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**GENERAL MANAGERS AND FOUR-YEAR STUDENTS EVALUATE
ATTRIBUTES, QUALITIES, COMPETENCIES AND SKILLS FOR HOTEL
MANAGEMENT ENTRY-LEVEL POSITIONS:
A CASE STUDY**

**By
Po-Fen Chen**

**A Project submitted to the
Faculty of the School of Food, Hotel and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirement
of
Master of science**

October, 1995

ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
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ABSTRACT
GENERAL MANAGERS AND FOUR-YEAR STUDENTS EVALUATE
ATTRIBUTES, QUALITIES, COMPETENCIES AND SKILLS FOR HOTEL
MANAGEMENT ENTRY-LEVEL POSITION

by

Po-Fen Chen

The issues of curriculum relevancy and attitudinal learning outcomes in preparing hospitality management students to meet industry needs are the focuses of this study. This study attempts to assess whether or not attitudes and values of four-year hospitality program students change as a result of the learning processes in their curricula. A 40 item questionnaire was developed and used to survey the three populations in the study; freshmen and seniors of a four-year hospitality management program and hotel general managers who have hired Co-op students and graduates from the program.

The survey results were compared between the groups as follows: Freshmen vs. Seniors; Freshmen vs. General Managers; and Seniors vs. General Managers. The results showed that the freshmen rated 75% of the survey items higher than the seniors. The results also showed that, unlike the freshmen, the seniors tended to have similar perspectives as the hotel general managers on the importance of hospitality attributes, qualities, competencies and skills.

An examination of hotel general managers' responses to the survey items revealed that female managers rated survey items and factors higher overall than male managers. In addition, male students viewed Appearance (personal) as an important attribute that graduates should possess while female students did not. Attitude was rated as the most significant quality for entry-level positions and Property development and real estate was viewed as the least important competency.

The study revealed that there was a difference between what graduates were capable of and what hotel managers were really looking for when hiring new graduates. A number of recommendations are suggested to hospitality management schools and educators to improve their programs and the content of their curriculums in order to make certain that students in four-year hospitality management programs have the requisite attributes, qualities, competencies and skills that hotel general managers are looking for when hiring graduates for entry-level management positions

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TABLE OF CONTENTS

ABSTRACT	
ACKNOWLEDGMENT.....	i
LIST OF TABLES.....	iv
LIST OF FIGURES.....	v
 CHAPTER I. INTRODUCTION	
Introduction.....	1
Problem Statement.....	2
Purpose.....	3
Significance.....	3
Methodology.....	5
Scope and Limitation.....	9
 CHAPTER II. REVIEW OF LITERATURE	
Hospitality Education.....	12
Curriculum.....	16
The Content of Curriculum.....	18
Instructional Methods.....	28
 CHAPTER III. RESULTS AND DISCUSSIONS	
Survey Results.....	34
Hypotheses Test Results.....	35
 CHAPTER IV. CONCLUSION AND RECOMMENDATION	
Conclusion.....	62
Recommendation.....	65

TABLE OF CONTENTS

(Continued)

REFERENCES AND BIBLIOGRAPHY	67
APPENDICES	
A. Survey with a Summary of Results.....	70
B. Tables of Comparisons of t-Tests associated with the study.....	75
1. Tables of Comparisons of t-Tests for:	
1. RIT Freshmen vs. RIT Seniors and MCC Freshmen.....	76
2. MCC Seniors vs. MCC Freshmen and RIT Seniors.....	81
3. Hotel General Managers vs. RIT Freshmen/Seniors & MCC Freshmen/Seniors.....	86
4. Ranking of Survey Items by Means of Groups.....	93

LIST OF TABLES

1. Comparisons of t-Tests for RIT Freshmen vs. RIT Seniors.....	37
2. Comparisons of All t-Tests for Hotel General Managers vs. RIT Freshmen/Seniors.....	43
3. Attributes, Qualities, Competencies & Skills Items--Ranking of Survey items by Means of Groups.....	49
4. Comparisons of t-Tests for Female GMs vs. Male GMs.....	52
5. Comparisons of t-Tests for Female vs. Male RIT Students.....	54
6. Comparisons of Means for Hotel Sizes.....	57
7. Comparisons of Means for Hotel Types.....	60

LIST OF FIGURES

1. A Conceptual Framework for Alternatives in Hospitality Instruction.....	15
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CHAPTER I

INTRODUCTION

"Are our graduating students of four-year hospitality programs well-prepared to meet the expectations and needs of the hospitality industry for hotel management entry-level positions?" The answer to the question could vary as we evaluate it from different newly enrolled freshmen, graduating seniors, hospitality educators, or industry professionals.

However, the general business journals and trade press report that the current work force in the United States is not adequately skilled or educated to meet the technological needs of the next decade. There is reason to question the content and delivery of hospitality education in institutions of higher education (Pavesic, 1993). Also the debate over hospitality education programs in college and university settings has centered around the academic content and the instructional methods used to achieve goals and objectives in the curriculum.

The 1990s have brought in a movement within academia and around the industry to have training focus on computers, technology, diversity, team building, leadership, and the latest service and quality management techniques, to name a few. As educators struggle with these broad demands, curriculum restructuring must take into account management competencies and technical skills, as well as personal qualities and intellectual attributes that are necessary for preparing graduates for tomorrow's competitive workplace.

A survey of 40 hospitality educators revealed that only 37% believed that their own curriculums were "very relevant." Moreover, only 16% industry recruiters in the survey rated hospitality curriculums as "very relevant" (Walker, 1992). Findings generated from the survey indicate that hospitality curriculums are not relevant and need to be reevaluated in a great detail.

Curriculum concerns including academic content and the instructional methods used to achieve learning objectives are receiving a great deal of attention. Hospitality educators must respond to the changing face of the industry and are challenged to adapt their programs.

Currently an emphasis is placed primarily on knowledge acquisition and skills training, but little attention is paid to attitudinal and values development.

Problem Statement

The study primarily focuses on the issues such as relevancy of curriculum content and the effectiveness of the instructional methods used to reach attitudinal learning objectives.

How well are the four-year hospitality programs and educators doing their jobs in terms of meeting the expectations and needs of the hospitality industry is one example of the problems. Also, the problem of whether or not the four-year hospitality programs students change their attitudes and values as a result of the learning processes in the curricula provided and designed by the educators was investigated. Specifically, the main research problems to be answered are as follows:

1. Do graduates and entering students from four-year degree programs have different perspectives on the importance of hospitality attributes, qualities, competencies and skills?
2. Do general managers, graduating and entering students have different perspectives on the importance of hospitality attributes, qualities, competencies and skills?
3. Does gender have an effect on one's perceptions of the hospitality attributes, qualities, competencies and skills? and
4. Is there a significant difference in perceptions by managers based on the size and type of property they manager?

Purpose of the Study

In response to the pressures for change as well as improving the link between education and industry, the purpose of this research was to identify those attributes, qualities, competencies and skills required for hotel management entry-level positions. It was also created to identify differences and similarities when the population groups are compared. Measurement of these differences and/or similarities helped to determine whether a four-year curricula is or is not meeting industry expectations and needs.

Significance

In many ways, the future of the hospitality industry is in the academy's hands (Pauze, 1993). Further, the industry's prospect for successful growth depends not only on the

operational success of hospitality management graduates collectively, but also on the academy's ability to provide useful, cutting-edge developments in the technical and managerial arenas. Obviously, there is a strong link between hospitality educators, hotel management graduates, and industry; no one of these three voices can be ignored.

To prepare hotel management graduates well for tomorrow's competition and prepare them with adequate skills for the job market, hospitality educators establishing quality hospitality programs and delivering them to the students in an effective way are of great importance to the success of hotel management graduates in their first entry-level position as well as their future development.

Quality hospitality programs based on relevant curriculums that meet the needs of the industry, as a starting point, are built and implemented by hospitality educators, who, then, educate and train the hospitality management graduates to be competent in assuming responsibilities and performing tasks. It has been noticed that human resources are a critical element in any type of service organization. In the hospitality industry, a well-educated and well-trained staff with the appropriate hospitality attitude can provide a competitive advantage in outperforming others in the marketplace.

