality of the hire (Hogan, Curphy, & Hogan, 1994). Despite of all the efforts and costs associated with the hiring process, management derailment (Brzezicki, 2008) and turnover (Hinkin & Tracey, 2000; Simons & Hinkin, 2001) still happens.

Gender and Career Success

Evolution of Women into Leadership Roles

The advancement of minorities into executive positions in business has been a research topic for many years. Women have gotten a lot of attention, especially after the United States Congress approved the Equal Employment Opportunity Act and started enforcing the affirmative action in the 60's. Though the government has made an effort to promote equality, the truth is that women continue to be underrepresented at the executive level positions in most industries and most countries (Linehan, 2002). In 2010 women held only 14.4% of executive officer positions in Fortune 500 Companies. Although the number of women in leadership roles have increased in the last decade, over one quarter of Fortune 500 companies reported not having any women executive officer (Soares et al., 2011). Even when studies suggest that companies with

male/female balanced board of directors are more likely to achieve sustainable big wins for the

company and society (Soares et al., 2011), and that those organizations with more women on their

board of directors demonstrated much better financial performance than organizations with less

female board members (Dezső & Ross, 2008; Lipman, 2011), women only occupy 16% of the

Fortune 500 board of directors seats with just a few of them filling board leadership positions

such as "chair" (Soares et al., 2011). Though women represent 50% of the managerial and

professional labor pool, in 2015, there were only 22 women (4.4%) holding S&P 500 CEO

positions (Catalyst, 2015).

Women Barriers for Career Advancement and the 'Glass Ceiling'

The U.S. Department of Labor defines the glass ceiling as a composite of 'artificial

barriers based on attitudinal or organizational bias that prevents qualified women from advancing

upward in their organizations into senior management level positions' (U.S. Department of

Labor, 1991, p. 1). Recent studies have found that perceived lack of opportunity for career

advancement is one of the major reasons why women, many of them possessing 'all the right

stuff' (Kalinowski, 1989; Ostroff, 1993; Stroh, Brett, & Reilly, 1992), leave their organizations

(Rosin & Korabik, 1990; Trost, 1990). The hospitality industry is no exception. Although just as

many women are being graduated from programs in hospitality management as men, they are

leaving the industry at up to three times the rate of their male counterparts (Brownell, 1994;

Gregg & Johnson, 1990).

A number of explanations have been proposed. Two of the most common barriers

identified in the research literature are the old boy networks, and the lack of mentors (Brass,

1985; Campbell, 1988; DeLuca, 1988; Ettorre, 1992; Haskell, 1991; Ibarra, 1993; Noe, 1988;

Ragins & Cotton, 1991; Rosen, Templeton, & Kichline, 1981; Wentling, 1992). Excluded from

many of the informal information networks, or what Rossi (1966) has called 'interpersonal

environments', career-relevant information is more difficult for women to obtain. Women are

also less likely to receive the feedback and recognition that is essential to their advancement (McCarty, 1986; Smith & DeWine, 1991). In addition, a number of researchers (Burke & McKeen, 1990; Dreher & Ash, 1990; Scandura, 1992) propose that women often do not receive the sponsorship necessary to move into upper level management. Noe (1988, p. 67) for instance, believes that the mentoring relationship provides a protégée with access to the dominant coalitions, and that women without mentors "may not be visible to organizational decision makers" as cited in Brownell (1994, p. 102).

Researchers from the 1960s and early 1970s conducted research supporting the idea that women lacked the characteristics and skills required to be a manager, and this belief was still being cited in the 1990s (Terborg, Peters, Ilgen, & Smith, 1977). Yet, women were starting to reject the stereotypes of which jobs they could do and were seeking a greater role in male dominated industries (Brzezicki, 2008; Terborg et al., 1977).

Current literature seems to be contradictory on the question of whether women have broken the glass ceiling. Carol MacPhail of Deloitte & Touche stated, "There's no dispute women have broken the glass ceiling. The issue is going from success to significance" (as quoted in Gannon, 2005, p. 1). Women still face barriers to the boardroom (Automotive News, 2005) either because they lack networking skills or there is just a lack of boardroom opportunities (Gupta, 2005). Historically, women have lacked opportunities to establish mentoring relationships in male dominated organizations, but women who do develop mentoring relationships fare better in organizations than women who do not (U.S. Coast Guard, 2004). Women reaching the executive suite attribute their success to employer support in the form of high visibility assignments, professional development training, and mentoring opportunities for women (Brzezicki, 2008; Kwesiga & Bell, 2004).

Research on "glass ceiling" has historically related from the women's lack of opportunities for career advancement to workplace barriers, mainly related to: (1) behavior of male co-workers, (2) male-focused corporate culture, (3) lack of adequate work opportunities, (4) lack of good mentors, (5) lack of career planning, (6) exclusion from informal networks (old boys network), and (7) stereotypes (Broadbridge & Hearn, 2008; Brownell, 1994; Cleveland, Stockdale, Murphy, & Gutek, 2000; Davidson & Burke, 2000; Izraeli & Adler, 1994; Knutson & Schmidgall, 1999; Powell & Graves, 2003; Tlaiss & Kauser, 2010; Wellington, 1997; Zhong & Couch, 2007). Another variable that has proven to hinder female advancement into senior roles is the perceived organizational support (POS). In other words, if women perceive that the organization does not support women advancement, they will be more inclined to leave the organization or simply not aspire to the more senior roles (Jawahar & Hemmasi, 2006; Rhoades & Eisenberger, 2002).

In their research, Ng, Eby, Sorensen, and Feldman (2005) present two models of career success. A contest- mobility system that suggests everyone can compete for upward mobility; and the sponsor-mobility system that allows only those who are chosen by the powerful to move upward within the organization (Ng et al., 2005). The sponsor-mobility model fosters the idea that promotion opportunities are based on the perceptions of those who have power within the organization, and the ability of individuals to manage those perceptions. Moreover, they suggest that socio-demographic characteristics, including gender, are often used as the criteria to allocate promotions in the workplace. In their research, they concluded that "career success is largely a function of two important career experiences: working hard and receiving sponsorship" (Ng et al., 2005, pg. 393).

Organizational mentoring has long been described throughout the literature as helpful for the advancement of managers (Burke & McKeen, 1994; Kram, 1985). Mentors are considered critical for career advancement as they participate in the career advancement of apprentices

through sponsorship, coaching, role modeling, and counseling (Kram, 1985). Based on studies

conducted in the USA, employees with mentors have been found to have access to important

people and enjoy more career satisfaction (Fagenson, 1989), are promoted more frequently and

have higher incomes (Dreher & Ash, 1990), enjoy higher career commitment (Bachman &

Gregory, 1993), and have reduced turnover rates (Brett & Stroh, 1994). Mentors are considered

important to the success of female managers because mentors help in the development of the

managers' sense of identity and professional confidence (Kram, 1985), reduce discrimination

(Ragins & Cotton, 1991), help them get access to information that is available to men (Ragins,

1989), give decision-making power in organizations (Kanter, 1977), and facilitate their

managerial advancement (Ragins, 1999). Keeton (1996) reported 75.4% of upper-level women

manager respondents had a mentor to guide them at some point in their career. Mentoring can

take the form of encouragement to seek more challenging assignments or positions. Career

encouragement is more important and required more by women for career advancement than for

men (Tharenou, Latimer, & Conroy, 1994). However, a number of studies have also highlighted

the difficulties that female managers face in getting mentors (Burke & Karambayya, 2004;

Cleveland et al., 2000; Kram, 1985) mainly because of women's stereotypes and potential

discomfort with cross-gender mentors. Therefore, in general lack of a mentor has negatively

impacted women's career advancement and success (Tlaiss & Kauser, 2010).

Eddleston, Baldridge, & Veiga (2004) studied predictors of managerial success based on

gender. The linear path of climbing the corporate ladder is the traditional view of management

careers; however, understanding the effect situational and personal factors have on individual

career beliefs could predict career-enhancing outcomes of compensation and management level

attainment (Eddleston, Baldridge, & Veiga, 2004). The model proposed by Eddleston, et al.

(2004) examined personal and situational variables thought to have an effect on two indicators of

success, compensation and management level. Eddleston et al. (2004) concluded, among other

things that, (a) having an employed spouse was a disadvantage to women, (b) mentoring relationships had a more positive effect relative to exposure to networks for men, (c) more promotions were offered to women than men, but (d) women received less career benefit from the promotions. Organizations interested in more career opportunities for women need to understand their promotion process, develop an awareness of the effects of mentoring relationships, and aid women in the creation of interpersonal relationships that enhance advancement (Brzezicki, 2008; Eddleston et al., 2004).

Although research has documented the importance of various communication skills to effective management, virtually no previous studies have explored gender-related perceptions of the importance of these communication competencies to career development in the hospitality industry. An earlier study (Brownell, 1991) examined the communication competencies that middle and general managers perceived to be the most important to hospitality management. Findings suggested that middle managers often focused their attention on the communication competencies required to gain visibility (delegating, motivating, presenting information both orally and in writing). General managers, on the other hand, had moved to a position where listening was perceived as the key competence, necessary for such tasks as gathering the best possible information, understanding relationships among various projects or departments, and assessing both employees' concerns and the organization's climate (Brownell, 1994).

Based on the research performed the following hypotheses were developed:

Ha-3: There is a significant difference in the competencies important for success at the single unit management level in hotels between males and females.

Ha-4: There is a significant difference in the competencies important for success at the multi-unit management level in hotels between males and females.

Age and Career Success

The aging of the labor market (Phillips & Siu, 2012), combined with decreasing opportunities for early retirement worldwide, has resulted in an increased need to protect workers' sustainable employability (Armstrong‑Stassen & Schlosser, 2008; Heijden, Gorgievski, & De Lange, 2015). Earlier research has revealed the importance of employee learning as a requisite to increase expertise and avoid obsolescence (Kaufman, 1975; V. Smith, 2010). Highly employable workers (Heijde & Van Der Heijden, 2006; Savickas, 2011) not only have the most "up-to-date" knowledge and skills, but also have the capability to continuously build up new expertise that help them handle the requirements of a job market that is constantly changing (Van der Heijden, B., De Lange, D. & Van der Heijde, C. 2009)

Given the current economic environment, characterized by increasing market pressures, globalization, information sharing, and leaner organizations, most jobs are subject to rapid changes and increased expertise needs (Lazarova & Taylor, 2009). As a result, the potential of an organization to perform optimally and to remain competitive (Russell Crook, T., Todd, S. Y., Combs, J. G., Woehr, D. J., & Ketchen, 2011), depends on employees' capability to develop, cultivate, and maintain fundamental qualifications (Brown, Green, & Lauder, 2001).

Empirical evidence shows that jobs with a high learning value are associated with employee development (Berings, Poell, & Simons, 2008; DeRue & Wellman, 2009; Dragoni, Tesluk, Russell, & Oh, 2009), and can satisfy employees' needs to develop new competences (Elliot & Dweck, 2005). Individuals employed in jobs with a high learning value are more likely to take initiative and exhibit high levels of proactivity (D. Fay & Kamps, 2006; Doris Fay & Frese, 2001), satisfaction and efficiency (Luthans & Youssef, 2004). They also tend to perform better (Lepine, Podsakoff, & Lepine, 2005), increasing their chances for career success (Abele & Spurk, 2009; T. Ng et al., 2005; Seibert et al., 2001).

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This leads to a thought process that as people grow older, they will need to develop new competencies that can help them remain competitive and therefore valuable for the organization. Therefore, the following hypotheses were developed:

Ha-7: There is a significant difference between the competencies important for success and different age groups holding a single-unit management position in hotels.

Ha-8: There is a significant difference between the competencies important for success and different age groups holding a multi-unit management position in hotels.

Turnover and Management Derailment

Employee Turnover

Employee turnover continues to be an important area of research from both the theoretical and practical standpoint for many organizations (WeiBo, Kaur, & Zhi, 2010). While not all researchers consider turnover to be dysfunctional, there is strong evidence indicating the negative effects of turnover on hotel operations (Hinkin & Tracey, 2000; Simons & Hinkin, 2001). A primary challenge to hotel companies is attracting and retaining highly skilled and committed managers especially because turnover of management personnel can be quite costly to hotel organizations (Eastham, 2014). In 2015 the annual turnover rate for the hospitality industry was 73% (Bureau of Labor Statistics, 2016).

In terms of human resources, the hospitality industry faces significant difficulties, including a shortage of employees, high employee turnover, skill insufficiency, and competency gaps; among these difficulties, notably, the employee turnover rate in the service industry is more than double that in other industries, and the competence gaps, especially for managers, are also wider (Eastham, 2014; Hinkin & Tracey, 2000; Jeou-Shyan et al., 2011; A. Martin, Mactaggart, & Bowden, 2006; Simons & Hinkin, 2001; Wasmuth & Davis, 1983).

Olsen (1999) pointed out that the rise in employee turnover rate negatively affects the service quality and profitability of the organization. This turnover is often a function of the poor job environment, poor supervision and leadership styles (Weerakit, 2008).

Employee turnover was found to possess a direct and negative impact on a hotel's bottom line (Hinkin & Tracey, 2000; Simons & Hinkin, 2001). There is significant data to document that employee turnover is a significant expenditure for any business. Turnover costs are categorized as separation costs, replacement costs, training costs, loss of productivity and loss of knowledge (Cascio, 1991; Deery & Iverson, 1996; Hinkin & Tracey, 2000; Pinkovitz, Moskal, & Green, 1997; Smith & Watkins, 1978). According to data published in a hospitality-related trade magazine, it is estimated that the turnover of an existing employee costs employers 25% to 250% of the employee's annual salary (Fahmy, 2010). Deery and Iverson (1996) found that hotel properties with high turnover rates also had lower revenues, when compared to properties with lower turnover rates. Simons & McLean (2002) also found employee turnover to be a driver of hotel profitability (Eastham, 2014).

Turnover Causes

McCall and Lombardo were one of the earliest researchers to use the term derailment during the early 1980s (Hogan et al., 1994; Van Velsor & Leslie, 1995; Yukl, 2006) and described derailed managers as "dismissed or transferred, opted for early retirement or simply plateaued without any chance of further advancement" (p. 187). Ference, Stoner, and Warren first described in 1977 career plateau as the "point in a career where the likelihood of additional hierarchical promotion is very low" (John A Williams, 2004, p. 61). In 1975, Freudenberger described the term burnout as a state of exhaustion caused by constant and excessive stress (Matheny, Gfroerer, & Harris, 2000). Hospitality literature addressing burnout mistakenly indicated burnout as the cause of derailment; however, it may only be one of the possible causes rather than the cause (Brzezicki, 2008).

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Ryan (1992) found that the reasons for turnover in multi-unit managers in college and university food service operations were promotion, position too demanding, lack of human relations skills, no individual award satisfaction, lack of technical knowledge, and position not well defined. Umbreit (1989) found that there was an estimated 10% to 15% turnover rate in the chain restaurant industry with 45% due to lack of human resource skills and 25% due to job stress (Brzezicki, 2008).

Lack of sound interpersonal skills is the major reason for management derailment (Yukl, 2006). Half of multi-unit managers surveyed respond that they did not receive training to prepare them for new position (Umbreit, 1989). Of the available training selection options multi-unit managers in a number of research projects desired human resource training (Jones & Inkinci, 2001; Umbreit, 1989; Williams, DeMicco, & Shafer, 2000).

Based on the research performed, the following hypotheses were developed:

Ha-5: There is a significant difference between the competencies important for success and different lengths of time holding a single-unit management position in hotels.