Overall, any service organization in an increasingly competitive service economy will benefit from recruiting hospitality management graduates with a hospitality attitude from four-year hospitality programs who have been well-educated and well-trained in meeting the special needs of the service industry.

Methodology

This research investigated how entering freshmen or graduating seniors of a four-year hospitality management programs at Rochester Institute of Technology as well as general managers of employer registered with RIT have different perspectives on the importance of hospitality attributes, qualities, competencies and skills.

Sample Population

The entering students of the four-year hospitality program at RIT were selected based on solitary factor, that is, without having any preconception about the importance of the attributes, qualities, competencies and skills, this population could represent how those hospitality attributes, qualities, competencies and skills would have meanings to them initially. Unlike entering students, it is apparent that graduating students who have gone through the hospitality programs at RIT for at least 2 years show the results of how the hospitality program at RIT, the curriculum and instructional methods, change their attitude and values. Both samples were convenient samples for this study.

The perspectives obtained from general managers registered with the Co-op and Placement office at RIT reflects what needs to be emphasized in the curriculum, which benefits graduating students for their entry-level positions in hospitality industry. Differences generated from comparing the three populations is what needs to be examined and analyzed for the study.

The sample populations of this research include:

1. Entering students at RIT who were administered the new survey during the first week of orientation.

2. Graduating students at RIT who were surveyed the last week of classes before graduation.
3. General managers of hotel employers registered with RIT's Co-op and Placement office.

Instruments

Two focus groups, composed of 12 general managers and 8 hospitality educators from a two-and four-year programs, respectively, were conducted to derive those attributes, qualities, competencies and skills that were most desirable in graduates entering their first hotel management job. An initial list of 50 items was developed between the two groups; it was then reduced to 35 through combinations of similar items.

The 35 items were randomly placed on survey instrument with a five-point Likert scale (5 = most important to 1 = least important) to measure responses to the items. A demographic data section about the age, gender, major, citizenship, and hospitality work experience was added to the student's survey. The demographic data section for hotel managers and general managers' survey included gender, property size and type, and preferred degree of college graduates.

The instrument was tested using graduating seniors from the four-year programs and the general managers of hotels who had hired recent graduates and Co-operative education students. The survey was mailed to 121 general managers registered with the four-year school's Placement and Co-op office and to 134 graduating seniors at the end of spring quarter 1993. Returned surveys were tallied and analyzed using X-SPSS program. Means, frequencies and t-tests were run to make comparisons between graduates' and general

managers' responses. The 35-items were grouped into six categories related to attributes, qualities, competencies and skills being studied. Both the items and categories were then ranked according to their mean values. Review of initial findings with general managers resulted in the expansion of the study to include a two-year program that is currently affiliated with the four-year program in a 2 + 2 articulation.

The original survey was revised and lengthened to a 40-item instrument which was the one used in this research specifically. One question of their previous status of education was added in the demographic data section for graduating seniors. The survey with 40-item instrument and demographic data sections for both the students and the general managers was provided in Appendix A. Returned surveys were again tallied and analyzed using X-SPSS program. The 40-items were grouped into six categories to explore the possibility of deriving factors related to attributes, qualities, competencies and skills being study. These 6 factors are labeled as follows:

- Service attributes and philosophy
- Personal character and attributes
- Communication and language skills
- Managerial and business skills
- Subject knowledge skills
- Experience

Means, frequencies and t-tests were run to make comparisons according to the hypotheses stated earlier. Both the items and categories were than ranked according to their mean values.

Period of Data Collection

Entering freshmen of the hospitality program at RIT were administered the survey during the first week of orientation. Thirty-five surveys, respectively, were completed and 28, out of 35, 80% of total returned surveys, were valid and used for this study. Fifty-eight graduating seniors of the hospitality program at RIT were surveyed the last week of classes in May, 1995 before graduation; 14 surveys were returned at the end. The surveys were mailed to general managers of hotel employers registered with RIT in December, 1994 for the first mailing and in January, 1995 for the second mailing. A total of 98 surveys were sent and 42 (42.9%) were used in this study.

Hypothesis

The results of the study will show that the rating of the attributes, qualities, competencies and skills of entering freshmen of a four-year degree hospitality program at RIT will be different from the rating outcome of graduating seniors. The results of the study will also show that the general managers, graduating and entering students at RIT have different perspectives on the importance of hospitality attributes, qualities, competencies and skills. In all populations, genders disparities will be an influential factor in predicting various outcomes of the study. Also, general managers working at similar size and type of properties will have similar views on the importance of hospitality attributes, qualities, competencies and skills.

Definition of Terms

1. Attribute: A quality forming part of the nature of a person or thing.
2. Attitude: A way of feeling or thinking about someone or something.
3. Competency: Ability to do what is needed; skill.
4. Factors Analysis: A number of statistical techniques that can be used to identify the number of underlying dimensions that account for the relationship between many items and is often used as a means of data reduction.
5. T-Test: A statistical analysis used to determine if the difference between two samples is meaningful.

Assumptions

In order to examine if curriculum does influence students' attitudes, it will be assumed that this study involving RIT students' participation and general managers' responses will be an appropriate sample of the entire population.

Scope and Limitations

The study focuses on the factors including attitude, competencies, skills, curriculum matters that have most impact on four-year hotel management students in hospitality programs. This study's limitation is the sample which includes RIT hotel management students and general managers who have hired graduates and Co-operative education

students from RIT. This study also will be the beginning of a two-year longitudinal study which may affect the limitations of a small sample.

Long Range Consequences

The results of the study may show that there will be a difference of opinion between hospitality educators and industry professionals in expectations of what should be taught in hospitality programs. Focusing on how to implement an effective curriculum, which carries a weight to educate and train students in four-year hospitality programs to meet tomorrow's needs of hospitality industry will be taken into account. The results of the study may also provide valuable resources for hospitality students, hospitality educators and industry professionals to redefine the objective and mission of the hospitality education in relation with restructuring and redesigning curriculums.

Issues associated with quality hospitality programs such as curriculum relevancy, auxiliary instructional methods, outcome-based training, and so forth will need to be reviewed by hospitality educators and adjustments to their missions and roles may result. In addition, the outcomes of the study may lead hospitality educators toward a more specific direction in meeting objectives and missions for hospitality education in the near future.

Consequently, research should be done to determine whether or not student attributes, qualities, competencies, and skills are changed as a result of their involvement in the learning processes. Another possible study that could be conducted is to replicate the same research with students enrolled in a two-year hospitality management programs or

other hospitality management programs in other countries such as Switzerland, Japan or Taiwan as well as in the United States.

CHAPTER II

REVIEW OF LITERATURE

Generally, the hospitality education literature falls into two broad categories: what knowledge and skills should or need to be taught in the curriculum, and what instructional methods could best be used to teach the content of a curriculum. Beginning with the topic of hospitality education, the review of literature will be moving into several areas, including hospitality education curriculum, the content of curriculum, and instructional methods.

Hospitality Education

According to an article by Pauze (1993) the hospitality industry primarily viewed educational institutions as a recruiting source for some well-nurtured graduates. The hospitality academy has developed a habit of looking to industry for financial support, and students have looked to the faculty to teach courses and help them get jobs. If this is how hospitality education is situated now, it is time that hospitality education programs reexamine their mission statements and the resulting approaches to hospitality education.

Further, Pauze (1993, p. 61) the article noted that hospitality management programs have always had a clear mission: to train and educate students for entry-level management positions in the hospitality industry. With this mission and its resulting implementation, programs developed a reputation of being too technical, vocational, or trade-oriented. However, when examined closely, the activities of hospitality management education, in

reality, focus on the critical thought processes required for the provision of quality and effective hospitality services to individuals, families, and their related communicates of interest.

Speaking about the hospitality education including the design and delivery of curricula, courses, and auxiliary instructional experiences, the hospitality educators and the industry seem to have different ideas in their minds.

A study by Lundberg (1991) showed that a conceptual framework shown in Figure 1 is sketched that permits us to see the major alternatives that hospitality instruction can take. The framework is a simple one consisting of two dimensions. One is a focus on subject matter, the second is instructional purpose.

There are two alternative subject matter foci. Some hospitality educators are primarily oriented to and identify with our industry, while for the others main focus is toward the academic discipline or field. Most hospitality educators would, if completely honest, place themselves in either the "mostly industry focused" or the "mostly discipline focused" categories.

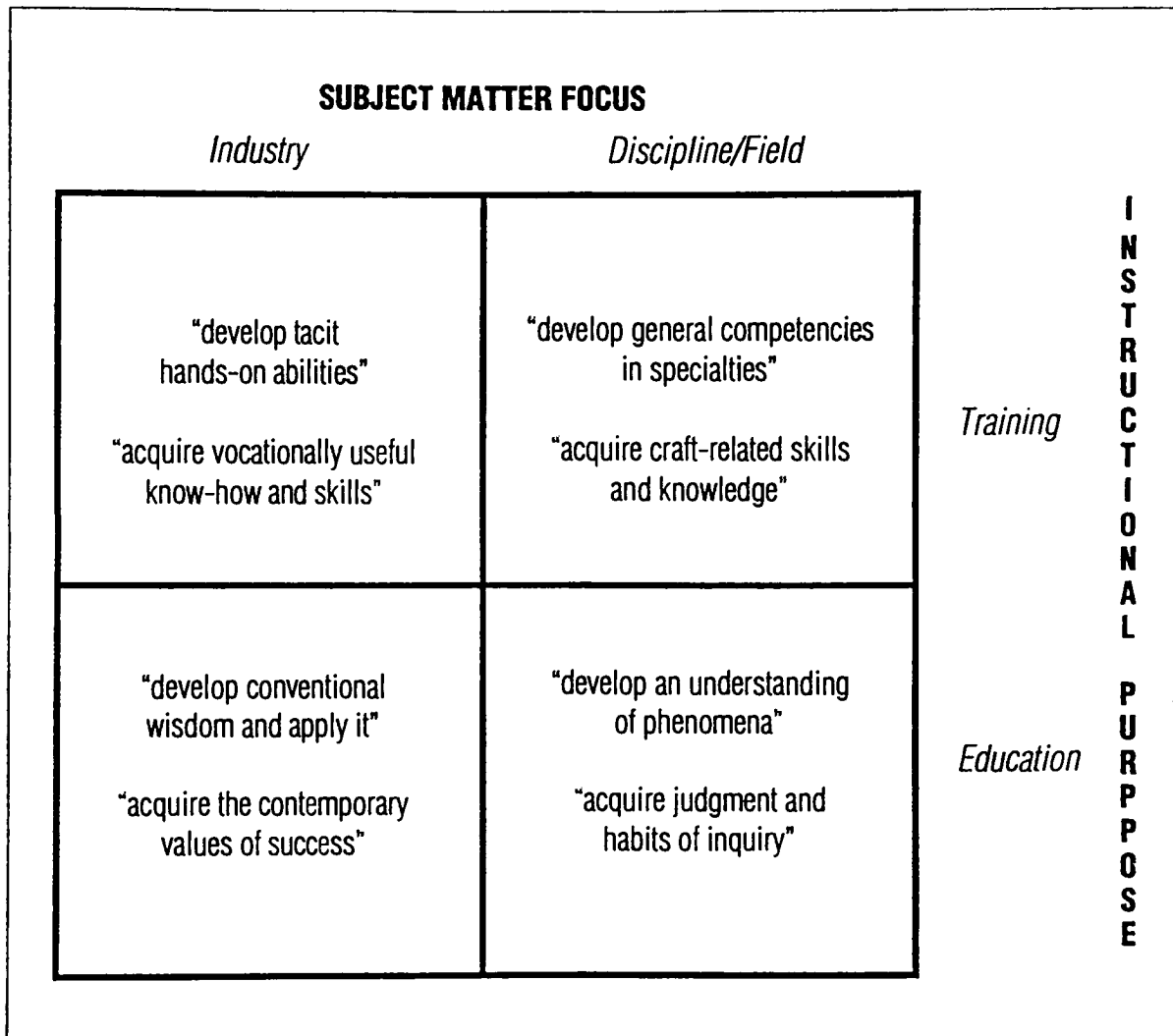
The other dimension, preferred instructional purpose, may also be described as halves of a continuum. Two main purposes of hospitality education were discussed by Lundberg (1991, p. 37). On the one hand, some hospitality educators believe that the main purpose is training and their concern is for the hospitality students to know and perform some activity correctly, to do some real hospitality tasks well. On the other hand, education becomes the primary purpose to some of the hospitality educators who take a different approach.

Figure 1 shows the resulting matrix emerging four cells that provides a way of thinking about the targets of hospitality education. None is intrinsically correct; each cell simply characterizes different approaches. This way of thinking about hospitality education lifts the conversations beyond debates about what is the "one best way"

By mapping the alternatives shown in Figure 1, not only can the hospitality educators better understand the positions that they take, but perhaps also begin to understand and even appreciate that all hospitality education should probably encompass multiple positions.

Figure 1.

A Conceptual Framework for Alternatives in Hospitality Education.



Source : Lundberg, Craig C. (1991). *Hospitality & Tourism Education*. 3(2) p.37.

The August 1991 issue of Restaurant Business magazine reported that despite the existence of 525 postsecondary programs in the culinary art, 170 four-year hospitality management programs, and more than 700 two-year programs, the educational system today is not able to meet the industry's need of management trainees (Lang, 1991).

Because of strong projected demand for hospitality management managers over the next decade, Pavesic (1993, p. 38) suggested that hospitality management programs should flourish. The strong job market will increase the need for additional hospitality educators and will fuel an equally strong market for professional education programs designed for managers already in the industry. Pavesic also (1993, p. 286) expressed concern that, with the proliferation of hospitality segments (fair management, exposition management, meeting planning, private club, etc.), hospitality education cannot fully address each segment in an undergraduate curriculum. That is a reason why hospitality programs should take more of a generalist approach and teach concepts and principles that have universal application across all industry segments.

Curriculum

Providing a relevant and practical curriculum in accordance with meeting industry demands is of great importance to hospitality educators in curriculum design, so the curriculum for hospitality education needs to be reviewed at the very beginning. Issues associated with curriculum development will be constantly discussing and debating among the hospitality students and educators as well as the hospitality industry.

Curriculum Relevancy

The relevancy of a curriculum is the primary issue within curriculum matters. Two points of view were condensed from an article in the September 1988 issue of the NASSP Bulletin. A curriculum that is concerned with the process of how students learn, focusing on synthesis, wholeness, coherence, and personal meaning, is less apt to be an irrelevant curriculum. A curriculum that is focused on products, however, is likely to become meaningless to students once its trivial content is mastered. (Ornstein, 1989).

Four aspects of an irrelevant curriculum were discussed as well. First aspect is that irrelevant curriculum is a curriculum that is fixed or not relevant to society. In other words, the curriculum cannot remain fixed in a world of change, it has to be reflective and sensitive to the changes in society such as explosion of knowledge and advanced technologies.

The second and third aspects include two characteristics of an irrelevant curriculum, an antiseptic and trivial curriculum. Antiseptic curriculum is safe and serial; it does not deal with students or societal reality. The term "antiseptic curriculum" was first used to describe basic readers in the 1960s-- when they were considered irrelevant to the social realities and culture of disadvantaged (minority and low-income) groups. A trivial curriculum emphasizes rote learning and irrelevant facts and figures which teachers insist students learn at the expense of important academic time that could be used more efficiently by students who really want to learn.

The last, right-answer-oriented curriculum, is also not relevant curriculum. This type of curriculum stressed mnemonic and rote tasks and rarely are students permitted to talk to each other, and rarely do they become involved in activities in class room.

Although curriculum relevancy could be determined in the way as mentioned above, a perfect hospitality curriculum cannot be defined. The fact is that no curriculum can be all things to all segments of the industry, thus, to develop a total curriculum with the potential to influence the total development of hospitality management students toward becoming socially responsible and ethical citizens and managers is hospitality educators' responsibilities.

Most importantly, needs assessments, as a fundamental consideration in curriculum development, can be defined as the difference between existing actuality and ideal circumstances, what the hospitality management programs (contents of curriculums) teach and what the hospitality industry (hotel managers) really wants and expects from the hospitality management students. Needs assessments should be completed and, truly, are the keys to the success of planning, designing and implementing the content of a curriculum.