Ha-6: There is a significant difference between the competencies important for success and different lengths of time holding a multi-unit management position in hotels.

Competency Theories & Managerial Competencies

Managerial Competencies

Boyatzis (1982) defines managerial competencies as characteristics that are causally related to effective and/or superior job performance. An individual's performance is assessed in terms of specific actions or behavioral indicators. This assessment method focusing on the individual has been used in the United States since the 1980s (Chong, 2013).

As defined by Parry (1998) and Lowry & Flohr (2005), a job competency is composed of activities and a cluster of related knowledge, attitudes, and skills that are correlated with performance, can be measured against standards, and can be improved through educational initiatives. Lucia & Lepsinger (1999) described a competency model as a descriptive tool that identifies the knowledge, skills, abilities, and behavior needed to perform effectively in an organization. Studies of competencies needed by hospitality graduates have adopted multiple models to define and categorize specific knowledge, skills, and attitudes or attributes (KSAs) essential for success. Sandwith (1993) suggested that a competency domain model could be used to determine job performance requirements, with the resulting job profiles then guiding the design and development of training programs. He identified five areas of managerial competencies: (1) Conceptual/creative - cognitive skills associated with comprehending important elements of the job and generating ideas for action; (2) Leadership - skills in turning ideas into action; (3) Interpersonal - skills necessary to interact effectively with others and for communication and related skills, including oral presentation, telephone, conflict management, and negotiating skills; (4) Administrative - skills in the personnel and financial management of the business; (5) Technical - knowledge and skills associated with the actual work that the organization does.

Hard and Soft Skills

Other studies have used both more complex and simpler models to categorize KSAs. Chung-Herrera, Enz, and Lankau (2003) constructed a model using eight overarching factors divided into 28 dimensions and 99 specific behavioral competencies, whereas Tesone & Ricci (2005) simply used the three areas of knowledge, skills/abilities, and attitudes to categorize the 41 items they studied. A two-category competency model used in a number of studies (Banupriya, 2011; Mitchell et al., 2010; Shub & Stonebraker, 2009), but rarely used in the hospitality field (Spowart, 2011), divides knowledge, skills, and abilities into hard and soft categories. The majority of these studies define hard competencies as a combination of technical and/or cognitive

knowledge and skills and soft competencies as personal behavioral attributes, values, or traits,

including ethics, communication, leadership, interpersonal, and teamwork skills (Banupriya,

2011; Ling et al., 2000; Mitchell et al., 2010; Shub & Stonebraker, 2009; Sutton, 2002; Towner,

2002). According to James & James (2004) hard skills as task-oriented competencies learned

through education and/or training and soft skills as aspects of attitude and emotion that are

demonstrated through effective communication and interaction with customers and employees

(Christou, 2002; Sisson & Adams, 2013). A review of the literature in the hospitality industry,

summarized in Table 1, finds that numerous hard and soft competencies have been identified as

important for hospitality managers, with soft competencies most often considered more essential

than hard ones.

Table 1
Hotel Management Competencies Identified In Literature

Hard/Soft	Competencies	Literature Review Reference
SOFT	coaching and motivating employees	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
SOFT	effectively managing employee relations issues	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Lin (2002), Okeiyi et al., 1994; Chung, 1999, Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
SOFT	facilitating teams and teamwork	Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007), Siu (1998), Brophy and Kiely (2002) and Brownell (2008), Wang (2013)

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SOFT	providing constructive feedback when appropriate	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Brownell (2008), Cizel et al. (2007)
SOFT	serving as a resource to the employees	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007), Siu (1998), Brophy and Kiely (2002) and Brownell (2008)
SOFT	professional demeanor and appearance	Sisson & Adams (2013), Lin (2002), Buergermeister (1983), Tas (1988), Chung (1999), Kay & Russette (2000), Christou (2002), Christou & Eaton (2000), Baum (1988)
SOFT	oral and written communication skills	Sisson & Adams (2013), Lin (2002), Buergermeister, 1983; Knight & Salter, 1985; Tas, 1988; Jonker & Jonker, 1990; Dana, 1992; Okeiyi et al., 1994; Ashley et al., 1995; Chung, 1999, Christou (2002), Christou & Eaton (2000), Baum (1988), Wang (2013)
SOFT	proficiency in English	Jeun-Shyan (2011), Agut et al. (2003), Kay and Moncarz (2007), Connolly and McGing (2006), Cizel et al. (2007)
SOFT	managing personal stress	Sisson & Adams (2013), Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kriegl (2000), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
SOFT	managing emotions	Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kriegl (2000), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
SOFT	using ethics in decision making	Sisson & Adams (2013), Lin (2002), Buergermeister (1983), Tas (1988), Chung (1999), Kay & Russette (2000), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Wang (2013)
SOFT	delegation of tasks	Sisson & Adams (2013). Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
SOFT	developing positive customer relations	Lin (2002), Buergermeister, 1983; Tas, 1988; Okeiyi et al., 1994; Jonker & Jonker, 1990; Kay & Russette, 2000, Jeou-Shyan (2011) Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Chung-Herrera et al. (2003), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Wang (2013)

SOFT	making decisions under pressure or in crisis situation (managing a crisis)	Lin (2002), Tas, 1988; Chung, 1999 Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)
SOFT	adapting to change	Lin (2002), Ashley et al., 1995; Chung, 1999; Kay & Russette, 2000
SOFT	creative thinking	Lin (2002), Hanson, 1993; Ashley et al., 1995; Chung, 1999, Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
SOFT	critical thinking (identify problems, analyze them, and making decisions based on available information and options to solve them)	Jeou-Shyan et al. (2011), Siu (1998), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007) and Kay and Russette (2000), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Wang (2013)
SOFT	managing time (completing tasks on time)	Jeou-Shyan et al. (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Brownell (2008), Cizel et al. (2007), Raybould and Wilkins (2005), Kriegl (2000), Connolly and McGing (2006)
SOFT	valuing (respecting) diversity	Jeou-Shyan et al. (2011), Kriegl (2000), Jauhari (2006) and Brownell (2008), Kay and Moncarz (2007), Agut et al. (2003),, Cizel et al. (2007)
SOFT	networking (making positive professional relations with others)	Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007) and Siu (1998), Wang (2013), Tas et al. (1996)
SOFT	pursuing self-development	Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kriegl (2000), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Wang (2013)
SOFT	exhibiting self-confidence	Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kriegl (2000), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
SOFT	demonstrating passion or positive attitude towards work	Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kriegl (2000), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Wang (2013)
HARD	using financial analysis techniques (analyze financial statements)	Lin (2002), Buergermeister, 1983; Ashley et al., 1995; Chung, 1999, Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Connolly and McGing (2006), Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)

HARD	predicting and lowering investment risks	Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Connolly and McGing (2006), Cizel et al. (2007)
HARD	finding business opportunities	Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Connolly and McGing (2006), Cizel et al. (2007)
HARD	managing revenue	Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Connolly and McGing (2006), Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	assisting in the development of financial forecasts	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Connolly and McGing (2006), Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	developing financial correction action plans	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
HARD	establishing financial goals	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013)
HARD	managing budgets	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004)
HARD	analyzing factors that influence the controllability of profits.	Lin (2002), Buergermeister, 1983; Tas, 1988; Ashley et al., 1995; Chung, 1999, Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	preparing financial plans	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Jeou-Shyan et al. (2011), Siu (1998), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007) and Kay and Russette (2000), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	recognizing cost variances and causes / cost control	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013)
HARD	implementing effective labor scheduling techniques	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Sisson & Adams (2013)

HARD	implementing operational plans	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Lin (2002), Jeou-Shyan (2011), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007) Chung-Herrera, Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	knowing and following laws and regulations	Jeou-Shyan (2011), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Chung-Herrera et al. (2003), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	identifying operational problems or issues	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Lin (2002), Ashley et al. (1995), Chung (1999), Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
HARD	implementing corrective action for operational problems	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Sisson & Adams (2013), Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007)
HARD	enforcing quality and service standards	Lin (2002), Dana (1992), Ashley et al. (1995), Jonker & Jonker, 1990; Chung, 1999; Kay & Russette, 2000, Jeou-Shyan (2011), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Chung-Herrera (2003)
HARD	enforcing organizational policies and quality control procedures	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Jeou-Shyan (2011), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Chung-Herrera et al. (2003), Tas et al. (1996)
HARD	fulfilling the visions and missions of the organization	Jeou-Shyan (2011), Kay and Moncarz (2007), Agut et al. (2003), Jauhari (2006), Cizel et al. (2007)
HARD	developing operational plans (based on needs and organizational goals)	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Jeou-Shyan et al. (2011), Siu (1998), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007) and Kay and Russette (2000), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Cizel et al. (2007), Chung-Herrera et al. (2003)

HARD	assuring quality customer experiences	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Sisson & Adams (2013), Lin (2002), Tas, 1988; Kay & Russette, 2000
HARD	assisting in the development of community relations programs	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004)
HARD	assessing competitor operations, including marketing and advertising campaigns	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Siu (1998), Agut et al. (2003) and Connolly and McGing (2006)
HARD	developing an awareness of customer preferences and problems	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Siu (1998), Agut et al. (2003), Connolly and McGing (2006), Kriegl (2000), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Kay and Moncarz (2007), Lin (2002), Buergermeister, 1983; Chung, 1999; Ashley et al., 1995; Kay & Russette, 2000
HARD	developing in-house advertising programs and promotional materials	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013)
HARD	gathering consumer research information / market trends	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Siu (1998), Agut et al. (2003) and Connolly and McGing (2006), Kay and Moncarz (2007), Brophy and Kiely (2002), Jauhari (2006),, Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	developing product and brand strategies (marketing plan)	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Jeou-Shyan et al. (2011), Siu (1998), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007) and Kay and Russette (2000), Kay and Moncarz (2007), Agut et al. (2003), Jauhari (2006), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)

HARD	making deals by using negotiation and sales techniques (persuasive)	Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Kay and Moncarz (2007), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Agut et al. (2003), Jauhari (2006)
HARD	supervising preventive maintenance programs	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008)
HARD	supervising inside or outside contractors performing maintenance and improvements	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008)
HARD	recommending improvements to facilities	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Tas et al. (1996)
HARD	recognizing facility safety issues	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Tas et al. (1996)
HARD	monitoring security and safety procedures	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)
HARD	ensuring facilities are in compliance with health codes	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988)
HARD	analyzing personnel needs (employees needed and training needs),selecting personnel, and developing manpower plans	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Lin (2002), Buergermeister, 1983; Chung, 1999, Jeou-Shyan (2011), Raybould and Wilkins (2005), Brophy and Kiely (2002), Connolly and McGing (2006), Brownell (2008), Cizel et al. (2007), Jeou-Shyan (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007), Siu (1998), Brophy and Kiely (2002) and Brownell (2008), Agut et al. (2003), Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)
HARD	conducting formal performance evaluations	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Brownell (2008), Cizel et al. (2007)

HARD	evaluating employees performance, productivity, and job satisfaction	Jeou-Shyan (2011), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Brownell (2008), Cizel et al. (2007), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)
HARD	ensuring personnel practices are in compliance with all laws and regulations	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan et al. (2011), Raybould and Wilkins (2005), Chung-Herrera et al. (2003), Siu (1998), Agut et al. (2003) and Connolly and McGing (2006), Kriegl (2000), Agut et al. (2003), Brophy and Kiely (2002), Jauhari (2006), Brownell (2008), Cizel et al. (2007), Chung-Herrera et al. (2003), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)
HARD	maintaining a favorable working environment	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013)
HARD	minimizing employee turnover	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004)
HARD	modeling effective supervisory behavior	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007), Siu (1998), Brophy and Kiely (2002) and Brownell (2008)
HARD	preparing employees for promotion	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Chung-Herrera et al. (2003), Kay and Russette (2000), Kriegl (2000), Kay and Moncarz (2007), Siu (1998), Brophy and Kiely (2002) and Brownell (2008), Agut et al. (2003),, Cizel et al. (2007)
HARD	taking disciplinary action when necessary	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Jeou-Shyan (2011), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Brownell (2008), Cizel et al. (2007)
HARD	training and development of employees	Ryan (1992), Sorrentino (1999), Umbreit (1989), Brzezicki (2008), Kay & Moncarz (2004), Sisson & Adams (2013), Jeou-Shyan (2011), Kriegl (2000), Kay and Moncarz (2007), Agut et al. (2003), Brownell (2008), Cizel et al. (2007)
HARD	directing and supervising the work of others	Lin (2002), Buergermeister (1983), Dana (1992), Chung (1999), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988), Tas et al. (1996)

HARD	planning and managing staff meetings	Sisson & Adams (2013)
HARD	using the internet for resources and research	Kay & Moncarz (2004), Jeou-Shyan (2011)
HARD	having knowledge in property management systems	Kay & Moncarz (2004), Jeou-Shyan (2011), Christou (2002), Christou & Eaton (2000), Tas (1988), Baum (1988). Tas et al. (1996)
HARD	having knowledge in general application software (MS Office Word, Excel, Power Point and Email)	Kay & Moncarz (2004), Jeou-Shyan (2011)

Bergenhenegouwen (1996) argued that managers must possess a range of personal competencies as well as task-specific competences for effective job performance. Cheng, Dainty, & Moore (2005) proposed that, in addition to competencies and competences, managerial performance also requires the enactment of a role, which emerges through social interaction with others at work. Competency is demonstrated in the ability to effectively manage the varying perceptions and expectations of others (Chong, 2013).

Organizations require employees who have much more adaptive ability and can contribute their mental capital to maintain organizational competitiveness (Beheshtifar, 2011). From a management perspective, an effective approach to promoting employee strength is to enhance employees' career management ability. Hall & Moss (1999) noted that in a rapidly changing society, managing personal career development by obtaining and sustaining career competencies is a key issue. Kong, Cheung & Song (2012) also demonstrated the mediating role of career competencies on the relationship between career management and career satisfaction (Wang, 2013).

Competency Models

A competency model is a descriptive tool that identifies the knowledge, skills, abilities, and behavior needed to perform effectively in an organization. Designed to help an organization meet its strategic objectives through building human-resources capability, competency models

have existed since the 1970's, starting with the first model created by David McClelland (Mirabile, 1985). Such models gained popularity in the late 1980s and remain in use today. Most competency models express traits and characteristics in behavioral terms on the grounds that behavior is the observable manifestation of personality traits and characteristics. Competencies are deemed critical for inclusion in a model when they distinguish superior performers from poor performers. Competency models provide a common language for discussing capabilities and performance. The development of a competency model can help provide guidance for a host of different Human Resources (HR) practices and ensure that those practices are consistent. Specifically, competency models can be used as a foundation from which to establish criteria for a broad array of HR systems. Well-developed competency models enhance a company's ability to communicate with its employees regarding the behavior connected with success, thereby increasing the firm's ability to achieve its business objectives (Chung-Herrera et al., 2003).

Career Development

Numerous scholars and educational institutions have recently indicated that employability training should be addressed from a career development perspective to develop positive attitudes in people toward work, learning about occupations, and seeking and retaining employment (Barker & Satcher, 2000; South Carolina State Department of Education, Columbia, 1997; Zinser, 2003). Barker & Satcher (2000) and Bridgstock (2009) argued that workplace skills and career development competencies are necessary in today's labor market. Wang (2013) found that career development, career adjustment and control, workplace attitude, and communication and networking are strongly related with career development and success. Moreover, a person's career attitudes are a key determinant of their career success (Beheshtifar, 2011; De Vos & Soens, 2008; Lent, Brown, & Hackett, 1994; Wang, 2013). In summary, a practical career plan should consider employability, and developmental employability should be planned from a career development perspective. Therefore, career competencies refer to career development and core

employability that each person should acquire to achieve career development goals, thereby enabling employees to not only select an appropriate career, but also to successfully adjust their current career (Wang, 2013).