The Content of a Curriculum

Whether hotel management graduates are successful or not in their first entry-level positions is also based on the way hospitality educators identify the content of the curriculum in terms of what knowledge should or needs to be taught in the curriculum.

Despite numerous issues associated with the relevancy of curriculum, the content of a curriculum, definitely, is one of the dominant components. The content of a curriculum carries a weight and needs to be evaluated and revised continually to respond to the changes generated from the hospitality industry and with in the whole service sector and to reflect the new realities of the 1990s.

Curriculum revision is essential because of the expanding role of services in the U.S. and world economies, and the close threat represented by business schools which may be teaching subjects more pertinent to the needs of hospitality operations. As the subject of the economy is discussed almost everywhere, including the impact of mergers and acquisitions, deregulation, layoffs, the recession, and the declining service productivity, a change in the content of curriculum is imperative.

Umbreit (1992) in his research of hospitality curriculum relevance for the 1990s proposed six major content areas that the hospitality curriculum of the future will need to include in order to adequately prepare graduates for successful careers in the hotel and restaurant business: Leadership, human resource, service marketing, financial analysis, total quality management, and written and oral communication skills.

Content Area #1: Leadership

1. The emphasis in future management courses should shift to the development and understanding of leadership. Leadership styles, motivation techniques, team building, and how to diagnose behavioral problems are materials to be discussed in leadership;
2. For the instructors, the importance of role modeling and the demonstration of integrity needs to be stressed.

Content Area #2: Human Resource Management

1. A discussion of human resource management must emphasize the development aspects of selection, training, motivation, and performance

- review, while de-emphasizing the process involved with record keeping and policy implementation;
2. Course content to be covered in human resource management should focus on the selection and hiring process, including the use of selection instruments and the identification of appropriate employee behaviors, values, and attitudes which match the desired service culture;
 3. To give students an idea of the type of training required for service employees in preparing them to handle customer interactions and crisis situations, some instruction in the use of behavioral training techniques, such as sensitivity training, role playing or scripting, and behavioral modeling should be given to students;
 4. How to set employee performance expectations, design a system to reward performance, as well as the development of performance share plans or other schemes to generate higher performance levels should be included.

Content Area #3: Service Marketing

1. Hospitality educators should begin to integrate in their marketing classes the concepts and principles of services marketing, such as competitive positioning, segmentation, and product differentiation;
2. Hospitality students should become acquainted with the attributes of service and learn the concept of exchange relationships in service settings to better understand how to interact positively with customers

and to develop appropriate marketing strategies to enhance brand loyalty;

3. Hospitality educators should incorporate in their marketing lectures information on service quality. An additional segment of marketing should be devoted to helping students gain competencies in marketing analysis such as interpreting trends, customer demographics, and customer survey results.

Content Area #4: Financial Analysis

1. Managerial knowledge of management information systems and the ability to interpret financial and other operating results along with cost containment and improved methods to forecast both short- and long-term trends should be placed primarily;
2. Classroom instruction should stress how the computer can generate information useful to management in understanding employee contribution to organizational success and its relationship to improved service levels.

Content Area #5: Total Quality Management

1. The principles and concepts of total quality management must be introduced and discussed in relation to leadership, human resource management, marketing, and financial analysis.

Content Area #6: Communication Skills

1. Hospitality schools should provide students with an opportunity to enhance their communication skills throughout the curriculum. This includes a number of writing assignments, along with opportunities for presentations in front of peers and industry executives (Umbreit, 1992).

It is necessary for hospitality educators to do the right thing by implementing the necessary changes in their curriculum content to prepare graduates to meet the new industry expectations created by a highly competitive market.

According to the findings of a research conducted by Casado (1992), ideally, school of hotel and restaurant management should teach students:

- Technical subjects from a managerial perspective;
- Liberal studies emphasizing communication and interpersonal skills; and
- Business course applicable to hospitality-related topics.

The results of the study represented how industry recruiters' perceptions toward the importance of professional, liberal studies, and general business courses that four-year hospitality schools could offer in their programs. A well balanced curriculum consisting of equal proportions of professional, general business, and liberal studies is, thus, what hospitality management programs have to offer to students.

The most recent study was conducted by Cavanaugh (1994). In that study a list compiled by a cross-section of restaurant industry representatives who analyzed the curriculum of Cornell University's School of Hotel Administration indicated that the most

important assets graduating students should have as they enter the job market are people skills, work experience, and technical knowledge.

Education and work experience are interrelated. Work experience could be a greatly competitive advantage for any hospitality management students in one way or the other. It is something that needs to be considered as a part of curriculum content. How to enhance students' work experiences needs to be taken into account when organizing a curriculum for hospitality management students.

The concept of incorporating international education into the hospitality curriculum was recently alluded to by Samenfink and Novak (1994). The development of interpersonal skills in students will improve, which is what students need when dealing with an international workforce and consumer base. International knowledge that students gain from international education will allow them to adjust their service to meet the needs of foreign tourists.

By doing this, students (future managers) will be able to serve the needs of the international customer who is becoming more significant to the U.S. hospitality industry. Those companies looking to serve the international customers will seek graduates who are equipped to perform this function. To remain on the cutting edge of curriculum development for hospitality management education, more and more ways of getting the international component into the curriculum must be found.

An analysis of 128 undergraduate and graduate hospitality programs in this country found that research is not emphasized in the curriculum (Zabel, 1992). The development of secondary research skills is often overlooked in the curriculum. The level of understanding

of the importance of secondary data and the ability to acquire it seem questionable. In a later study, Zabel (1994) suggested that integrating secondary research skills into the undergraduate hospitality curriculum is of great importance to hospitality management students.

Blending multicultural perspectives into curriculum was addressed by Holt, Evans, and Clawson (1994). Because of the fact that cultural diversity exists in the United States, the number of culturally diverse individuals and groups working in the hospitality industry is growing. Significantly, the need for increased multicultural awareness and for students to be prepared to manage diversity is supported by future demographic trends; therefore, there is a continuing demand for developing multicultural curriculum (Holt, Evans, and Clawson, 1994). This indicates that there is a great need to increase multicultural management skills for hospitality graduates to handle human interaction and interrelationship.

The content of a curriculum could vary from one point to the other. There is no standard, rule or policy to follow. No single curriculum model can adequately cover all industry segment specialties, therefore, some of the literature concentrated on attributes, competencies, qualities, and skills will be reviewed.

1. Attributes

It should be noticed that an individual's characteristics and attributes really are key factors determining who a individual is and how he or she will become in certain ways. Personality implies two types of statements; a summary of a person's past behavior and a prediction of how the same person will behave in the future according to Davies (1991).

Personality characteristics, using Myers-Briggs Type Indicator, can provide valuable insight in determining if a hospitality candidate will be successful in today's competitive business environment. The findings of the research conducted by Braymer and Pavesic (1990) revealed similar personality characteristics among hospitality graduates. The most common profile found in the study was ESTJ (Extraversion, Sensing, Thinking, and Judgment), representing 22.1% of the graduates according to this specific study. ESFJ (Extraversion, Sensing, Feeling, and Judgment), the second common profile of the results, was also found in 13% of the general population.

On one hand, the personality characteristics and profiles found most frequently among hospitality graduates give insight into their personality makeup, which may affect hospitality graduates' performances in their jobs or, finally, set apart successful people in the hospitality industry. Individuals with characteristics dramatically different from the ones cited, on the other hand, may find that the hospitality industry is less appealing or in conflict with their personality preferences.

Attitudes are receiving increasing attention in hospitality environment when dealing with the hospitality management graduates who are seeking entry-level positions. Attitudes, not surprisingly, would be difficult to impact or change in a short period of time. People, however, are more likely to change attitudes when they see that it relates to them. It is possible that hospitality graduates, at this point in their lives, could not see how attitude relates to them or their future.

There is mounting evidence that the most significant deficit of new work force entrances is not an "academic skills gap" but rather poor attitudes concerning work

(Cappelli, 1992). Research on socialization and longitudinal studies confirm that work attitudes can indeed be influenced. Research also shows that managers can raise worker's motivation, initiative, self-determination, and persistence by providing positive feedback, information, and choices for workers to make.

In addition, a recent study conducted by Holt, Evans, and Clawson (1994) measured different aspects of awareness and attitude toward cultural diversity in the hospitality workplace. The final findings of the study showed that, with adequate time and accompanying experiential activities, measurable changes in students' attainments of awareness and attitudes towards cultural diversity will happen.

Can attitudes be learned and changed? The answer to the question is that attitudes are learned and can be changed by utilizing effective strategies according to Davies (1981). Sometime attitudes are acquired consciously and are long-lasting. More often, they are obtained gradually, incidentally, and unconsciously.

2. Quality

Certain qualities would also set apart successful people in the hospitality industry. According to a study conducted by Cichy, Sciarini, Cook and Patton in 1991, vision, communication, trust, and perseverance are strongly identified by industry leaders in the lodging and food service businesses as essential qualities for a successful leader or manager in today's highly competitive business environment.

Vision, one of the essential qualities of being competitive in the workplace, is considered important by industry leaders. Having a strong personal value or belief system is rated as the most important attributes in being an effective leader. Moreover, respondents

believed that communication is the only way to share new knowledge and information with the team. Thus, to become a future leader in hospitality industry is to be able to look, listen, learn and communicate. They also urged future leaders to let their actions speak themselves, trust needs to be built and reinforced as well as perseverance, the final essential quality, needs to be found in the future leaders.

3. Competencies & Skills

Competencies are based on one's ability and skills to accomplish specific job-related tasks and undertake the role connected to the position. Job competencies and skills are two factors determining how effectively students will be functioning in entry-level positions.

A study was conducted for food and beverage management competencies (Okeiyi, Finley & Postel, 1994). In that study educators, students and industry practitioners rated competency statements which were based on management and technical skills identified by Tas (1988). Those competencies rated the highest by all respondents included human relations, leadership skills, communication skills, energy and time management, customer relations and professional conduct and ethics. Technical competencies such as beverage control, banquet management, menu design, and bartering were rated significantly lower than students and/or educators.

What skills do the hospitality management students think they will need to be successful managers in their chosen area? According to the study conducted by Knutson and Patton (1992), it is believed that hospitality management students have to be good in diverse skill areas to succeed in their chosen field of hospitality.

The demand on preparedness of hospitality management students who are able to deal with the increasing complexities of working in the hospitality industry increases daily. Professional lives built around new technologies, more diversity, and increasing globalism are signs that bring up attention of getting adequate competencies and skills to the hospitality management students in the near future.

American public education has long been criticized for its inability to produce qualified job candidates. However, most executives polled in a HR Focus survey were not satisfied with the abilities and training of college graduates. Many executives cited the graduates' lack of effective communication skills, computer literacy, discipline for teamwork, and problem-solving skills. (Thompson and Smith, 1992).

A variety of attributes, qualities, competencies and skills required for hospitality management students to succeed in their entry-level jobs and future management positions has been written and discussed from different perspectives; some of attributes, qualities, competencies and skills have been addressed repeatedly. Clearly, these findings of all the studies and researches will shed some light on what today's hospitality industry leaders, hospitality management students and educators believe it takes to be a successful hospitality leader.

Instructional Methods

The issue of appropriate instructional methods and the influence of teaching in students' learning of the content of a curriculum leads the discussion toward the second category of the hospitality education literature. Much more attention is needed on this

category, instructional methods used to deliver the content of the curriculum, namely, how it is implemented and the kind of teaching and learning that take place when implementing a relevant curriculum.

Selecting an appropriate instructional method depends upon a number of factors, such as the requirements of the task to be mastered, the needs of the students who are to master the task (Davies, 1981).

Different tasks require different consideration and influences the choice of instructional method. Some tasks need to be performed in a classroom environment, other can only be mastered on the job. Sometimes the participants are best left to go on and do it by themselves. On other situations, the task entails them effort.

Just as the nature of the task has the impact on the decision of selecting an instructional method, so do the needs of the students concerned. Some people prefer small group and lecture-oriented situations, but other people demand more interactions going on in the classroom.

For instance, older people, in particular, prefer instructional methods that de-emphasize constant telling. People who are younger tend to have different preferences from other people. People who know a great deal about a subject or a skill have different needs from the people who know very little. Clearly, it is necessary to evaluate the task requirements and the needs of the participants in the processes of instructions beforehand, then selecting an appropriate instructional setting that best suits the instruction should also be considered.

Instructional Setting and Methods of Instruction

An effective instructional method has to do with its setting. Instructional settings should be carefully and specially designed and constructed for the purpose of the instruction to both the instructors and the participants. Considerations of instructional settings are listed as follow:

1. The physical setting
2. The layout and arrangement of learning spaces
3. Selecting an appropriate group size
4. Managing the instructional group

There are five principal methods of instruction highlighted by Davies (1981).

The lecture method, the first method, is widely used and well known method of imparting knowledge. They normally fall into one of three types; problem-centered lecture, a lecture presenting a particular point of view or argument, and a lecture presenting a body of knowledge. The demonstration method, the second method, has certain similarities to the lecture method. In this method, a considerable amount of time is spent showing the participants how something ought to be done. Mainly, the demonstration method is to impart not only knowledge, but also skill.

The third method is the discussion method which is student-oriented and is participative rather than autocratic. Discussion is an informal strategy, with a great deal of involvement and interaction. Independent study method is the forth method which involves learners being given specific assignments and works best when trainees and instructors have a contract or firm understanding of what is expected. The lesson method, the final method,

is one of the most versatile and useful of all instructional methods. It can be utilized for teaching both knowledge and skills. It also has its place in changing attitudes, as in safety training and can be used with both advanced and beginning trainees. The lesson including knowledge lesson and skill lesson involves the main features of every method so far discussed.

Each method has its own advantages and disadvantages. However, the lesson method has many advantages, and has become a principle method of teaching and learning. The lecture involves more instructor talk and less group participation. A discussion, on the other hand, involves less instructor talk and more group involvement. The demonstration method highlights the imitation of a skill but does not necessarily challenge learners in the same way as a skills lesson.

The Role of the Instructor

Mill (1991) in his research paper addressed that our universities are long on knowledge of subject matter and short, or non-existent, on instructional technique. The effective instructors who combine experience and knowledge are capable of delivering the content of a curriculum only when they are well-equipped with effective instructional skills. This, strongly, indicates that there is a need for the instructors to enhance their instructional skills in order to adequately undertake their jobs. The instructors really play a significant role incorporate student objectives and needs into the course wherever possible and to show these objectives and needs can be met by meeting the objectives of the content of a curriculum.

The personality of the instructor is a resource to be used as an aid to instruction. Sensitivity is necessary, as is diagnostic ability. There must also be a willingness to experiment and to reflect. Flexibility of instructional style is of paramount importance. But so is a capacity to reflect upon and to reassess a situation. (Davies, 1981).

Being an effective instructor is to be able to contribute the competence that are needed in the process to express point of view. It is required for the effective instructors to develop instructional skills constantly, eventually, to uplift those skills from on-going self-improvement.

Student Involvement

Haywood (1989) suggested that students should participate in determining the objective of learning, the content of curriculum, the methods to be employed in learning and have the freedom to experiment with different methods and strategies of learning.

The instructor ought to be aware of the level of student involvement which will indicate how effective the instruction is conducted and how much students may understand the materials presented by the instructor. Davies (1987) recommended that, in order to obtain the involvement of students, a number of things can be done. These include oral questioning, discussion, assignments, and note-taking.

1. Oral questioning

Questioning trainees orally insures that they contribute their knowledge and skill, experience and attitudes. Their replies can be used as raw material for the lesson. In this way, the lesson becomes a team effort.

2. Discussion

Discussion is another way of drawing things out of the trainees. It is all part of the process of sharing. The instructor can use discussion so that participants analyze, compare, explore, and apply the material with which they are dealing.

3. Assignments

Assignments can also be used to keep students and trainees active. They can involve work inside as well as outside class. Some assignments can be made on an individual basis. Others can be given to large or small groups. Such practical activities can involve not only knowledge tasks but also assignments concerned with skill and attitudes. Assignments can also include trainees teaching one another. Peer instruction is useful and should be encouraged.