Jauhari (2006) found that the link between competencies and employee performance is very strong. He found that: (1) employee satisfaction would lead to a higher degree of customer satisfaction; (2) higher employee satisfaction would lead to higher market shares; (3) creating opportunities for professional growth for employees would lead to a higher performance by employees; and (4) higher satisfaction levels in employees would lead to higher brand equity among stake-holders.

Research has suggested that the knowledge and skills required for lodging management success have changed in recent years (Su & Miller, 1997). Competencies in such areas as financial management are emerging as newly identified requisites for management success (Chung, 2000; Kay & Moncarz, 2004, 2007; Woods, Rutherford, Schmidgall, & Sciarini, 1998).

Skills for Success in Hospitality Management

The hospitality industry is labor-intensive, and the quality of services and products depends upon employee quality and efficiency (Chapman & Lovell, 2006). The soft skills of hospitality workers, emotional labor (Seymour, 2000) and aesthetic labor (Warhurst, Nickson, Witz, & Marie Cullen, 2000), are increasingly emphasized (Jeou-Shyan et al., 2011).

In the past, a large number of researchers have examined the issue of hospitality management competencies and contributed a variety of significant papers (S. Agut et al., 2003; Baum, 1988, 1990, 1991; Brzezicki, 2008; Buergermeister, 1983; Christou & Eaton, 2000; Christou, 2002; Çizel et al., 2007; Connolly & McGing, 2006; DiMicelli Jr, 1998; Hsu, 1995; Jauhari, 2006; Jeou-Shyan et al., 2011; Kay & Moncarz, 2007; Kay & Moncarz, 2004; Nelson & Dopson, 2001; Okeiyi, Finley, & Postel, 1994; Partlow, 1990; Ryan, 1992; Sisson & Adams,

2013; Sorrentino, 1999; Tas, 1988; Umbreit & Pederson, 1989; Umbreit, 1989). Richard Tas (1988) investigated the management competencies required by graduate trainees in the hotel industry according to the views of the general managers of top American hotels. The Tas study was considered as one of the most innovative (Eaton & Christou, 1997) and pioneering (Baum, 1991) examinations of hospitality management competencies (Christou, 2002).

Technical versus generic competencies

Numerous recent studies on professional competencies divide professional competencies into technical and generic dimensions (Agut et al., 2003; Agut & Grau, 2002; Dimmock, Breen, & Walo, 2003; Martin & Staines, 1994). Technical competency denotes specific work-related professional knowledge (Agut & Grau, 2002); generic competency denotes people-related competency that can be utilized to fulfill tasks or duties and also includes individual characteristics, such as motivation, attitude and personal characteristics (Çizel et al., 2007). Conceptually, technical competency is work-oriented, while generic competency is worker-oriented and emphasizes cross-domain competencies, such as communication, leadership and decision-making, which more closely approximate the characteristics required for managerial positions (Jeou-Shyan et al., 2011).

Hospitality managers spend as much as 80% of their day interpersonally communicating with others (Woods & King, 2010). A manager interpersonally communicates with guests, subordinates, peers, and superiors. Both Brownell (1991) and Scudder & Guinan (1989) have stated that interpersonal communication is a skill that is crucial to leaders being successful (Lolli, 2013).

Tas (1988) generated a list of important competencies necessary for hotel general manager trainees based upon data collected from the general managers of 75 top U.S. hotels. Of the thirty-six (36) competencies that were identified in the study, the six associated with human

relations skills (guest problem-solving skills, ethical standards, professional appearance, communication skills, customer-relations skills, and employee-relations skills) emerged as the most essential competencies for hotel manager trainees. Other important competencies identified included the management functions of planning, organizing, leading and controlling. Tas (1988) also reported that competencies associated with financial management, law, food sanitation and safety, room reservation management, and maintenance of guest room standards were also considered important, though not as important as the ones previously stated.

Tesone and Ricci (2005), in their survey of the members of Central Florida Hospitality and Lodging Association, reported that respondents stressed the importance of professional image such as grooming, attire and demeanor in attaining a successful career in the hospitality and tourism industries. Tas et al. (1996) found that industry-related skills may be learned while flexibility and adaptability in a changing business environment are often related to the individual's personality and skill set (Rivera et al., 2008).

Chung-Herrera, Enz and Lankau (2003) argued that the ability to identify the skills and competencies required for tomorrow's hospitality industry leaders is essential for companies that hope to remain competitive (Weerakit, 2008). Competencies that appear to be the likely core attributes of future leaders are ethics, awareness of customer needs, time management, speaking with impact, commitment to quality, and team orientation (Chung-Herrera et al., 2003).

Numerous scholars have asserted that in addition to influencing career success, a positive work attitude should also be considered an ability (Chung-Herrera et al., 2003; De Vos & Soens, 2008; Johns, Teare, Akrivos, Ladkin, & Reklitis, 2007; Kay & Russette, 2000; Lent et al., 1994; Ng & Pine, 2003). Examples of positive work attitude include taking the initiative, willingness to accept challenges, enthusiasm and energy, working hard, resilience, integrity, and maintaining a professional appearance (Wang, 2013).

Communication and interpersonal skills are crucial for hospitality industry employees (Brownell, 1994; Chung-Herrera et al., 2003; Chung, 2000; DeFillippi & Arthur, 1994; Gursoy & Swanger, 2005; Jeou-Shyan et al., 2011; Johns et al., 2007; Kay & Moncarz, 2004; Kay & Russette, 2000; Ladkin & Juwaheer, 2000; Lin, 2002; Munar & Montaño, 2009; Ng & Pine, 2003; Okeiyi et al., 1994; Raybould & Wilkins, 2005; Sewell & Dacre Pool, 2010; Su & Miller, 1997; Tas, LaBrecque, & Clayton, 1996). These skills include the ability to maintain relationships, negotiate, communicate effectively, use language, and participate actively in developing and maintaining social networks with coworkers and customers (Wang, 2013).

Other skills that have been considered beneficial for a successful hospitality career include the capacity for innovation, flexible working methods, adaptability to environmental changes (Chung-Herrera et al., 2003; Johns et al., 2007; Kay & Russette, 2000; Sewell & Dacre Pool, 2010), the capacity for learning or acquiring skills and knowledge, problem solving ability (Bridgstock, 2009; Johns et al., 2007; Joo & Ready, 2012; Munar & Montaño, 2009; Ng & Pine, 2003), career planning and self-development abilities, long-term goal-setting, fitting one's career to the business environment (Beheshtifar, 2011; Bridgstock, 2009; Chung-Herrera et al, 2003; Johns et al., 2007), resource-management (Chung-Herrera et al, 2003; Johns et al., 2007; Ren, Bolino, Shaffer, & Kraimer, 2013), teamwork, stress management, time management (Chung-Herrera et al., 2003; Joo & Ready, 2012; Williams, Scandura, & Gavin, 2009), "knowing" competency (knowing why, knowing whom, and knowing how) (Colakoglu, 2011; Kong, Cheung, & Song, 2012; Wang, 2013).

Connolly and McGing (2006) conducted a survey of management competencies in the lodging industry in Ireland. In this study, the respondents were requested to supply competencies that were not listed on the survey instrument but were perceived to be important for managers. Foreign language abilities as well as problem-solving and decision-making skills were included among the responses to this question (Jeou-Shyan et al., 2011).

Many operators agree that, compared with professional competencies, generic competencies (communication, problem-solving, leadership, personal relationship, and self-management) are more important. They argue that generic competencies help individuals to change in unpredictable environments and facilitate life-long learning (Jeou-Shyan et al., 2011; Raybould & Wilkins, 2005).

Skills for success at the different management levels

Knowledge perceived as important for management success differs from actual knowledge, skills, and abilities that distinguish senior-level executives from their subordinate middle-level counterparts. Kay and Moncarz (2004) noted that KSAs for hospitality executives vary by management level. In their study, middle- level managers rated knowledge in information technology higher than upper-level executives; while, upper-level executives rated financial management higher than middle-level managers. Another study by Kay and Russette (2000) reported that respondents' perception of essential competencies differ according to their management levels with general managers rating professional appearance, poise and face-to-face communication more important than did lower level managers. Similarly, Tas, LaBrecque and Clayton (1996) assessed the relative importance of various competencies that entry-level hotel-manager trainees in a full-service hotel should possess. Their survey asked hotel general managers prioritize competencies. Their results suggested that interpersonal skills were the most important competency followed by leadership and cognitive skills. Administrative skills involving office management, record keeping, setting job performance standards, work assignment and scheduling were considered less important relative to the above-mentioned skills. They found that technical skills relevant to facility management were ranked the least important competencies for manager trainees. Tas et al. (1996) stated that technical skills may be not considered relevant to a general manager's job since general managers usually rely upon

technical specialists. Similarly, Chung- Herrera et al. (2003) observed low scores on industry-specific skills and competencies (Rivera et al., 2008).

Organizational Design

As described in Chapter I modern business organizational structures have not changed much since the Roman Catholic Church first designed the pyramidal structure as a visual depiction of organizational relationships. Hotels are usually organized along functional lines, with departments grouped according to the function in which they are engaged. These departments are led by line or junior managers, mid-level managers, and top managers. Although hotels have different parent organizations, most individual properties function in a hierarchical organizational model (Rutherford & O'Fallon, 2007).

A hotel line manager, also called supervisor, is an employee with a supervisory role within a hotel, and that supervises hourly employees or individuals that do not have supervisory responsibilities (Walker & Walker, 2012). They are referred as line managers because they supervise line employees that are in direct contact with the end consumer. According to (Bartol & Martin, 1991; Wagner III & Hollenbeck, 2005; Yukl, 2006) first-line managers have the greatest need for technical skills and spend the most time leading, as compared to the other functions, and relatively very little time planning and organizing (Brzezicki, 2008).

A hotel mid-level manager is an employee with a management role within a hotel, and that oversees line managers. They fall between line managers and top managers (Rutherford & O'Fallon, 2007; Walker & Walker, 2012) and are also referred as multi-unit manager because they supervise other managers that in turn have supervisory responsibilities. Middle managers, as compared to first-line supervisors, have a reduced need for technical skills but have an increased need for conceptual skills, spend less time in leading and more time in planning and organizing,

need an equal amount of human or interpersonal skills, and spend an equal time in controlling (Bartol & Martin, 1991; Brzezicki, 2008; Wagner III & Hollenbeck, 2005; Yukl, 2006).

A hotel executive manager is the employee that holds an operational director or general manager position within the hotel and typically oversees mid-level managers or individuals who have supervisory responsibilities over other managers. Also called department heads, top or senior managers, these individuals are at the top one or two levels in an organization (Rutherford & O'Fallon, 2007; Simmering, 2006; Walker & Walker, 2012). According to literature, upper management needs more conceptual skills as compared to the other levels of management and very little technical skills (Bartol & Martin, 1991; Brzezicki, 2008; Wagner III & Hollenbeck, 2005; Yukl, 2006).

Single-Unit Managers (SUMs) and Multi-Unit Managers (MUMs)

Professional competencies differ among job types and position levels (Spencer & Spencer, 1993), and also change over time and with the industrial environment (Jeou-Shyan et al., 2011; Le Deist & Winterton, 2005). The business structure of the hospitality industry traditionally was one of small owner operated establishments. This changed in 1952 with the founding of Holiday Inn, and the concept development of multi-unit managers (Brzezicki, 2008; Goss-Turner, 2002). Some studies have also been conducted within the restaurant industry where researchers found significant differences between the management skills needed for success in a single unit management role versus a multi-unit management role (Rivera et al., 2008; Ryan, 1992; Sorrentino, 1999; Umbreit, 1989).

Most management researchers fail to distinguish between skills required by a single unit manager and a multi-unit manager. The distinction between the technical, managerial, and educational skills required by a single site and a multi-unit manager really did not appear until Umbreit published his first paper in 1989 (Ryan, 1992; Umbreit & Smith, 1991). Multi-unit

management as defined by Ryan (1992) is "the individual with responsibility for the direct supervision of more than one single unit manager" (p. 7). A multi-unit manager generally is responsible to meet the operating and regulatory standards of the organization over a geographic area (J.A. Williams et al., 2000). Size of the multi- unit manager's geographic area of responsibility and number of supervised units dictates the job demand of the manager (Davison, 2003; Hemphill, 1950; Yukl, 2006). Managers with too many direct reports will have difficulty coordinating everyone's effort and will lose control of the group's effort and an understanding of what is actually happening in their workspaces (Bartol & Martin, 1991; Brzezicki, 2008).

Hemphill (1950) in his study of the comparison of the behavior of leaders in large groups with the behavior of leaders in small groups found that there is "greater pressure or demands for strength, stability, reliability, and predictability in behavior of leaders in larger groups" (p. 19). Hemphill also concluded that the leader of a larger group would have less consideration for individual members of the group. New multi-unit managers no longer directly supervise subordinate supervisors at an operational level, they no longer have direct control of daily operations, they are responsible for the flow of operational information, there is distance between supervised locations, and employees in the various locations may operate in a different work cultures (Brzezicki, 2008; Jones, 1999).

Research regarding the attributes and activities that multi-unit managers perform has been published by many researchers over the past thirty years (P. Jones, 1999; Muller & Campbell, 1995; Ryan, 1992; Sorrentino, 1999; Umbreit, 1989, 2001; Umbreit & Smith, 1991; Umbreit & Tomlin, 1986). These studies suggested that the knowledge, skills and behaviors of the multi-unit restaurant manager are measurably different from single unit restaurant managers. The five overarching dimensions of a multi-unit manager's job have been identified to be: financial management, restaurant operations, marketing and promotions management, facilities

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and safety management, and human resources management (DiPietro et al., 2007; Umbreit, 1989; Umbreit & Tomlin, 1986).

Brownell (1994) sought to identify communication skills and job-related activities that contributed most to women's career advancement in hospitality management. She found that at mid-level management, directing skills such as delegating are more important, but at the general manager level, skills such as listening are more important, and that job knowledge (technical skills) ranked low in importance at both levels (Sisson & Adams, 2013).

Umbreit (2001) published a qualitative study based on the answers of ten chain restaurant executives who were asked to review and comment on the changing role of the multi-unit manager. The findings of this research suggested that the expanding span of control for MUMs seen in the late 1980s and early 1990s had reverted back to the tighter spans of control of previous decades. One additional outcome of this study was the suggestion that the executives titles and specific responsibilities had changed for MUMs over the past 20 years. In their view, the district management role in 2001 required more "soft skills" as compared to the more traditional "hard" or technical skills of previous times. This finding re-emphasizes the importance of the human resource skills that previous studies had found to be a critical component for the success of the multi-unit manager. This perspective concluded that to be successful in a time of labor and skill shortages, such as in the current market, there would be an increasing importance placed on "new" MUMs to possess excellent communication, team building and motivating skills (DiPietro et al., 2007).

When Umbreit (1989) asked multi-unit managers a number of questions about previously identified job dimensions to determine what the greatest training needs for making the transition to multi-unit management, the respondents ranked them as (1) human resources management, (2) marketing and promotions management, (3) financial management, (4) facilities and safety, and

(5) operations management (Umbreit & Smith, 1991). Ryan (1992) found using the same survey that multi-unit food service manages rank their training needs as (1) financial management, (2) human resources management, (3) marketing and promotions management, (4) operations management, and (5) facilities and safety management. In addition, Muller & Campbell (1995) found (1) operations management, (2) financial management, (3) marketing and promotions management, (4) human resource management, and (5) facilities and safety management, to be the training requirements. Clearly all three of these studies indicate that newly promoted multi-unit managers feel that they need addition training or education to be successful (Brzezicki, 2008).

Without consistent and effective training programs it appears that there will be no significant, if any, progress in the development of single unit managers and multi-unit managers, especially when the majority of both are promoted from within the organization. Sorrentino (1999) found that there was almost no difference in the types of training programs used for single unit managers and multi-unit managers, yet training, or the lack of it, appears to be a large reason franchises were losing their management at both levels (Sorrentino, 1999).

As multi-unit managers move from the more technical focus of managing a single-unit to the professional business emphasis of multi-unit management, the skills most necessary to be successful are: (a) interpersonal relations / motivational / leadership, (b) business knowledge and analytical skills, and (c) technical skills consisting of marketing, operations, and customer relations (Umbreit & Smith, 1991). DiPietro et al., 2007 study found in their study the following factors to be most important for MUMs: single unit operations, standard operating procedures, multi-unit strategic planning, interpersonal and social responsibilities, travel and visiting units, human relations, effective leadership, and unit level finances. They also found effective leadership, visiting restaurants, and human relations are the most important. In reviewing the eight factors discovered by DiPietro et al., it is interesting to note that there were only five factors

revealed in previous studies by Muller and Campbell (1995), Ryan (1992), Sorrentino (1999) and

Umbreit (1989). This could be due to the fact that as organizations have matured, more skills are

necessary in order to be successful, or that the other studies combined some of the attributes

together (DiPietro et al., 2007). When comparing the findings of DiPietro et al. with the past

studies on multi-unit management, it is clear that as organizations have continued to develop, the

"soft" skills of management and managing human resources have continued to be very important

(Umbreit, 2001). Organizations need to realize the importance of this theme and strive to work

with single unit managers and multi-unit managers to encourage development of that skill

(DiPietro et al., 2007).

Kay et al. (2007) found that directors of different levels within a hotel require different

managerial competencies. Kay and Moncarz (2007) found a manager's career success to depend

upon knowledge of financial management, personal relationships, communication, leadership,

human resource management and other situational aspects. For instance, several studies

investigated management competencies, such as leadership, field management and demonstrating

a professional appearance (Brophy & Kiely, 2002; Brownell, 2008; Chung-Herrera et al., 2003;

Çizel et al., 2007; Kay & Russette, 2000; Kriegl, 2000). These abilities were found to be among

the highest rated requisites for management success, which is critical for achieving targeted

outcomes (Jeou-Shyan et al., 2011).

When surveyed "managers at all levels rated human skills as the most important for good

job performance" (Bartol & Martin, 1991, p. 25). Weak interpersonal skills are the major cause of

manager derailment (Yukl, 2006). People skills have to be adjusted; specifically, building trust

with the new employees and the single-unit managers that are part of the new territory are crucial

to a successful transition (Schuster, 1998). Multi-unit managers as middle managers must have

an increased and different emphasis on human resource skills (Bartol & Martin, 1991; Wagner III

& Hollenbeck, 2005; Yukl, 2006). When asked what was the most important area in multi-unit

management, the respondents in Umbreit's (1989) research found that human resources was ranked number two out of five choices; Ryan (1992) found that human resources was ranked number one out of five choices; and Jones and Inkinci's (2001) research found that human resources ranked number two out of six choices. Literature and research would seem to support that the newly appointed multi-unit manager should be concentrating on human resource skills (Brzezicki, 2008).

Based on the research performed, the following hypotheses were developed:

Ha-1: There is a significant difference in the competencies important for success between single unit hotel managers and multi-unit hotel managers

Ha-2: There is a significant difference in the competencies important for success between mid-level and executive level multi-unit hotel managers.

Ha-9: There is a significant difference between the competencies important for success as a single-unit manager in hotels and the size of the hotel.

Ha-10: There is a significant difference between the competencies important for success as a multi-unit manager in hotels and the size of the hotel.

CHAPTER III

METHOD

Overview

The method chapter is divided into seven sections:-Research Design, Population and Sample, Instrumentation, Institutional Review Board Approval, Data Collection, and Data Analysis. The purpose of this study was to identify and compare the competencies required for the success of a single unit manager (line management) versus the competencies required for success of a multi-unit manager (mid and executive-level management) within the hotel industry in Puerto Rico.

Research Design

A descriptive-quantitative design was used for this study. Planning began in the spring of 2016 and continued through September of 2016. During this period the problem statement was developed based on an analysis of prior research and discussions with the Puerto Rico Hotel and Tourism Association executives. A review of literature was also conducted. A survey instrument used in prior research in different segments of the food service industry, and health care service industry, was revised for use in this study. Revisions to the questionnaire were based on previous research and were made to adapt the questionnaire to the lodging industry. Data collection procedures were developed and statistical analysis techniques were selected. Following modification of the questionnaire, this research study was presented to the Institutional Review Board (IRB) at Oklahoma State University. The instrument and data collection procedures were reviewed and approved by the IRB (Appendix A).

Population and Sample

The population utilized in the research was the supervisors; mid and executive level managers of hotels in Puerto Rico. The sample in this study was single and multi-unit hotel managers employed by the 151 hotels endorsed by the Puerto Rico Tourism Company (PRTC) as of September 2016. The purposive sampling method was used to select the sample, given that the researcher was interested in including in the sample actual hotel managers that could provide insight into the competencies they perceive as important for success at their levels. The list of endorsed hotels, provided by the PRTC, included the number of employees per property which totaled 10,556 employees. According to the Puerto Rico Hotel and Tourism Association's (PRHTA) Human Resources sub-committee, management staff in hotels roughly accounts for 25% of total employees. Thus, the sample for the study is estimated in 10,556 * .25 employees (N = 2,639). The formula developed by Creative Research Systems (2012) was used to determine the minimum number of respondents, often referred to as "minimum sample size", needed to achieve a 10% confidence interval and a confidence level of 95% within the sample to be reflective of a population. The minimum sample size needed for this study was 93 (Creative Research Systems, 2012).

The Puerto Rico Tourism Company list provided contact information for General Managers and/or owners. Meet Puerto Rico, the organization that serves as the Puerto Rico Convention Bureau, provided a list of hotels that included contact information for Human Resources Directors. Both lists were crossed-checked for consistency and accuracy. Contact information for a few HR Directors (from the Meet Puerto Rico list) was added to the PRTC master list in order to have multiple contacts inside some of the hotels. An introduction letter was sent to the 183 Human Resources Directors and General Managers included in the list introducing the study and asking them to introduce the study to the management staff employed by the hotels

they represent. Twenty-six (26) of those emails bounced back. Follow up emails and calls were made to Human Resource Directors and General Managers to request participation.

Instrumentation

The questionnaire used in this study was based on the survey originally created by Umbreit (1989), and used later in studies by Ryan (1992), Sorrentino (1999), and Brzezicki (2008). The demographic section of the instrument was modified to reflect the general characteristics of the population in the hotel industry. The management skill descriptors and the performance dimensions were adapted to the hotel industry using findings from previous studies performed in the hotel industry (Agut et al., 2003; Brownell, 1994; Castro Milano, 2012; Christou, 2002; Chung-Herrera et al., 2003; Jauhari, 2006; Jeou-Shyan et al., 2011; Kay & Moncarz, 2004; Kay & Russette, 2000; Lin, 2002; Raybould & Wilkins, 2005; Sisson & Adams, 2013; Tas et al., 1996; Tas, 1988; Wang, 2013). A list of 76 potential competencies necessary for single and multi-unit management success was developed and sorted into seven performance dimensions.

Using the Delphi Technique, the list of competencies was sent to a panel of experts in hotel management. Experts (n=7) were instructed to review the list, delete any competency they thought unnecessary and/or add any competency that was not included on the original list. The list was reduced to 64 competencies applicable across all functional areas of hotel management.

The questionnaire was divided into three sections. Section One included qualifying questions. Section Two included questions about single and multi-unit management competencies sorted into seven performance dimensions. Five of those dimensions were taken from previous studies by Ryan (1992), Sorrentino (1999), and Brzezicki (2008), while the remaining two were taken from lodging management competencies literature. The performance dimensions included Financial Management with seven Management Skill Descriptors; Service Operations with seven

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Management Skill Descriptors; Sales and Marketing with eight Management Skill Descriptors; Facilities and Safety with six Management Skill Descriptors; Human Resources, broken into leadership and human resources management, with fourteen Management Skill Descriptors; Self-Management, broken into communication and self-management, with nineteen Management Skill Descriptors; and Information Technology with three Management Skill Descriptors. Each of the Management Skill Descriptors included a one to five Likert-type scale to indicate the level of importance of that skill. One (1) indicated no importance, Two (2) minor importance, Three (3) moderate importance, Four (4) major importance, Five (5) critical importance, and Six (6) not applicable. Section Three of the questionnaire included demographic and job related questions.

A pilot test was conducted to evaluate competencies for content validity, clarity, and readability via an online survey of 29 industry professionals, senior hotel management students, and hospitality educators. The industry professionals were not a member of the population or sample. In the case of senior students, the link to the online survey was made available by their professors through Blackboard. The researcher introduced the study to them personally and provided instructions on how to provide feedback. A "feedback" field was added to the online questionnaire as well as a field asking them how long it took us to answer it. In the case of industry professionals and educators the link to the survey was sent by email or text message with instructions on how to provide feedback. Respondents were asked to edit questions that were redundant or lacked clarity. Suggested changes were evaluated and implemented when appropriate. The list of competencies remained at 64 competencies applicable for all functional areas of the hotel.

Qualtrics was used to design the online survey (Qualtrics, Provo, UT) and it was translated into Spanish by a professional linguist/translator to provide respondents the language option (English or Spanish). In order to protect the anonymity of respondents, the returned surveys could not be cross-referenced to the email list for follow up purposes. Therefore, follow

ups were made via email and/or phone calls with the contacts included on the distribution list, comprising General Managers and Human Resources Directors. None of the information received was reported with any identification of individual respondents, nor the hotel where they were employed at. An email was written by the Principal Investigator and forwarded by the HR Directors or General Managers in each participating hotel to introduce the research to members of the sample (Appendix B). Dillman (1978) recommended that a cover letter (Appendix C) should identify the name and purpose of the study, who is conducting the research, give any directions needed, communicate the importance of the respondents' participation, and include IRB information. He also indicated that the first page of the questionnaire should clearly communicate any definitions and directions that are appropriate for this instrument. See (Appendix D) for the full instrument.

Institutional Review Board Approval

In keeping with ethical principles guiding the research of all human subjects, this study was approved by the Institutional Review Board (IRB) at Oklahoma State University. The IRB is responsible for ensuring compliance pertaining to research involving human subjects and bound by federal regulations, and has an ethical obligation to safeguard the rights and welfare of people who volunteer to participate in research conducted under the auspices of the University. An application was submitted to the IRB, which explained the study thoroughly and provided information to verify there was minimal risk to the subjects who voluntarily participated in the study. The investigators provided information which ensured the IRB that subjects were not placed at risk, were informed of the study, and were in no way coerced to consent to participate. A copy of the IRB approval is provided in Appendix A.

Data Collection

An email message introducing the research study ([Appendix B](#)) was sent in early

October, 2016 to the distribution list that contained contacts of 185 General Managers and HR

Directors in 151 (small, medium, and large) hotel properties endorsed by the Puerto Rico Tourism

Company as of fall 2016. General Managers and HR directors were asked to introduce the study

to the management employees in the properties they represent and encourage them to participate.

Follow up phone calls were made to HR Directors and GMs to make sure they received the email

and forwarded it to the management employees in the properties they represent. Twenty-six (26)

emails bounced back, three (3) of the contacts decided not to participate in the study, and most

never answered the communication. A follow up email was sent to the contacts that expressed

their interest in participating, and to those that never answered the original email, assuming that

they wanted to participate. The email was written by the researcher and forwarded by

participating GMs or HR Directors to their management employees in mid-October, 2016. The

email was sent from the hotel's HR directors or General Managers to give it a serious tone,

generate attention, let hotel employees know that the hotel company approved their voluntary

participation, and protect their anonymity. The email message introduced the study and contained

the link to the online survey. At the beginning of December, 2016 a reminder email with the link

to the survey and the cover letter was sent to the distribution list reminding them of the study and

asking them to pass the survey to the managers employed by the properties they represent. A final

reminder email was sent in January, 2017.

Data Analysis

Data was collected in Qualtrics using a five-point Likert-type scale. "Use of ordinal

variables such as 5-point Likert scales with interval techniques is the norm in contemporary social

science" (Garson, 2001, p. 165). Analysis was conducted using the Statistical Package for Social Sciences [SPSS®] version 22.0 with the results reported in Chapter IV.

Standard statistical procedures, such as frequency, means, independent t-test, and one-way between subjects ANOVA were used to determine if there were significant differences between the independent variables of industry (single and multi-unit managers) and dependent variables (length of time in position, age, and size of hotel) across the competency domains.

CHAPTER IV

FINDINGS

Introduction

The purpose of this study was to identify and compare the competencies required for the

success of a single unit manager (line management) versus the competencies required for success

of a multi-unit manager (mid and executive-level management) within the hotel industry in

Puerto Rico. In addition, this research provided information as to whether there were similarities

or differences between these skills at the single unit management level and multi-unit

management level, and also explored the differences within the mid and executive management

groups included as multi-unit managers in the study. Data was obtained through the research

instrument and methods described in Chapter III. The areas addressed in this chapter include:

Response Rate, Respondents Profile, Validity and Reliability of the Instrument, Management

Competencies Required for Success, Research Question One, and Research Question Two.

Response Rate

One hundred eighty-five (185) email messages (Appendix B), were sent to a distribution

list containing General Managers (GMs) and Human Resource (HR) Directors of one hundred

fifty-one (151) small, medium, and large hotel properties endorsed by the Puerto Rico Tourism

Company as of Fall 2016. A follow up email with the link to the online survey was sent to the one

hundred and twenty-two (122) individuals in the distribution list that expressed their interest in

participating, and to those that never answered the original email, assuming that they wanted to participate, and 79 responses were received. In early December, 2016 a reminder email was sent to the contact list and an additional 28 responses were returned. A final reminder email was sent in January, 2017 which returned 15 more responses for a total of 122 responses. After cleaning the data, the researcher found that some of the responses were not complete. Twenty (20) were incomplete or unusable and were eliminated from the analysis. One hundred two (102) completed surveys (n=102) were included in the analysis. The responses exceed the minimum sample size needed to achieve a 10% confidence interval and a confidence level of 95% in this study as described in Chapter III.

The researcher did not contact the managers directly, therefore did not have an exact number of employees to which the survey was sent. However, the distribution list provided by the PRTC had the number of employees per property which provided the basis to project the sample size and calculate the response rate. Therefore, to calculate the response rate the researcher deleted bounced backs from the distribution list as well as duplicated properties and the properties that explicitly expressed they were not interested in participating, and calculated the number of employees reported for the remaining properties (3,186 employees). As previously stated the Puerto Rico Hotel and Tourism Association's (PRHTA) Human Resources sub-committee estimates that management staff in hotels roughly accounts for 25% of total employees for a total of 797 managers. One hundred and twenty-two (122) responses were received but only 102 remained after removing incomplete or unusable records. Assuming that all the management employees received the survey (797 managers), responses were received from approximately 15.3% of the sample.