Role playing, simulations, and games are also important.

4. Note-taking

Trainees should be encouraged to take notes during the lesson. This keeps them active. It also serves to focus their attention on the material. Of course, the mere act of writing down key points also helps to reinforce learning.

Research clearly shows that trainees who take notes learn and remember more than trainees who don't.

CHAPTER III

RESULTS AND DISCUSSIONS

The purpose of this study was to identify 40 items on the survey which consists of attributes, qualities, competencies and skills for hotel management entry-level position that hotel general managers are looking for in graduates from 4-year hospitality programs. The study investigated the three different perspectives, entering freshmen and graduating seniors and hotel general managers on the importance of hospitality attributes, qualities, competencies and skills. The study also looked into the gender differences as well as the variables of property size and type on the importance of 40 items on the survey.

Twenty-eight out of 35 surveys from the entering freshmen at RIT were received, or 80% of the initial total. Of the 28 polled, 19 were female, 9 were male. The usable survey from RIT graduating seniors were 14, a 24.1% response including 7 female and 7 male students. Usable surveys from general managers were 42, a 42.9% response. The number of both female and male hotel general managers were 8 and 34, respectively.

The total of 42 returned surveys of hotel general managers were from various sizes and types of properties as the surveys showed. They were as follows:

		Type of Property				
		Economy	Moderate	Deluxe	Luxury	Other
		Total				
S	over 500 rooms			8	3	11
I	400-499 rooms		1	2		3
Z	300-399 rooms		1	5	2	8
E	200-299 rooms		2	5	2	9
	Less than 200	1	5	2	2	1
Total		1	9	22	9	42

Results from the 40 item survey of four-year entering freshmen, and graduating seniors and their respective general managers who hired these graduates indicated that they had different perspectives on the importance of hospitality attributes, qualities, competencies and skills.

Comparisons among the groups, including freshmen entering the 4-year hospitality management program at RIT, seniors graduating from the 4-year hospitality management program at RIT, and hotel general managers, were used to test the hypotheses.

Hypotheses Test Results

Entering Freshmen vs. Graduating Seniors

In testing hypotheses, the results of 40 items on the survey from both freshmen entering 4-year hospitality management program and 4-year graduating seniors are shown in Table 1. In comparing the freshmen vs. seniors, the study showed that the entering freshmen were higher than graduating seniors in 26 of 40 items; 3 items were equal, with 11 lower than graduating seniors. However, entering freshmen have several items that were significantly higher ($p \leq 0.05$) than the seniors. These significant higher items were as follow:

Items	Means	P-value
	<u>Freshmen vs. Seniors</u>	
· Guest relations ability	4.875 vs. 4.571	0.041
· Grade point average	3.500 vs. 2.643	0.011
· Understanding power & politics	3.964 vs. 3.357	0.039
· Foreign language skills	4.107 vs. 3.071	0.003
· Property development and real estate	3.750 vs. 3.000	0.019
· Understanding of TQM	4.786 vs. 4.214	0.025

The only significant difference ($p \leq 0.05$) among the 6 factors was in Subject knowledge skills, with the entering freshmen rated it higher than the seniors, 4.147 vs. 3.778 ($p = 0.035$), respectively. A list of comparisons of all items and factors for both entering freshmen and graduating seniors are provided in Table 1.

General Managers vs. Entering Freshmen and Graduating Seniors

In response to the hypothesis that if general managers, graduating and entering students have different perspective on the importance of hospitality attributes, qualities, competencies and skills, the results indicated that the both entering freshmen and graduating students were generally higher than the hotel general managers.

Table 1.

Comparisons of t-Tests for RIT Freshmen vs. RIT Seniors

<u>Items</u>	<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
<i>1. Attitude</i>			
RIT Freshmen (N=28)	4.857		
RIT Seniors (N=14)	vs. 4.786	.57	.569
<i>2. Appearance (personal)</i>			
RIT Freshmen	4.321		
RIT Seniors	vs. 4.214	.46	.650
<i>3. Guest relations ability</i>			
RIT Freshmen	4.857		
RIT Seniors	vs. 4.571	2.11	.041**
<i>4. High energy level</i>			
RIT Freshmen	4.143		
RIT Seniors	vs. 4.357	-.96	.343
<i>5. Verbal communications skills</i>			
RIT Freshmen	4.643		
RIT Seniors	vs. 4.500	.69	.493
<i>6. Problem solving skills</i>			
RIT Freshmen	4.357		
RIT Seniors	vs. 4.429	-.33	.746
<i>7. Ability to motivate others</i>			
RIT Freshmen	4.107		
RIT Seniors	vs. 4.357	-1.14	.260
<i>8. Flexibility</i>			
RIT Freshmen	4.357		
RIT Seniors	vs. 4.357	.00	1.000
<i>9. Cross-Trained</i>			
RIT Freshmen	4.179		
RIT Seniors	vs. 4.429	-1.04	.304
<i>10. Sense of ethics</i>			
RIT Freshmen	4.071		
RIT Seniors	vs. 4.071	.00	1.000
<i>11 Understanding of the sev. concept</i>			
RIT Freshmen	4.607		
RIT Seniors	vs. 4.643	-.20	.842
<i>12. Self confidence</i>			
RIT Freshmen	4.500		
RIT Seniors	vs. 4.286	1.04	.305
<i>13. Organizational skills</i>			
RIT Freshmen	4.536		
RIT Seniors	vs. 4.429	.55	.588
<i>14. Stress management</i>			
RIT Freshmen	4.321		
RIT Seniors	vs. 4.357	-.16	.876

P ≤ 0.1* P ≤ 0.05 P ≤ 0.01*** P ≤ 0.001******

Table 1.

(Continued)

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
15. Written communication skills				
RIT Freshmen	3.929			
RIT Seniors	vs. 3.929		.00	1.000
16. Interdepartmental sensitivity				
RIT Freshmen	4.036			
RIT Seniors	vs. 3.786		1.05	.302
17. Showing evidence of leadership				
RIT Freshmen	4.143			
RIT Seniors	vs. 4.357		-.83	.409
18. Telephone skills				
RIT Freshmen	4.214			
RIT Seniors	vs. 4.000		.80	.428
19. Sense of urgency				
RIT Freshmen	3.857			
RIT Seniors	vs. 3.929		-.26	.797
20. Sense of cost centers				
RIT Freshmen	4.107			
RIT Seniors	vs. 4.000		.46	.651
21. Vision towards the future				
RIT Freshmen	4.464			
RIT Seniors	vs. 4.071		1.70	.097*
22. Sense of revenue attainment				
RIT Freshmen	4.107			
RIT Seniors	vs. 3.714		1.56	.126
23. Computer skills				
RIT Freshmen	4.071			
RIT Seniors	vs. 4.214		-.52	.606
24. Perception of workplace safety				
RIT Freshmen	4.179			
RIT Seniors	vs. 3.786		1.48	.148
25. Variety of work experience				
RIT Freshmen	4.179			
RIT Seniors	vs. 4.143		.15	.883
26. Sense of economics				
RIT Freshmen	3.857			
RIT Seniors	vs. 3.714		.65	.522
27. Knowledge of hospitality legal issues				
RIT Freshmen	4.143			
RIT Seniors	vs. 4.071		.25	.803

P ≤ 0.1* P ≤ 0.05 P ≤ 0.01*** P ≤ 0.001******

Table 1.

(Continued)

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
28. Perception of corporate culture				
RIT Freshmen	3.857			
RIT Seniors		vs. 4.000	-.55	.587
29. Understanding diversity issues				
RIT Freshmen	4.179			
RIT Seniors		vs. 4.214	-.15	.885
30. Grade point average				
RIT Freshmen	3.500			
RIT Seniors		vs. 2.643	2.68	.011**
31. Understanding power & politics				
RIT Freshmen	3.964	—		
RIT Seniors		vs. 3.357	2.14	.039*
32. Energy conservation & management				
RIT Freshmen	3.857			
RIT Seniors		vs. 3.643	1.08	.286
33. Mechanical skills				
RIT Freshmen	3.607			
RIT Seniors		vs. 3.214	1.58	.122
34. Outside interests				
RIT Freshmen	3.429			
RIT Seniors		vs. 3.286	.45	.656
35. Culinary skills				
RIT Freshmen	4.036			
RIT Seniors		vs. 3.429	2.00	.052*
36. Foreign language skills				
RIT Freshmen	4.107			
RIT Seniors		vs. 3.071	3.18	.003***
37. Property development and r-estate				
RIT Freshmen	3.750			
RIT Seniors		vs. 3.000	2.44	.019**
38. Cleanliness & sanitation awareness				
RIT Freshmen	4.679			
RIT Seniors		vs. 4.429	1.13	.197
39. Time management				
RIT Freshmen	4.643			
RIT Seniors		vs. 4.571	.37	.713
40. Understanding of TQM				
RIT Freshmen	4.786			
RIT Seniors		vs. 4.214	2.44	.025**
P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****				

Table 1.