Respondents Profile

Table 2 below summarizes the demographic characteristics of respondents (n=102) including Single Unit Managers (SUMs) and Multi Unit Managers (MUMs). The sample was balanced in terms of gender with 45.1% of respondents being males and the remaining 54.9% females. Most respondents (47.1%) reported being between the ages of 35 and 44 years old and the majority (59.9%) hold a 4-year college degree, mainly in a hospitality related field (46.1%).

Table 2
Demographic Characteristics

Characteristics	Frequency	Percent
Gender		
Female	56	54.9
Male	46	45.1
Age		
18 to 24 years old	1	1
25 to 34 years old	22	21.6
35 to 44 years old	48	47.1
45 to 54 years old	23	22.5
55 to 64 years old	8	7.8
Educational background		
High school diploma	1	1
Some college or technical school	7	6.9
Technical or 2-years degree	10	9.8
4-year college degree	61	59.8
Master's degree	23	22.5
College major		
Hotel or hospitality related	41	40.2
Culinary or food & beverage related	6	5.9
Business management	27	26.5
Accounting or finance	4	3.9
Arts	3	2.9
Science	3	2.9
Communications	5	4.9
Engineering	2	2
Psychology	3	2.9
Other major	7	6.9
High school diploma	1	1

(n=102)

The job profile of respondents is shown in Table 3 below. Most respondents (83.2%) reported being MUMs with 42.2% identifying as mid-level managers and 41% as executive managers. Only 17.6% of respondents identified themselves as SUMs or line-managers. The majority currently work in a hotel (45.1%) or resort (29.4%) with 76 to 299 sleeping rooms (46.1%), have worked there between 1 and 5 years (41.2%), and have hold the position they currently have between 1 and 5 years as well (65.7%). Most respondents (30.4%) reported having worked in the hotel industry for over 20 years.

Table 3
Job Profile

Characteristics	Frequency	Percent
Job Position		
Supervisor or Line Manager (SUM)	18	17.6
Mid-level Manager (MUM)	43	42.2
Executive Manager (MUM)	41	40.2
Type of hotel they work at		
Hotel	46	45.1
Boutique Hotel	15	14.7
Resort	30	29.4
Small Inn	9	8.8
Other, please specify	2	2
Number of rooms in hotel they work at		
300 sleeping rooms or more	42	41.2
76-299 sleeping rooms	47	46.1
75 sleeping rooms or less	13	12.7
Years in current hotel		
Less than 1 year	6	5.9
1-5 years	56	54.9
6-10 years	22	21.6
11-15 years	9	8.8
16-20 years	3	2.9
More than 20 years	6	5.9

Table 3 (cont'd)

Characteristics	Frequency	Percent
Years in current position/management level		
Less than 2 years	4	3.9
2-4 years	33	32.4
5-10 years	39	38.2
More than 10 years	26	25.5
Years in hotel industry		
1-5 years	8	7.8
6-10 years	16	15.7
11-15 years	20	19.6
16-20 years	27	26.5
More than 20 years	31	30.4
(n=102)		

The wide majority of respondents (71.6%) reported being promoted to the position they currently have from within the hotel or being transferred from other sister properties either locally or outside of Puerto Rico. Most of them received some form of training when they were promoted, yet 29.4% received no training. Table 4 below summarizes respondent's answers in relation to their promotion into the management level position they currently have and the training received upon promotion.

Table 4
Promotion and Training

	Frequency	Percent
Promotion into current management level		
Promoted from within the hotel	55	53.9
Transferred from another sister property (locally)	11	10.8
Transferred from another sister property outside of Puerto Rico	7	6.9
Hired from the outside, but your previous job was in the hotel industry	17	16.7
Hired from outside the hotel industry	12	11.8

Table 4 (cont'd)

	Frequency	Percent
Type of training received upon promotion to current management level*		
Shadowing	28	27.5
Formal training (seminar, classes, etc.)	35	34.3
Supervised hands-on training	50	49.0
Other	5	4.9
No training provided by employer	30	29.4

(n=102)

Respondents could select more than one training type

When asked to rate the effectiveness of the training received in preparing them to be successful at their new jobs, managers (72) who received training assessed the training as effective with a mean score of 3.54 in a 5-point scale. Respondents who hired managers (80) reported they had moderate to major difficulty finding/hiring competent managers. Table 5 below summarizes respondents' perceptions regarding training effectiveness and difficulty competent hiring managers.

Table 5
Training Effectiveness and Difficulty Hiring Managers

	N	*M*	*SD*
Training effectiveness*	72	3.54	1.27
Difficulty hiring competent managers**	80	3.56	0.91

* Only includes managers that received training
** Only includes respondents that hire managers

Table 6 below presents the respondents' perceptions regarding manager turnover at the different levels. Most respondents reported that "not enough satisfaction (pay/reward)" was the main reason for both line- and mid-level managers turnover followed by "promotion to another job". In the case of executive managers', it was the opposite, being "Promotion to another job" the main reason for turnover, followed by "not enough satisfaction (pay/reward)".

Table 6
Reasons for Turnover

	Frequency	Percent	Frequency	Percent	Frequency	Percent
	Line Managers		Mid-level Managers		Executive Managers	
Lack of technical knowledge	8	7.8	5	4.9	3	2.9
Lack of human relations skills	8	7.8	7	6.9	7	6.9
Position too demanding	12	11.8	12	11.8	13	12.7
Position not well defined	7	6.9	6	5.9	3	2.9
Not enough satisfaction (pay/reward)	39	38.2	35	34.3	22	21.6
Promotion to another job	20	19.6	29	28.4	37	36.3
Don't know	3	2.9	2	2	9	8.8
Other	5	4.9	6	5.9	8	7.8

(n=102)

Validity and Reliability of the Instrument

The instrument used was found to be reliable in this study, as well as in previous studies by Ryan (1992), Sorrentino (1999), and Brzezicki (2008). A reliability analysis using Cronbach's Alpha was conducted across the seven performance dimensions. An overall score was also calculated using all 64 skill descriptors. The results of the analysis, presented in Table 7 below, suggest a high degree of internal consistency.

Table 7
Reliability of Management Skills Scales Within Each Performance Dimension

Skill Descriptors	No. of Items	Cronbach's Alpha	
		SUM	MUM
Overall	64	0.942	0.956
Human Resources Management	14	0.959	0.903
Financial Management	7	0.801	0.891
Service Operations	7	0.814	0.886
Self-Management	19	0.927	0.895
Sales and Marketing	8	0.886	0.915
Facilities and Safety	6	0.815	0.919
Technology	3	0.822	0.673

Management Competencies Required for Success

Single and multi-unit management competencies were sorted into seven performance dimensions. The performance dimensions included Human Resources with 14 Management Skill Descriptors; Financial Management and Service Operations with 7 respectively; Self-Management with 19; Sales and Marketing with 8; Facilities and Safety with 6; and Technology with 3 Management Skill Descriptors. Managers were asked to assess the level of importance of each skill in helping them be successful in their roles. Tables 8-14 below present the skill descriptors used for each of the 7 performance dimensions.

Overall the management skills included under the Human Resources dimension came up as very important for managers, with mean values of 4.24 or more for each one of the skill descriptors. *Coaching and motivation employees* (M=4.69) was considered the most important skill, closely followed by *modeling effective supervisory behavior* (M=4.64), and *maintaining a favorable working environment* (M=4.63). *Planning and managing staff meetings* (M=4.24) came up as the least important skill. Table 8 below presents the mean scores for each of the skills included under the Human Resources performance dimension.

Table 8
Human resources performance dimension skill descriptors

Human Resources Management Skill Descriptors	N	M	SD
Coaching and motivating employees	101	4.69	0.52
Modeling effective supervisory behavior	101	4.64	0.52
Maintaining a favorable working environment	102	4.63	0.54
Taking disciplinary action when necessary	99	4.59	0.70
Facilitating teams and teamwork	100	4.58	0.54
Directing and supervising the work of others	99	4.58	0.67
Ensuring personnel practices are in compliance with all laws and regulations	99	4.57	0.59
Evaluating employees performance, productivity, and job satisfaction	98	4.54	0.65
Training and development of employees	101	4.51	0.73

Table 8 (cont'd)

Human Resources Management Skill Descriptors	N	M	SD
Analyzing personnel needs, developing employee schedules, and hiring personnel	98	4.47	0.80
Managing employee relations issues	99	4.46	0.72
Minimizing turnover	98	4.33	0.74
Preparing employees for promotion	97	4.27	0.81
Planning and managing staff meetings	99	4.24	0.87

* Samples lower than 102 correspond to not applicable answers

Within the Financial Management dimension, *cost control* (M=4.40) was considered the most important skill, closely followed by *managing a budget* (M=4.38), and *using financial analysis techniques* (M=4.31). *Predicting and lowering investment risks* (M=3.96) came up as the least important skill. Table 9 below presents the mean scores for each of the skills included under the Financial Management performance dimension.

Table 9
Financial management dimension skill descriptors

Financial Management Skill Descriptors	N	M	SD
Control costs	98	4.40	0.88
Managing a budget	97	4.38	0.86
Using financial analysis techniques	91	4.31	0.84
Finding business opportunities	93	4.23	0.92
Analyzing factors that influence the controllability of profits	91	4.21	0.85
Preparing financial plans	87	4.10	1.06
Predicting and lowering investment risks	91	3.96	1.01

* Samples lower than 102 correspond to not applicable answers

All the skills included in the Service Operations dimension got a mean score of 4.3 or more. *Enforcing quality and service standards to ensure exceptional customer experiences* (M=4.65) was considered the most important skill, followed by *Fulfilling the vision and mission of the organization* (M=4.54), and *Enforcing organizational policies and quality control procedures* (M=4.49). *Implementing operational plans* (M=4.39) came up as the least important

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skill. Table 10 below presents the mean scores for each of the skills included under the Service

Operations performance dimension.

Table 10
Service operations dimension skill descriptors

Service Operations Skill Descriptors	*N*	*M*	*SD*
Enforcing quality and service standards to ensure exceptional customer experiences	102	4.65	0.66
Fulfilling the vision and mission of the organization	102	4.54	0.59
Enforcing organizational policies and quality control procedures	100	4.49	0.73
Knowing and following laws and regulations	101	4.47	0.64
Identifying operational problems or issues	102	4.46	0.64
Implementing operational plans	97	4.39	0.67
Developing operational plans	97	4.30	0.81

* Samples lower than 102 correspond to not applicable answers

Overall the Self-Management dimension came up as the most important for managers,

with mean values of 4.50 in 17 of the 19 skill descriptors included in the dimension. *Making*

decisions under pressure (M=4.81) was considered the most important skill, followed by *critical*

thinking (M=4.75), and *demonstrating passion or positive attitude towards work* (M=4.73).

Proficiency in languages other than Spanish and English (M=3.24) came up as the least

important skill while *proficiency in English* got a considerably higher score (M=4.61). Table 11

below presents the mean scores for each of the skills included under the Self-Management

performance dimension.

Table 11
Self-management dimension skill descriptors

Self-Management Skill Descriptors	*N*	*M*	*SD*
Making decisions under pressure or in crisis situation (managing a crisis)	101	4.81	0.44
Critical thinking (identify problems, analyze them, and make decisions to solve them)	102	4.75	0.48
Demonstrating passion or positive attitude towards work	102	4.73	0.53
Using ethics in decision making	102	4.72	0.45

Table 11 (cont'd)

Self-Management Skill Descriptors	N	M	SD
Managing time (completing tasks on time)	102	4.72	0.48
Adapting to change	102	4.71	0.48
Developing positive relations with internal and external customers	100	4.65	0.58
Creative thinking	102	4.64	0.54
Valuing (respecting) diversity	102	4.64	0.54
Oral and written communication skills	102	4.63	0.53
Proficiency in English	102	4.61	0.49
Managing emotions	102	4.60	0.55
Professional demeanor and appearance	102	4.59	0.55
Pursuing professional and self-development	102	4.59	0.59
Managing personal stress	101	4.54	0.61
Exhibiting self-confidence	102	4.51	0.58
Delegation of tasks	102	4.50	0.61
Networking (making positive professional relations with others)	101	4.48	0.63
Proficiency in language(s) other than Spanish and English	100	3.24	1.16

* Samples lower than 102 correspond to not applicable answers

Overall the skills included in the Sales and Marketing dimension were not rated as critically important by hotel managers, with all mean scores under 4.36. *Developing an awareness of customer preferences and problems* (M=4.36) was considered the most important skill, followed by *developing a marketing plan* (M=4.20), and *gathering potential customers' information / market trends* (M=4.18). *Assisting with community relations programs* (M=3.73) came up as the least important skill. Table 12 below presents the mean scores for each of the skills included under the Sales and Marketing performance dimension.

Table 12
Sales and marketing dimension skill descriptors

Sales & Marketing Skill Descriptors	N	M	SD
Developing an awareness of customer preferences and problems	97	4.36	0.77
Developing a marketing plan	82	4.20	1.05
Gathering potential customers information / market trends	88	4.18	0.87
Assessing competitor information (who they are and what they are doing for marketing)	92	4.16	0.86

Table 12 (cont'd)

Sales & Marketing Skill Descriptors	N	M	SD
Using social media to manage relationships and foster a positive corporate image	91	4.16	0.92
Making deals by using negotiation and sales techniques (persuasive)	87	4.14	1.03
Developing in-house advertising programs and promotional materials	87	4.03	0.84
Assisting with community relations programs	94	3.73	0.94

* Samples lower than 102 correspond to not applicable answers

The most important skill under the Facilities and Safety dimension was *recognizing facility safety issues* (M=4.49), followed by *ensuring facilities are in compliance with health codes* (M=4.43), and *Monitoring security and safety procedures* (M=4.38). *Supervising inside or outside contractors* (M=3.91) came up as the least important skill. Table 13 below presents the mean scores for each of the skills included under the Facilities and Safety performance dimension.

Table 13
Facilities and safety dimension skill descriptors

Facilities & Safety Skill Descriptors	N	M	SD
Recognizing facility safety issues	94	4.49	0.65
Ensuring facilities are in compliance with health codes	92	4.43	0.84
Monitoring security and safety procedures	92	4.38	0.81
Recommending improvements to facilities	96	4.19	0.84
Supervising preventive maintenance programs	91	4.12	0.99
Supervising inside or outside contractors	87	3.91	1.10

* Samples lower than 102 correspond to not applicable answers

Having knowledge of general application software (M=4.55) and *Using the internet for resources and research* (M=4.5) were critically important skills for hotel managers, while *having knowledge of database systems used to manage operations* (M=4.34) came up as the least important skill among the skills included under the Technology dimension. Table 14 below

presents the mean scores for each of the skills included under the Technology performance

dimension.

Table 14
Technology dimension skill descriptors

Technology Skill Descriptors	N	M	SD
Having knowledge in general application software (MS Office Word, Excel, Power Point and email)	100	4.55	0.66
Using the internet for resources and research	101	4.50	0.67
Having knowledge of database systems used to manage operations such as PMS, POS, etc.	98	4.34	0.87

* Samples lower than 102 correspond to not applicable answers

When looking at the overall mean scores for each of the 7 performance dimensions, both

groups (SUMs and MUMs), rated Self-Management skills as the most important to be successful

in their roles. However single-unit managers rated Service Operations as the second most

important dimension to be successful, whereas multi-unit managers rated Technology skills as the

second most important competencies for success, closely followed by HR Management skills.

Table 15 below presents the seven performance dimensions means for SUMs and MUMs and

their respective level of importance.

Table 15
Performance dimensions mean scores for single- and multi-unit managers

Performance Dimensions	SUM		MUM	
	Mean	Importance	Mean	Importance
HR Management	4.422	3	4.513	3
Financial Management	3.983	5	4.273	4
Service Operations	4.427	2	4.476	3
Self-Management	4.513	1	4.570	1
Sales and Marketing	3.899	6	4.122	6
Facilities and Safety	3.875	7	4.173	5
Technology	4.278	4	4.514	2

(n=102)

Research Question One

This study aimed to answer two research questions. The first research question was: What competencies are important for hotel Single Unit Managers and Multi-Unit Managers to be successful in their roles and does this change based on position? To answer this question, two hypotheses were developed (Ha-1 and Ha-2). Cohen's D was used to determine the effect size, where significant differences were found. The research findings related to these hypotheses are discussed below.

Ha-1: There is a significant difference in the competencies important for success between single unit hotel managers and multi-unit hotel managers

Independent t-tests were performed to compare the management competencies important for success at the single and multi-unit management levels in each of the performance dimensions. There was no significant difference ($p \leq .05$) in scores for any of the performance dimensions. Table 16 below presents the result of the test as well as the magnitude of the differences in means (Cohen's d) for each of the performance dimensions. Based on the results of the analysis hypothesis Ha-1 was rejected.

Table 16
Differences in management competencies important for success between single and multi-unit managers

Performance Dimensions		N	M	SD	t	p-value	Cohen's d
HR Management	SUM	18	4.42	0.61	-0.71	0.48	0.17
	MUM	84	4.51	0.47			
Financial Management	SUM	18	3.98	0.77	-1.54	0.13	0.39
	MUM	83	4.27	0.71			
Service Operations	SUM	18	4.43	0.48	-0.35	0.73	0.09
	MUM	84	4.48	0.54			
Self-Management	SUM	18	4.51	0.41	-0.63	0.53	0.15
	MUM	84	4.57	0.33			
Sales and Marketing	SUM	17	3.90	0.73	-1.11	0.27	0.30
	MUM	82	4.12	0.76			

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Table 16 (cont'd)

Performance Dimensions		N	M	SD	t	p-value	Cohen's d
Facilities and Safety	SUM	16	3.88	1.02	-1.10	0.28	0.30
	MUM	75	4.17	0.98			
Technology	SUM	18	4.28	0.79	-1.54	0.13	0.35
	MUM	83	4.51	0.54			

Ha-2: There is a significant difference in the competencies important for success between mid-level and executive level multi-unit hotel managers.

Independent t-tests were performed to compare the management competencies important for success at the mid-management level and the ones important for success at the executive management level in each of the performance dimensions. Scores for the Human Resources Management performance dimension were significantly different for mid-level managers (M=4.41, SD=0.52) and executive level managers (M=4.63, SD=0.40); t(2.27)=-2.19, p=.03. The magnitude of the differences in the means was (Cohen's d=0.48). Scores for the Financial Management performance dimension were significantly different for mid-level managers (M=4.01, SD=0.75) and executive level managers (M=4.54, SD=0.56); t(2.56)=-3.65, p=.00 The magnitude of the differences in the means was (Cohen's d=0.80). Scores for the Service Operations performance dimension were significantly different for mid-level managers (M=4.33, SD=0.59) and executive level managers (M=4.63, SD=0.44); t(5.03)=-2.59, p=.01. The magnitude of the differences in the means was (Cohen's d =0.56). Scores for the Self-Management performance dimension were not significantly different for mid-level managers (M=4.56, SD=0.36) and executive level managers (M=4.58, SD=0.31); t(2.37)=-0.32, p=.75 The magnitude of the differences in the means was (Cohen's d =0.07). Scores for the Sales and Marketing performance dimension were not significantly different for mid-level managers (M=4.04, SD=0.82) and executive level managers (M=4.21, SD=0.69); t(1.12)=-1.06, p=.29. The magnitude of the differences in the means was (Cohen's d=0.24). Scores for the Facilities and Safety performance dimension were significantly different for mid-level managers (M=3.95,

SD=1.11) and executive level managers (M=4.43, SD=0.74); t(2.15)=-2.17, p=.03. The

magnitude of the differences in the means was (Cohen's d=0.51). Scores for the Technology

performance dimension were not significantly different for mid-level managers (M=4.56,

SD=0.36) and executive level managers (M=4.45, SD=0.54); t(0.68)=-1.12, p=.27. The

magnitude of the differences in the means was (Cohen's d =0.25). Table 17 below presents the

results of the independent t-test. Only three of the seven performance dimensions were

statistically significant. When combined with limited strength in magnitude hypothesis Ha-2 was

rejected.

Table 17
Differences in management competencies important for success
between mid- and executive level managers

Performance Dimensions		N	M	SD	t	p-value	Cohen's d
HR Management	Mid-level	43	4.41	0.52	-2.19	0.03*	0.48
	Executive	41	4.63	0.40			
Financial Management	Mid-level	42	4.01	0.75	-3.65	0.00*	0.80
	Executive	41	4.54	0.56			
Service Operations	Mid-level	43	4.33	0.59	-2.59	0.01*	0.56
	Executive	41	4.63	0.44			
Self-Management	Mid-level	43	4.56	0.36	-0.32	0.75	0.07
	Executive	41	4.58	0.31			
Sales and Marketing	Mid-level	43	4.04	0.82	-1.06	0.29	0.24
	Executive	39	4.21	0.69			
Facilities and Safety	Mid-level	40	3.95	1.11	-2.17	0.03*	0.51
	Executive	35	4.43	0.74			
Technology	Mid-level	43	4.45	0.54	-1.12	0.27	0.25
	Executive	40	4.58	0.54			

*Significant at (p ≤ .05)

Research Question Two

The second research question addressed in this study was: Do the competencies important

for success for hotel Single Unit Managers and Multi-Unit Managers differ based on socio-

demographic variables; gender, length of employment, age, or size of property? Eight hypotheses

were formulated to address this question (Ha-3 to Ha-10). The research findings related to these

hypotheses are discussed below.

Ha-3: There is a significant difference in the competencies important for success at the single unit management level in hotels between males and females.

Independent t-tests were performed to compare the management competencies important

for success for males and females at the single unit management level in each of the performance

dimensions. There was no significant difference ($p \leq .05$) in scores for any of the performance

dimensions. Table 18 below presents the result of the test as well as the magnitude of the

differences in means (Cohen's d) for each of the performance dimensions. Based on the results of

the analysis hypothesis Ha-3 was rejected.

Table 18
*Differences in management competencies important for success
between male and female single unit managers*

Performance Dimensions		*N*	*M*	*SD*	*t*	*p-value*	*Cohen's d*
HR Management	Male	8	4.69	0.19	1.94	0.08	0.87
	Female	10	4.21	0.75			
Financial Management	Male	8	3.65	0.82	-1.74	0.10	0.81
	Female	10	4.25	0.66			
Service Operations	Male	8	4.48	0.33	0.41	0.69	0.20
	Female	10	4.39	0.59			
Self-Management	Male	8	4.60	0.39	0.80	0.44	0.38
	Female	10	4.44	0.42			
Sales and Marketing	Male	8	3.72	0.88	-0.95	0.36	0.45
	Female	9	4.06	0.57			
Facilities and Safety	Male	8	3.75	1.04	-0.48	0.64	0.24
	Female	8	4.00	1.07			
Technology	Male	8	4.33	0.99	0.26	0.80	0.12
	Female	10	4.23	0.63			

Ha-4: There is a significant difference in the competencies important for success at the multi-unit management level in hotels between males and females.

Independent t-tests were performed to compare the management competencies important for success of males and females at the multi-unit management level in each of the performance dimensions. Scores for the Self-Management performance dimension were significantly different for male MUMs (M=4.48, SD=0.34) and female MUMs (M=4.65, SD=0.31); t(0.66)=-2.39, p=.02. The magnitude of the differences in the means was (Cohen's d =0.52). Scores for the Sales and Marketing performance dimension were also significantly different for male MUMs (M=3.92, SD=0.89) and female MUMs (M=4.29, SD=0.58); t(4.78)=-2.19, p=.03. The magnitude of the differences in the means was (Cohen's d =0.49). Scores for the Technology performance dimension were significantly different for male MUMs (M=4.32, SD=0.59) and female MUMs (M=4.67, SD=0.44); t(6.69)=-3.01, p=.00. The magnitude of the differences in the means was (Cohen's d =0.67). Mean scores for the Human Resources Management, Financial Management, Service Operations, and Facilities and Safety performance dimensions were not significantly different. Table 19 below presents the result of the test as well as the magnitude of the differences in means (Cohen's d) for each of the performance dimensions. Only three of the seven performance dimensions were statistically significant. When combined with limited strength in magnitude hypothesis Ha-4 was rejected.

Table 19
Differences in management competencies important for success
between male and female multi-unit managers

Performance Dimensions		N	M	SD	t	p-value	Cohen's d
HR Management	Male	38	4.46	0.48	-0.85	0.40	0.19
	Female	46	4.55	0.47			
Financial Management	Male	38	4.27	0.76	-0.08	0.94	0.02
	Female	45	4.28	0.68			
Service Operations	Male	38	4.47	0.48	-0.03	0.98	0.01
	Female	46	4.48	0.59			
Self-Management	Male	38	4.48	0.34	-2.39	0.02*	0.52
	Female	46	4.65	0.31			

Table 19 (cont'd)

Performance Dimensions		N	M	SD	t	p-value	Cohen's d
Sales and Marketing	Male	38	3.92	0.89	-2.19	0.03*	0.49
	Female	44	4.29	0.58			
Facilities and Safety	Male	36	4.14	0.90	-0.29	0.77	0.07
	Female	39	4.21	1.06			
Technology	Male	38	4.32	0.59	-3.01	0.00*	0.67
	Female	45	4.67	0.44			

*Significant at ($p \leq .05$)

Ha-5: There is a significant difference between the competencies important for success and different lengths of time holding a single-unit management position in hotels.

A one-way between subjects ANOVA was conducted to compare the differences between length of time holding a single-unit management position in hotels and the competencies important for success in each one of the seven (7) performance dimensions: HR Management, Financial Management, Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and Technology. Non-significant differences ($p \leq .05$) were found between the length of time holding a position as a single-unit manager and the importance level, for any of the performance dimensions (HR Management [$F_{(3,14)} = 0.577$, $p = 0.639$], Financial Management [$F_{(3,14)} = 0.494$, $p = 0.692$], Service Operations [$F_{(3,14)} = 0.255$, $p = 0.856$], Self-Management [$F_{(3,14)} = 2.103$, $p = 0.146$], Sales and Marketing [$F_{(2,14)} = 0.27$, $p = 0.767$], Facilities and Safety [$F_{(3,12)} = 0.279$, $p = 0.84$], and Technology [$F_{(3,14)} = 3.246$, $p = 0.054$]). Detailed results are presented on Table 20 below. Based on the results of the analysis, *Ha-5: There is a significant difference between the competencies important for success and different lengths of time holding a single-unit management position in hotels,* was rejected.

Table 20
One-way between subjects ANOVA between time in position and
performance dimensions of single-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Time in Position	F=	0.58	0.49	0.26	2.10	0.27	0.28	3.25
Less than 2 years		3.64	4.43	4.14	3.84	.	4.00	3.00
2-4 years		4.43	4.02	4.33	4.74	4.00	3.60	4.67
5-10 years		4.53	4.11	4.51	4.51	3.95	4.14	4.47
More than 10 years		4.42	3.58	4.49	4.35	3.66	3.67	3.67
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant

Ha-6: There is a significant difference between the competencies important for success and different lengths of time holding a multi-unit management position in hotels.

A one-way between subjects ANOVA was conducted to compare the differences between length of time holding a multi-unit management position in hotels and the competencies important for success in each one of the seven (7) performance dimensions: HR Management, Financial Management, Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and Technology. Non-significant differences $(p \leq .05)$ were found between the length of time holding a position as a multi-unit manager and the importance level, for any of the performance dimensions (HR Management [$F_{(3,80)}$ =0.374, p=0.772], Financial Management [$F_{(3,79)}$ =0.31, p=0.818], Service Operations [$F_{(3,80)}$ =0.629, p=0.599], Self-Management [$F_{(3,80)}$ =0.611, p=0.61], Sales and Marketing [$F_{(3,78)}$ =0.823, p=0.485], Facilities and Safety [$F_{(3,71)}$ =0.054, p=0.984], and Technology [$F_{(3,79)}$ =0.524, p=0.667]). Detailed results are presented on Table 21 below. Based on the results of the analysis, *Ha-6: There is a significant difference between the competencies important for success and different lengths of time holding a multi-unit management position in hotels,* was rejected.

Table 21
One-way between subjects ANOVA between time in position and
performance dimensions of multi-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Time in Position	F=	0.37	0.31	0.63	0.61	0.82	0.05	0.52
Less than 2 years		4.62	4.43	4.19	4.77	4.71	4.00	4.78
2-4 years		4.54	4.36	4.46	4.53	4.19	4.21	4.57
5-10 years		4.45	4.19	4.44	4.60	4.05	4.14	4.51
More than 10 years		4.57	4.27	4.58	4.54	4.05	4.20	4.42
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant

Ha-7: There is a significant difference between the competencies important for success and different age groups holding a single-unit management position in hotels.

A one-way between subjects ANOVA was conducted to compare the differences between the age of single-unit mangers in hotels and the competencies important for success in each one of the seven (7) performance dimensions: HR Management, Financial Management, Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and Technology. Non-significant differences ($p \leq .05$) were found between the age of single-unit managers in hotels and the importance level, for any of the performance dimensions (HR Management [$F_{(4,13)}$ =0.253, p=0.903], Financial Management [$F_{(4,13)}$ =1.225, p=0.348], Service Operations [$F_{(4,13)}$ =0.76, p=0.569], Self-Management [$F_{(4,13)}$ =1.674, p=0.216], Sales and Marketing [$F_{(4,12)}$ =0.208, p=0.929], Facilities and Safety [$F_{(3,12)}$ =0.826, p=0.505], and Technology [$F_{(4,13)}$ =0.377, p=0.821]). Detailed results are presented on Table 22 below. Based on the results of the analysis, *Ha-7: There is a significant difference between the competencies important for success and different age groups holding a single-unit management position in hotels*, was rejected.

Table 22
One-way between subjects ANOVA between age and
performance dimensions of single-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Age	F=	0.25	1.23	0.76	1.67	0.21	0.83	0.38
18 to 24 years old		4.92	5.00	5.00	4.94	4.50	5.00	4.67
25-34 years old		4.18	4.62	4.50	4.34	4.00	4.50	3.67
35-44 years old		4.47	3.95	4.44	4.66	3.90	3.78	4.33
45-54 years old		4.36	3.50	4.15	4.20	3.69	3.50	4.42
55-64 years old		4.21	4.00	4.71	4.21	4.00	-	4.00
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant

Ha-8: There is a significant difference between the competencies important for success and different age groups holding a multi-unit management position in hotels.

A one-way between subjects ANOVA was conducted to compare the differences between the age of multi-unit mangers in hotels and the competencies important for success in each one of the seven (7) performance dimensions: HR Management, Financial Management, Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and Technology. Significant differences were found among the different age groups of multi-unit managers in hotels and the importance of the competencies under the Financial Management domain (F =2.893, p<.05). However, no significant differences were found between the multi-unit managers age groups after Post hoc comparisons using the Tukey HSD test. Non-significant differences were found between the age of multi-unit managers in hotels and the importance level, for any of the six (6) remaining performance dimensions (HR Management [F (3,80) =0.125, p=0.945], Service Operations [F (3,80) =0.523, p=0.667], Self-Management [F (3,80) =0.131, p=0.941], Sales and Marketing [F (3,78) =0.822, p=0.486], Facilities and Safety [F (3,71) =0.599, p=0.618], and Technology [F (3,79) =0.708, p=0.55]). Detailed results are presented on Table 23 below. Based on the results of the analysis, *Ha-8: There is a significant difference between the*

competencies important for success and different age groups holding a multi-unit management

position in hotels, was rejected.