(Continued)

Comparisons of t-Tests for RIT Freshmen vs. RIT Seniors

<u>Factors</u>	<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
<i>Personal character. & attributes</i>			
RIT Freshmen (N=28)	4.257		
RIT Seniors (N=14)	vs. 4.236	.19	.850
<i>Communication & language skills</i>			
RIT Freshmen	4.205		
RIT Seniors	vs. 4.054	.86	.393
<i>Service attribute & philosophy</i>			
RIT Freshmen	4.512		
RIT Seniors	vs. 4.429	.73	.472
<i>Managerial & business skills</i>			
RIT Freshmen	4.130		
RIT Seniors	vs. 3.955	1.21	.233
<i>Subject knowledge skills</i>			
RIT Freshmen	4.147		
RIT Seniors	vs. 3.778	2.19	.035**
<i>Experience</i>			
RIT Freshmen	3.952		
RIT Seniors	vs. 3.738	1.07	.289
P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****			

A comparison of hotel general managers vs. entering freshmen and graduating seniors showed that entering freshmen had the most significant differences in academic areas, such as culinary skills, property development & real estate, while the graduating seniors were generally more in line with the general managers. The items with significance ($p \leq 0.05$) between hotel general managers and entering freshmen were as follows:

Items	Means		P-value
	<u>GMs</u>	<u>Freshmen</u>	
• Cross trained	3.714	vs. 4.179	0.034
• Sense of ethics	4.476	vs. 4.071	0.035
• Organizational skills	4.119	vs. 4.536	0.021
• Sense of urgency	4.381	vs. 3.857	0.004
• Vision towards future	3.833	vs. 4.464	0.004
• Variety of work experience	3.524	vs. 4.179	0.001
• Knowledge of legal issues	3.405	vs. 4.143	0.003
• Perception of corporate culture	3.310	vs. 3.857	0.014
• Grade point average	3.048	vs. 3.500	0.047
• Understanding power & politics	2.976	vs. 3.964	0.000
• Energy conservation/mgmt	3.191	vs. 3.857	0.002
• Mechanical skills	2.976	vs. 3.964	0.002
• Culinary skills	3.143	vs. 4.036	0.000
• Foreign language skills	2.857	vs. 4.107	0.000
• Property develop. & real estate	2.595	vs. 3.750	0.000
• Cleanliness & sanitation	4.214	vs. 4.679	0.008
• Time management	4.214	vs. 4.643	0.016
• Understanding TQM	4.214	vs. 4.786	0.001

When testing for differences between hotel general managers and entering freshmen for the 6 factors, the entering freshmen were significantly higher in 3 factors:

- Managerial & Business Skills 3.771 vs. 4.130 p = 0.017
- Subject Knowledge Skills 3.437 vs. 4.147 p = 0.000
- Experience 3.429 vs. 3.952 p = 0.002

Unlike entering freshmen, the graduating seniors were more in agreement with hotel general managers. The significant items ($p \leq 0.05$) between graduating seniors and hotel general managers were as follow:

Items	Means	P-value
	<u>GMs</u> vs. <u>Seniors</u>	
Guest relations ability	4.857 vs. 4.571	0.024
Cross trained	3.714 vs. 4.429	0.001
Variety of work experience	3.524 vs. 4.143	0.015
Knowledge of legal issues	3.405 vs. 4.071	0.037
Perception of corporate culture	3.310 vs. 4.000	0.022
Energy conservation/mgmt	3.191 vs. 3.642	0.037

The graduating seniors were very similar to hotel general managers in 5 of the 6 factors. The only significantly different factor was Service Attitude & Philosophy; the graduating seniors were lower than hotel general manager (4.429 vs. 4.667; $p = 0.039$). Table 2 provides a listings of comparisons for the 40 items and 6 factors between entering freshmen and graduating seniors and hotel general managers.

Table 2.

**Comparisons of all t-Tests for
Hotel General Managers vs. RIT Freshmen/Seniors**

<u>Items</u>	<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
1. Attitude			
GM (N=42)	4.976		
RIT Freshmen (N=28)	vs 4.857	1.67	.105
RIT Seniors (N=14)	4.786	1.64	.123
2. Appearance (personal)			
GM	4.238		
RIT Freshmen	vs 4.321	-.53	.594
RIT Seniors	4.214	.13	.900
3. Guest relations ability			
GM	4.857		
RIT Freshmen	vs 4.857	.00	1.000
RIT Seniors	4.571	2.32	.024**
4. High energy level			
GM	4.429		
RIT Freshmen	vs 4.143	1.83	.071*
RIT Seniors	4.357	.32	.747
5. Verbal communication skills			
GM	4.452		
RIT Freshmen	vs 4.643	-1.20	.235
RIT Seniors	4.500	-.23	.817
6. Problem solving skills			
GM	4.310		
RIT Freshmen	vs 4.357	-.30	.768
RIT Seniors	4.429	-.60	.552
7. Ability to motivate others			
GM	4.405		
RIT Freshmen	vs 4.107	1.57	.120
RIT Seniors	4.357	.21	.835
8. Flexibility			
GM	4.548		
RIT Freshmen	vs 4.357	1.29	.201
RIT Seniors	4.357	1.15	.256
9. Cross-Trained			
GM	3.714		
RIT Freshmen	vs 4.179	-2.16	.034**
RIT Seniors	4.429	-3.62	.001****
10. Sense of ethics			
GM	4.476		
RIT Freshmen	vs 4.071	2.15	.035**
RIT Seniors	4.071	1.84	.071*

P ≤ 0.1* P ≤ 0.05 P ≤ 0.01*** P ≤ 0.001******

Table 2.

(Continued)

<u>Items</u>	<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
11. Understanding of service concept			
GM	4.667		
RIT Freshmen	vs 4.607	.45	.654
RIT Seniors	4.643	.15	.882
12. Self confidence			
GM	4.214		
RIT Freshmen	vs 4.500	-1.71	.093*
RIT Seniors	4.286	-.31	.757
13. Organizational skills			
GM	4.119		
RIT Freshmen	vs 4.536	-2.37	.021**
RIT Seniors	4.429	-1.31	.197
14. Stress management			
GM	3.929		
RIT Freshmen	vs 4.321	-1.83	.072*
RIT Seniors	4.357	-1.54	.130
15. Written communication skills			
GM	3.976		
RIT Freshmen	vs 3.929	.26	.797
RIT Seniors	3.929	.18	.855
16. Interdepartmental sensitivity			
GM	3.952		
RIT Freshmen	vs 4.036	-.41	.682
RIT Seniors	3.786	.68	.501
17. Showing evidence of leadership			
GM	4.310		
RIT Freshmen	vs 4.143	.91	.367
RIT Seniors	4.357	-.23	.819
18. Telephone skills			
GM	3.952		
RIT Freshmen	vs 4.214	-1.36	.180
RIT Seniors	4.000	-.18	.858
19. Sense of urgency			
GM	4.381		
RIT Freshmen	vs 3.857	2.98	.004***
RIT Seniors	3.929	1.88	.066*
20. Sense of cost centers			
GM	4.024		
RIT Freshmen	vs 4.107	-.42	.678
RIT Seniors	4.000	.09	.926

P ≤ 0.1***P ≤ 0.05******P ≤ 0.01*******P ≤ 0.001******

Table 2.