Table 23
One-way between subjects ANOVA between age and
performance dimensions of multi-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Age	F=	0.13	2.89*	0.52	0.13	0.82	0.60	0.71
18 to 24 years old		-	-	-	-	-	-	-
25-34 years old		4.48	4.29	4.36	4.60	4.32	3.94	4.65
35-44 years old		4.50	4.15	4.48	4.55	4.10	4.17	4.44
45-54 years old		4.57	4.63	4.55	4.60	3.94	4.38	4.54
55-64 years old		4.49	3.85	4.60	4.55	4.14	4.33	4.43
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	0.04	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant | * - significant at the p<.05

Ha-9: There is a significant difference between the competencies important for success as a single-unit manager in hotels and the size of the hotel.

A one-way between subjects ANOVA was conducted to compare the differences between the size of hotel where single-unit mangers work and the competencies important for success in each one of the seven (7) performance dimensions: HR Management, Financial Management, Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and Technology. Non-significant differences ($p \le .05$) were found between the hotel size where single-unit managers work and the importance level, for any of the performance dimensions (HR Management [F $(2,15)$ =0.958, p=0.406], Financial Management [F $(2,15)$ =1.133, p=0.348], Service Operations [F $(2,15)$ =0.349, p=0.711], Self-Management [F $(2,15)$ =2.529, p=0.113], Sales and Marketing [F $(2,14)$ =0.435, p=0.656], Facilities and Safety [F $(2,13)$ =1.083, p=0.367], and Technology [F $(2,15)$ =1.555, p=0.243]). Detailed results are presented on Table 24 below. Based on the results of the analysis, *Ha-9: There is a significant difference between the*

competencies important for success as a single-unit manager in hotels and the size of the hotel,

was rejected.

Table 24
One-way between subjects ANOVA between hotel size and
performance dimensions of single-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Hotel Size	F=	0.96	1.13	0.35	2.53	0.44	1.08	1.56
75 or less rooms		3.99	3.86	4.24	4.07	3.88	3.50	3.89
76-299 rooms		4.46	4.25	4.51	4.60	4.04	4.25	4.59
300 or more rooms		4.58	3.65	4.40	4.61	3.65	3.50	4.00
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant

Ha10: There is a significant difference between the competencies important for success as a
multi-unit manager in hotels and the size of the hotel.

A one-way between subjects ANOVA was conducted to compare the differences between

the size of hotel where multi-unit mangers work and the competencies important for success in

each one of the seven (7) performance dimensions: HR Management, Financial Management,

Service Operations, Self-Management, Sales and Marketing, Facilities and Safety, and

Technology. Non-significant differences ($p \leq .05$) were found between the hotel size where

multi-unit managers work and the importance level, for any of the performance dimensions (HR

Management [$F_{(2,81)}$ =1.106, p=0.336], Financial Management [$F_{(2,80)}$ =2.602, p=0.08],

Service Operations [$F_{(2,81)}$ =1.975, p=0.145], Self-Management [$F_{(2,81)}$ =2.905, p=0.06],

Sales and Marketing [$F_{(2,79)}$ =0.354, p=0.703], Facilities and Safety [$F_{(2,72)}$ =0.92, p=0.403],

and Technology [$F_{(2,80)}$ =0.083, p=0.921]). Detailed results are presented on Table 25 below.

Based on the results of the analysis, *Ha10: There is a significant difference between the*

competencies important for success as a multi-unit manager in hotels and the size of the hotel,

was rejected.

Table 25

One-way between subjects ANOVA between hotel size and
performance dimensions of multi-unit managers

		HR	Financial	Service	Self	Sales & Marketing	Facilities & Safety	Tech
Hotel Size	F=	1.11	2.60	1.98	2.91	0.35	0.92	0.08
75 or less rooms		4.43	4.10	4.36	4.50	4.19	4.21	4.49
76-299 rooms		4.60	4.46	4.52	4.66	4.10	4.03	4.52
300 or more rooms		4.48	4.16	4.72	4.46	3.96	4.50	4.57
Post Hoc Multiple Range Test		-	-	-	-	-	-	-
p-value		n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

Note: n.s. - non significant

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Overview

This study compared the competencies important for the success of single unit managers (line management) versus the competencies important for the success of multi-unit managers (mid and executive-level management) within the hotel industry in Puerto Rico. It also explored the differences between these competencies based on a number of socio demographic variables such as gender, hotel size, and time in position. The Summary of Findings, Conclusions, Limitations, and Recommendations (future research, training, and academic programs) are presented in this chapter. The recommendations may be utilized as a guide, providing insights for a future study and education. This study aimed to answer two research questions: What competencies are important for hotel Single Unit Managers and Multi-Unit Managers to be successful in their roles and does this change based on position?; and, Do the competencies important for success for hotel Single Unit Managers and Multi-Unit Managers differ based on socio-demographic variables; gender, length of employment, age, or size of property?

This study is a follow up from prior research by Ryan (1992), Sorrentino (1999), DiPietro (2007), and Brzezicki (2008) who conducted the study in different segments of the restaurant and health service industries and was adapted to the hotel industry using the competency model developed by Chung-Herrera (2003). The survey included 64 skill descriptors that defined 7 performance dimensions: (1) Human Resources Management, (2) Financial Management, (3) Service Operations, (4) Self-Management, (5) Sales and Marketing, (6) Facilities and Safety, and

(7) Technology. A 5-point Likert type scale (1-not important, 2- minor importance, 3-moderate importance, 4-major importance, 5-critically important), was used to ask respondents the level of importance of these competencies in helping them being successful in their roles. A total of one hundred twenty-three (123) managers working in hotels in Puerto Rico as of Fall 2016 completed the online survey, but only 102 responses were complete/usable.

Summary of Findings

Based on the information obtained as a result of the study, the following findings were identified:

1. There was balance in terms of gender. Most respondents were between the ages of 35 and 44 years, hold a 4-year college degree (mainly in a hospitality related field), have worked at the current hotel (76-299 sleeping rooms), and had been in the current position between 1 and 5 years. Most respondents reported being in the hotel industry for over 20 years.

2. Most respondents identified themselves as Multi-Unit managers with a fairly even number of mid- and executive level managers. However, only a few (17.6%) of respondents identified themselves as single-unit managers.

3. Most respondents were promoted into the positions they now have from within the hotel, and the majority received some type of formal training upon promotion, and they rated the training between average and effective. However, the majority of respondents who hired other managers reported having major difficulties finding competent and prepared personnel. This is consistent with findings from Umbreit (1989), Ryan (1992), Sorrentino (1999) and Di Pietro (2007). This shows a consistent pattern over many years that in multiple segments of the hospitality industry managers are focused on the daily survival rather than the long-term professional development of their employees.

4. When asked about reasons for turnover, both SUMs and MUMs agreed that the main reason for line and mid-level managers' turnover is the lack of satisfaction generated by low pay/reward, while executive managers leave their jobs because they get promoted. These findings are not consistent with studies by Ryan (1992), Umbreit (1989), Yukl (2006), Stalcup (2001), and Birdir (2002) where other lack of human relations skills and/or disagreement with employer came up as more powerful indicators of turnover.

5. Different than the foodservice industry, as researched by Ryan (1992), Sorrentino (1999) and Di Pietro (2007); in the hotel industry in Puerto Rico there are no significant differences between the competencies required for success at the single- and multi-unit management levels. Both groups, SUMs and MUMs, tend to favor Self-Management and Human Resources Management skills as the most important to become successful at any management level. This is consistent with the findings of Chung-Herrera (2003), Kay & Moncarz (2004), and Sisson & Adams (2013), among many others.

6. Significant differences were found between mid-level managers and executive managers related to Human Resources Management, Financial Management and Service Operations, though the Cohen's d results revealed that the differences were not strong.

   a. Executive managers rated Human Resources Management, Financial Management and Service Operations competencies higher than mid-level managers. This is partially consistent with restaurant industry studies by Ryan (1992), Sorrentino (1999) and Di Pietro (2007) where multi-unit managers favored HR Management and Financial Management competencies over other competencies to become successful in their roles.

   b. Competencies related to Self-Management, Sales and Marketing, and Technology are more important for female MUMs than for male MUMs. This perceptual difference between males and females can be related to findings from other research studies stating that women are less likely to have mentors within

the organization (Eddleston et al., 2004) and therefore less likely to receive the feedback and recognition that is essential to their advancement (McCarty, 1986; Smith & DeWine, 1991).

   c. ANOVA results showed significant differences between age groups within the MUMs and the importance level of competencies under the Financial Management dimension. However, the Tukey post-hoc comparison could not determine where the differences were. Research findings by Ryan (1992), Sorrentino (1999) and Di Pietro (2007) suggest that the higher the position, the more important the Financial Management competencies become. It would be interesting to see the differences among the particular management roles in relation to the importance of competencies in the financial management domain.

7. No significant differences were found between age, length of time holding a position or hotel size and the competencies important for success in neither, SUM nor MUM groups. This suggests that SUMs and MUMs are clear on which competencies are important to be successful in their roles and that this perception does not change over time, in spite of the changes that age and time holding a position can bring.

Conclusions

Based on the findings of the study the following conclusions were drawn:

1. Most managers reported being promoted from within the organization and although usually received formal training when they were promoted into the positions they currently hold; however, they did not believe the training received was highly effective. This is perpetuation of a problem that has and continues to exists in multiple segments of the hospitality industry for many years. Hospitality managers at all levels do not focus on the professional development of their employees. Rather their attention goes toward the

multiple operational issues/problems and staffing shortages that require their continuous attention in a daily basis. This could explain why Self-Management and HR Management competencies are perceived to be valued more than others, and could provide the basis for hotels to not only develop effective training programs but also re-consider their managers' workload.

2. Managers agreed that they have major difficulties finding competent managers, even when they are recruiting from within the organization. This could have two implications: (1) that hotels are not being effective in training their employees, thus failing in preparing the new wave of leaders that will soon need to replace the current ones, and (2) that that hospitality and business programs are not preparing graduates to face the realities of a management position. Both SUMs and MUMs favor soft skills over hard skills, which could imply that individuals are well prepared in terms of technical skills, but their soft skills are not strong enough to handle the pressures of an increasingly demanding hospitality industry. This could also be a reflection of the deterioration of social values, as most problems are related to soft skills rather than to hard skills. This is particularly strong in Puerto Rico, where a difficult social, political, and economic climate have, for years, deteriorated two important pillars of society: the education system, and the social values. The latter being the most important problem for organizations as training people to change their character and value system is much more difficult than training them to solve technical issues. It is also possible that upon promotion, employees experience a "reality shock" or a difference between what they had expected the new position to be and what it really is, and that in turned could be affecting their satisfaction and commitment levels with the organization, causing the perception of "incompetency" or "unfit". This phenomenon is found in literature in the Theory of Personal Fit, and have also been discussed in Schneider's Attraction, Selection, Attrition model (Cable, 2001; Schneider, 1987).

3. The Puerto Rico hotel industry does not offer a competitive pay/reward system, when compared to other states in the United States. In fact, respondents reported that the main reason for line and mid-level manager's turnover was the lack of satisfaction related to low pay or reward. According to the value-percept theory employees that perceive they are not getting a fair pay/reward for the work they do, will not be satisfied (Colquitt, Lepine, & Wesson, 2011). Job satisfaction has been studied thoroughly as a predictor of turnover (Eastham, 2014). Dubinsky & Skinner (1984) supported that job satisfaction also influences job commitment, and both job commitment and job satisfaction had been identified in literature as major predictors of turnover. This fact is now increased given the terrible economic recession the island has been living through for the past decade which has resulted in a higher cost of living and a huge increase in business operational costs. As a result of the recession, Puerto Rico is now facing the biggest emigration wave in history, with a huge number of educated Puerto Ricans moving abroad in search of a better lifestyle. The value-percept theory of satisfaction might explain this situation and could be one of the reasons why the lack of satisfaction generated by low pay/reward comes up as the main reason for turnover among hotel managers in Puerto Rico. Hotel organizations must pay close attention to this issue as if emigration continues at the current pace, the island will eventually suffer what literature refers to as "brain drain". By losing their best and brightest prospects, organizations will face a scarce number of prospects that can fill management positions and move the industry forward. The "Brain Drain" phenomenon not only represents a threat to economic development but also a major challenge for the tourism sector (Larisa & Denisa, 2011).

4. Significant differences were found among the age groups of the multi-level managers and the importance of the Financial Management competencies. However, the researcher was unable to determine where the differences were, based on the results. This could be related to the relationship between age and career advancement, as in average executive

managers reported being older than mid-level managers. In future research studies with multi-level managers it would be interesting to identify in which age group the differences are. This would provide a better insight for hotels to develop more effective, and more targeted training programs for those who value financial management competencies the most.

5. Historically, hotel organizations in Puerto Rico have had a hierarchical design. Top level managers are measured on the financial results of the organizations, while single-unit managers are not empowered to make any financial decision. This could explain why executive managers are more concerned about Financial Management skills than any of the lower management positions.

<div align="center">

Limitations

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One of the major limitations of this study was the inability of the researcher to approach hotel managers directly. Although this preserved respondents' anonymity, it also hindered the possibility of recruiting more managers at the single-unit management level. The respondents included much more multi-unit managers than single-unit managers.

The follow up for data collection was always performed through hotel General Managers or Human Resources Managers making it impossible for the researcher to know whether if all the management employees in the properties received the survey or not. This might have caused sampling bias.

Another limitation was the lack of research culture in Puerto Rico. Many hotel managers perceive research studies as an intrusion or a way of stealing data from the hotel. As a result, it is fairly difficult to get hotel managers to participate and encourage participation from their employees. This might have caused non-response bias.

Self-reported data was collected through and online survey which could have also caused bias.

Although some statistically significant relationships were found between the management levels and some of the socio-demographic factors studied, these relationships are not strong. The results of this study are not generalizable based on the purposive sampling method used. Future research could be conducted in a broader scale, so that results could be generalizable to the population.

Recommendations

This study provided and compared information regarding the skills required to be successful as a single- and as a multi-unit manager within the Puerto Rico lodging industry, which was previously unavailable. The information collected in this study can serve as a basis for future research studies. The findings presented should be useful to hotels in making decisions regarding hiring, training, and service operations. It can also be useful for higher education programs in hospitality management in the development of curriculums that can prepare graduates for the realities of the hotel industry today. The following recommendations for research and practice are offered:

Recommendations for future research

Based on the findings of this study, the following recommendations for future research were made:

1. Female MUMs rated Self-Management, Sales and Marketing, and Technology higher than males. This could be related to the lack of mentors and communication opportunities for women, largely explained by the so-called glass ceiling within hotel organizations in the island. Further research could be conducted in relation to this finding.

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2. It is known that Puerto Rico has recently lost a lot of tourism business to other islands in the Caribbean, especially Dominican Republic. Hotel operations in these islands could be examined in future research projects to determine the reasons why they are being more successful in attracting tourism business. It could also provide some insight in relation to training development to provide employees with tools to counterpart the effects of a deteriorated macro environment they cannot control.

3. Although most hotel managers do receive formal training when they get promoted, they do not rate these trainings as excellent. This may be related to the contents of the trainings but could also be related to the teaching methods used. Further research could answer this question and provide guidance for the development of more effective training programs.

4. Different to other studies conducted in other geographical areas, proficiency in English seem to be a very important skill for Puerto Rican hotel managers. Puerto Rico receives most of its tourism from the United States mainland. Given that fact, proficiency in English has become a very important skill to manage for hotel employees in the island. Although the education system in Puerto Rico does provide training in the English language to students, they are not being effective in helping individuals become proficient in the language. Further research could be conducted in this area that can provide insight regarding the reasons why the training provided has been ineffective and the ways in which this problem could be approached and solved.

5. Differences were found among the different age groups within the MUM cluster and the importance of competencies related to Financial Management. However, the data analysis did not reveal where the differences are among the MUM age groups. Being able to understand where are these differences could provide hotels with a better insight on which groups are more in need to the financial management competencies and could help them in designing more effective and more targeted training programs.

Recommendations for Training and Academic Programs

Based on the findings of this study, the following recommendations for training and academic programs were made:

1. Executive managers stated that Human Resources Management and Financial Management competencies are the most important to be successful in their roles. Hotels could prepare training programs in those performance dimensions to better prepare mid-level multi-unit managers prior to their transition into executive positions. This could be seen by managers as an incentive to increase their satisfaction and lower turnover at these levels.

2. Getting single-unit managers involved in the financial and personnel decision-making process could also be an excellent way to empower them and to make them understand the real financial situation of the organization, thus helping them become more empathic and acceptance of the decisions made by top level managers that often have an impact on the operation. This could improve the employee's commitment to the organization, generating an interest for the important aspects of the business, and preparing them to grow into higher level positions in a much more natural way than providing a limited training upon promotion.

3. Both hotel training and university academic programs in hospitality should focus in the development of soft skills with a major focus in Self-Management, HR Management, and Service Operations.

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APPENDICES

APPENDIX A
IRB APPROVAL FORM

Oklahoma State University Institutional Review Board

Date: Friday, October 07, 2016   Protocol Expires: 9/27/2019

IRB Application No: HE1660

Proposal Title: Competencies required for success at the single and multi-unit management levels in hotels

Reviewed and Processed as: Exempt

Modification

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

Principal Investigator(s):

Zoe Santiago-Font

Stillwater, OK 74078

Bill Ryan
210 HES
Stillwater, OK 74078

The requested modification to this IRB protocol has been approved. Please note that the original expiration date of the protocol has not changed. The IRB office MUST be notified in writing when a project is complete. All approved projects are subject to monitoring by the IRB.

☐   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.

The reviewer(s) had these comments:

Minor revisions to questionnaires, added a "submit" button to consent, translated documents to Spanish.

Signature :

Hugh Crethar, Chair, Institutional Review Board

Friday, October 07, 2016
Date

APPENDIX B
INTRODUCTION TEXT TO HR DIRECTORS AND GENERAL MANAGERS

TO: General Managers and HR Directors

Hospitality is all about people and their ability to manage diverse situations in order to create an unforgettable experience for our guests. In order to meet this important goal, we need to make sure that our employees have, or can develop, the skills needed to be successful. Ensuring employees can develop the needed competencies to be successful at higher levels help them establish a career path within the organization, which could result in a cost saving tool for the hotel and an excellent way to improve employee satisfaction, better the organizational culture and avoid turnover.

In collaboration with Oklahoma State University's School of Hotel and Restaurant Administration and with full support from the Puerto Rico Hotel and Tourism Association (PRHTA) and Universidad del Este's (UNE) School of Hospitality and Culinary Arts, we would like to invite **your hotel's management employees** to participate in a 15-minute survey designed to identify the competencies needed for success at the first, mid, and executive management levels within hotels in Puerto Rico.

Your participation can help us start producing the evidence-based statistical knowledge our industry needs. All responses will be confidential. Neither the name of the hotel organization nor the name of any particular individual will be collected or mentioned in the study results, which will be made available to you.

Another email that contains the link to the online survey will follow this one. If you would like for your hotel to participate, you can either provide employee's email address to the investigator or forward the link to you **management employees only** (*supervisors, first, mid, and executive level managers*), and encourage them to participate.

For more information regarding the study please contact Zoe Santiago-Font, associate professor at Universidad del Este, at 787-421-4076 or by email at zsantiago@suagm.edu.

APPENDIX C
QUESTIONNAIRE COVER LETTER

SCHOOL OF
Hotel and Restaurant Administration
COLLEGE OF HUMAN SCIENCES

365 Human Sciences

Stillwater, Oklahoma 74078

405-744-8485

Fax 405-744-6299

http://humansciences.okstate.edu/hrad

Date

Dear Participant:

My name is Zoe Santiago-Font and I am a graduate student at Oklahoma State University. As part of my doctoral degree requirements, I am conducting a study on the competencies needed for success at the different hotel management levels. Since your opinion is very important to this study, I am inviting you to participate by completing a survey.

The questionnaire will require approximately 15 minutes for completing. There is no compensation for responding nor is there any known risk. 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 project at any time. In order to ensure that all information will remain confidential, we are collecting information electronically via a secured website. The application will not connect your answers with your personal information. If you choose to participate in this study, please click on the following link: https://okstateches.az1.qualtrics.com/SE/?SID=SV_8qe9QYejRqvJqJv from your computer, tablet, or phone and answer all questions as honestly as possible.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding competencies needed for success at the different hotel management levels. It is our intention that the study findings will assist human resources staff in designing better job descriptions, and better training programs that can help management employees succeed. Completion and submission of the questionnaire will indicate your willingness to participate in this study. If you require additional information or have questions, please contact me at the number listed below.

You may contact any of the researchers listed below at their addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about its results. If you have questions about your rights as a research volunteer, you may contact the IRB Office at 219 Cordell North, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

I truly appreciate your participation.

Sincerely

Zoe Santiago-Font, CMP
Principal Investigator/PhD student
zsantiago@suagm.edu
(787) 421-4076

Bill Ryan, EdD, RD, LD
Professor
School of Hotel and Restaurant Administration
Oklahoma State University
b.ryan@okstate.edu

APPENDIX D
QUESTIONS USED IN THE QUESTIONNAIRE

SURVEY

Hotel Management Competencies

This survey is part of a study conducted by Zoe Santiago-Font as part of her doctoral dissertation. It will take approximately 15 minutes to complete it. There is no compensation for responding nor is there any known risk.   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 project at any time. Your answers are anonymous. If you choose to participate in this study, please click on the following Submit button below to consent participation and start answering the survey.   How can my participation help? The data collected will provide useful information regarding competencies needed for success at the different hotel management levels. It is our intention that the study findings will assist human resources staff in designing better job descriptions, and better training programs that can help management employees succeed. Findings can also assist college programs to develop curriculums that are more effective.

I.   Qualifying Questions

Q1 Based on the descriptions provided below:
Supervisor or Line Manager - Supervises hourly employees or individuals that do not have supervisory responsibilities.
Mid-Level Manager - Supervises line managers or individuals who supervise hourly employees or employees that do not have supervisory responsibilities. Falls between line managers and top managers.
Executive Manager - Supervises mid-level managers or individuals who have supervisory responsibilities over other supervisors, often called Directors or General Managers.

Q1a Please select the alternative that best describes your current position at the hotel?
- o   Supervisor or Line Manager
- o   Mid-level Manager
- o   Executive Manager
- o   I DO NOT have a management/supervisory role
If I DO NOT have a management/... Is Selected, Then Skip To End of Survey

Q2 Which of the following best describes the hotel you currently work at?
- o   300 sleeping rooms or more
- o   76-299 sleeping rooms
- o   75 sleeping rooms or less
- o   I do not work at a hotel

Q3 Which of the following best describes the type of hotel you work at?
- o   Hotel
- o   Boutique Hotel
- o   Resort
- o   Small Inn
- o   Other _____

Q4 How long have you worked at the hotel where you are currently employed?
- o   Less than 1 year
- o   1-5 years

o 6-10 years
o More than 10 years

Q5 How long you have been at your current position?
o Less than 1 year
o 1-5 years
o 6-10 years
o More than 10 years

II. **Competencies**

Q6 The following questions present a list of management competencies so that you can state their level of importance. If a skill is NOT required in your position or does not apply to you, please select "Not Applicable"

Q6a How important are the following competencies in the area of LEADERSHIP to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Coaching and motivating employees						
Facilitating teams and teamwork						
Maintaining a favorable working environment						
Minimizing turnover						
Modeling effective supervisory behavior						
Preparing employees for promotion						
Training and development of employees						

Q6b How important are the following competencies in the area of FINANCIAL MANAGEMENT to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Using financial analysis techniques						
Predicting and lowering investment risks						
Finding business opportunities						
Managing a budget						
Analyzing factors that influence the controllability of profits						

Preparing financial plans						
Control costs						

Q6c How important are the following competencies in the area of SERVICE OPERATIONS to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Implementing operational plans						
Knowing and following laws and regulations						
Identifying operational problems or issues						
Enforcing quality and service standards to ensure exceptional customer experiences						
Enforcing organizational policies and quality control procedures						
Fulfilling the vision and mission of the organization						
Developing operational plans						

Q6d How important are the following competencies in the area of COMMUNICATIONS to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Professional demeanor and appearance						
Oral and written communication skills						
Proficiency in English						
Proficiency in language(s) other than Spanish and English						
Developing positive relations with internal and external customers						
Networking (making positive professional relations with others)						
Exhibiting self-confidence						

Q6e How important are the following competencies in the area of SALES AND MARKETING to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Assisting with community relations programs						
Assessing competitor information (who they are and what they are doing for marketing)						
Using social media to manage relationships and foster a positive corporate image						
Developing an awareness of customer preferences and problems						
Developing in-house advertising programs and promotional materials						
Gathering potential customers information / market trends						
Developing a marketing plan						
Developing a marketing plan						
Making deals by using negotiation and sales techniques (persuasive)						

Q6f How important are the following competencies in the area of FACILITIES AND SAFETY to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Supervising preventive maintenance programs						
Supervising inside or outside contractors						
Recommending improvements to facilities						
Recognizing facility safety issues						
Monitoring security and safety procedures						
Ensuring facilities are in compliance with health codes						

Q6g How important are the following competencies in the area of TECHNOLOGY to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Using the internet for resources and research						
Having knowledge of database systems used to manage operations such as PMS, POS, etc.						
Having knowledge in general application software (MS Office Word, Excel, Power Point and email)						

Q6h How important are the following competencies in the area of HR MANAGEMENT to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Managing employee relations issues						
Analyzing personnel needs, developing employee schedules, and hiring personnel						
Evaluating employees performance, productivity, and job satisfaction						
Ensuring personnel practices are in compliance with all laws and regulations						
Taking disciplinary action when necessary						
Directing and supervising the work of others						
Planning and managing staff meetings						

Q6i How important are the following competencies in the area of SELF-MANAGEMENT to successfully carry out your responsibilities as a [placeholder: Supervisor/Line OR Mid-level OR Executive]?

	Not Important	Minor	Moderate	Major	Critically Important	Not Applicable
Managing personal stress						
Managing emotions						
Using ethics in decision making						
Delegation of tasks						
Making decisions under pressure or in crisis situation (managing a crisis)						
Adapting to change						
Creative thinking						
Critical thinking (identify problems, analyze them, and make decisions to solve them)						
Managing time (completing tasks on time)						
Valuing (respecting) diversity						
Pursuing professional and self-development						
Demonstrating passion or positive attitude towards work						

III. Demographics

Q7 Gender
- o Male
- o Female

Q8 Which of the following best describes your age?
- o 18-24 years old
- o 25-34 years old
- o 35-44 years old
- o 45-54 years old
- o 55-64 years old
- o 65 or more

Q9 Please indicate the highest education level attained
- o High school diploma
- o Some college or technical school (such as certificate)
- o Technical or 2-years degree (such as associate's degree)
- o 4-year college degree (such as bachelor's degree)
- o Master's degree
- o Doctorate degree

If High school diploma Is Selected, Then Skip To I am a

Q9a Please indicate the area of study of the highest educational degree attained
- o   Hotel or hospitality related
- o   Culinary or food & beverage related
- o   Business management
- o   Accounting or finance
- o   Other, please specify: _____

Q10 I am a
- o   Puerto Rican
- o   Puerto Rican raised in the United States
- o   From a country other than Puerto Rico/United States. Please specify: _____

Q11 How long ago you started working in the hotel industry?
- o   Less than 1 year
- o   1-5 years
- o   6-10 years
- o   11-15 years
- o   16-20 years
- o   More than 20 years

Q12 How long have you worked at the hotel where you are currently employed?
- o   Less than 1 year
- o   1-5 years
- o   6-10 years
- o   11-15 years
- o   16-20 years
- o   More than 20 years

Q**13 How long have you been a [placeholder: Supervisor/Line OR Mid-level OR Executive]?**
- o   Less than 2 years
- o   2-4 years
- o   5-10 years
- o   More than 10 years

Q14 When you first became [placeholder: Supervisor/Line OR Mid-level OR Executive], you were:
- o   promoted from within the hotel
- o   transferred from another sister property (locally)
- o   transferred from another sister property outside of Puerto Rico
- o   hired from the outside, but your previous job was in the hotel industry
- o   hired from outside the hotel industry

Q15 When you first became [placeholder: Supervisor/Line OR Mid-level OR Executive], which type of training did you receive? (Please select all that apply)
- o   Shadowing
- o   Formal Training (i.e. seminar, classes, etc.)
- o   Supervised hands-on training
- o   I did NOT receive any training

o   Other, please specify _____

If I did NOT receive any training Is Selected, Then Skip To How much difficulty do you experience...

Q15a How effective was the training received in preparing you to be successful in your new role?
o   Very ineffective
o   Ineffective
o   Average
o   Effective
o   Very effective

Q16 How much difficulty do you experience finding/hiring competent managers or supervisors?
o   None
o   Minor
o   Moderate
o   Major
o   Critical
o   I do not hire managers

Q17 In your opinion, what is the main reason for turnover at the different management levels?

	Lack of technical knowledge	Lack of human relations skills	Position too demanding	Position not well defined	Not enough satisfaction (pay/reward)	Promotion to another job	Don't know	Other
First Line Manager								
Mid Manager								
Executive Manager								

Thank you for your participation in this survey.
THIS INFORMATION WILL BE KEPT STRICTLY CONFIDENTIAL.
ONLY GROUP DATA WILL BE REPORTED.
COMPANIES OR INDIVIDUALS WILL NOT BE IDENTIFIED.

VITA

Zoe Santiago-Font

Candidate for the Degree of

Doctor of Philosophy

Thesis: COMPETENCIES REQUIRED FOR SUCCESS AT THE SINGLE AND MULTI-UNIT MANAGEMENT LEVELS IN HOTELS

Major Field: Hotel and Restaurant Management

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Human Sciences at Oklahoma State University, Stillwater, Oklahoma in May, 2017.

Completed the requirements for the Master of Arts in Tourism Administration at George Washington University, Washington, DC in 2004.

Completed the requirements for the Bachelor of Science in Business Administration at University of Puerto Rico, Rio Piedras, Puerto Rico in 2000.

Experience:

Full time faculty at the International School of Hospitality & Culinary Arts of Universidad del Este in Carolina, Puerto Rico (Associate Professor from 2016 to present; Assistant Professor from 2011-2016, Instructor from 2006-2011).

Events Professional at the American Institutes for Research in Silver Spring, Maryland from 2001-2005.

Professional Memberships:

Meeting Professionals International, International Council on Hotel, Restaurant and Institutional Education.