(Continued)

<u>Items</u>		<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
21. Vision towards the future				
GM		3.833		
	RIT Freshmen	vs 4.464	-2.99	.004***
	RIT Seniors	4.071	-.89	.378
22. Sense of revenue attainment				
GM		4.048		
	RIT Freshmen	vs 4.107	-.28	.778
	RIT Seniors	3.714	1.31	.196
23. Computer skills				
GM		3.738		
	RIT Freshmen	vs 4.071	-1.63	.108
	RIT Seniors	4.214	-1.78	.080*
24. Perception of workplace safety				
GM		3.833		
	RIT Freshmen	vs 4.179	-1.53	.130
	RIT Seniors	3.786	.16	.871
25. Variety of work experience				
GM		3.524		
	RIT Freshmen	vs 4.179	-3.31	.001****
	RIT Seniors	4.143	-2.52	.015**
26. Sense of economics				
GM		3.524		
	RIT Freshmen	vs 3.857	-1.66	.101
	RIT Seniors	3.714	-.74	.461
27. Knowledge of hospitality. legal issues				
GM		3.405		
	RIT Freshmen	vs 4.143	-3.13	.003***
	RIT Seniors	4.071	-2.14	.037**
28. Perception of corporate culture				
GM		3.310		
	RIT Freshmen	vs 3.857	-2.51	.014**
	RIT Seniors	4.000	-2.35	.022**
29. Understanding diversity issues				
GM		3.786		
	RIT Freshmen	vs 4.179	-1.82	.073*
	RIT Seniors	4.214	-1.55	.127
30. Grade point average				
GM		3.048		
	RIT Freshmen	vs 3.500	-2.03	.047**
	RIT Seniors	2.643	1.58	.120

 $P \leq 0.1^*$ $P \leq 0.05^{**}$ $P \leq 0.01^{***}$ $P \leq 0.001^{****}$

Table 2.

(Continued)

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
31. Understanding power & politics				
GM	2.976			
RIT Freshmen	vs	3.964	-4.82	.000****
RIT Seniors		3.357	-1.36	.178
32. Energy conservation & management				
GM	3.191			
RIT Freshmen	vs	3.857	-3.25	.002***
RIT Seniors		3.642	-2.14	.037**
33. Mechanical skills				
GM	2.976			
RIT Freshmen	vs	3.607	-3.16	.002***
RIT Seniors		3.214	-.95	.344
34. Outside interests				
GM	2.976			
RIT Freshmen	vs	3.429	-1.91	.060*
RIT Seniors		3.286	-1.02	.311
35. Culinary skills				
GM	3.143			
RIT Freshmen	vs	4.036	-4.26	.000****
RIT Seniors		3.429	-.96	.343
36. Foreign language skills				
GM	2.857			
RIT Freshmen	vs	4.107	-5.87	.000****
RIT Seniors		3.071	-.69	.491
37. Property development & real-estate				
GM	2.595			
RIT Freshmen	vs	3.750	-5.25	.000****
RIT Seniors		3.000	-1.39	.170
38. Cleanliness & sanitation				
GM	4.214			
RIT Freshmen	vs	4.679	-2.74	.008***
RIT Seniors		4.429	-.84	.402
39. Time Management				
GM	4.214			
RIT Freshmen	vs	4.643	-2.46	.016**
RIT Seniors		4.571	-1.37	.176
40. Understanding of TQM				
GM	4.214			
RIT Freshmen	vs	4.786	-3.64	.001****
RIT Seniors		4.214	.00	1.000
P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****				

Table 2.

(Continued)

Comparisons of all t-Tests for
Hotel General Managers vs. RIT Freshmen/Seniors

<u>Factors</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
<i>Personal Character. & Attributes</i>				
GM	4.231			
RIT Freshmen		vs	4.257	.808
RIT Seniors			4.236	.973
<i>Communication & Language Skills</i>				
GM	4.083			
RIT Freshmen		vs	4.205	.391
RIT Seniors			4.054	.873
<i>Service Attitude & Philosophy</i>				
GM	4.667			
RIT Freshmen		vs	4.512	.137
RIT Seniors			4.429	.039**
<i>Managerial & Business Skills</i>				
GM	3.771			
RIT Freshmen		vs	4.130	.017**
RIT Seniors			3.955	.198
<i>Subject Knowledge Skills</i>				
GM	3.437			
RIT Freshmen		vs	4.147	.000****
RIT Seniors			3.779	.081*
<i>Experience</i>				
GM	3.429			
RIT Freshmen		vs	3.952	.002***
RIT Seniors			3.738	.125
P ≤ 0.1*	P ≤ 0.05**	P ≤ 0.01***	P ≤ 0.001****	

The rankings of the 40 surveyed items showed some differences between hotel general managers and entering freshmen and graduating seniors from RIT. Attitude was ranked by the three groups as the highest mean value, which also pointed out the importance of attitude viewed by all groups. A listing of items ranked higher by hotel general managers and by both entering freshmen and graduating seniors were as follow:

Items were ranked higher by Hotel General Managers

- Sense of ethics
- Sense of urgency
- Written communication skills

Items were ranked higher by Entering Freshmen and Graduating Seniors

- Cleanliness sanitation awareness
- Organizational skills
- Vision towards the future
- Understanding power & Politics
- Cross trained
- Foreign language skills
- Time management
- Stress management
- Understanding diversity issues
- Variety of work experience
- Knowledge of hospitality legal issues
- Property development and real estate

All groups ranked Guest relations ability, Verbal communication skills, and Grade point average similarly. Both freshmen and seniors rated Time management much higher than hotel managers. For the rankings of the 6 factors, it was noticed that they were identical for all groups. All three groups rated Service Attitude & Philosophy factor as the most important one and Experience factor as the least important one.

Table 3 provides the results of ranking of survey items by means of all groups.

Table 3.

ATTRIBUTES, QUALITIES, COMPETENCIES & SKILLS ITEMS
Ranking of Survey Items by Means of Groups

Items	RIT	RIT	RIT
	GMs' N=42	Freshmen N=28	Seniors N=14
1. Attitude	4.976 (1)	4.857 (1)	4.786 (1)
3. Guest relations ability	4.857 (2)	4.857 (2)	4.571 (3)
11. Understanding of the service concept	4.667 (3)	4.607 (7)	4.643 (2)
8. Flexibility	4.548 (4)	4.357 (12)	4.357 (12)
10. Sense of ethics	4.476 (5)	4.071 (27)	4.071 (21)
5. Verbal communication skills	4.452 (6)	4.643 (5)	4.500 (5)
4. High energy level	4.429 (7)	4.143 (20)	4.357 (10)
7. Ability to motivate others	4.405 (8)	4.107 (23)	4.357 (11)
19. Sense of urgency	4.381 (9)	3.857 (33)	3.929 (28)
6. Problem solving skills	4.310 (10)	4.357 (11)	4.429 (6)
17. Showing evidence of leadership	4.310 (11)	4.143 (21)	4.357 (10)
2. Appearance (persona)l	4.238 (12)	4.321 (13)	4.214 (16)
12. Self confidence	4.214 (13)	4.500 (9)	4.286 (15)
38. Cleanliness sanitation awareness	4.214 (14)	4.679 (4)	4.429 (9)
39. Time management	4.214 (15)	4.643 (6)	4.571 (4)
40. Understanding TQM	4.214 (16)	4.786 (3)	4.214 (19)
13. Organizational skills	4.119 (17)	4.536 (8)	4.429 (8)
22. Sense of revenue attainment	4.048 (18)	4.107 (25)	3.714 (31)
20. Sense of cost centers	4.024 (19)	4.107 (24)	4.000 (25)
15. Written communication skills	3.976 (20)	3.929 (32)	3.929 (27)
16. Interdepartmental sensitivity	3.952 (21)	4.036 (29)	3.786 (29)
18. Telephone skills	3.952 (22)	4.214 (15)	4.000 (24)
14. Stress management	3.929 (23)	4.321 (14)	4.357 (13)
21. Vision towards the future	3.833 (24)	4.464 (10)	4.071 (22)
24. Perception of workplace safety	3.833 (25)	4.179 (17)	3.786 (30)
29. Understanding diversity issues	3.786 (26)	4.179 (19)	4.214 (18)
23. Computer skills	3.738 (27)	4.071 (28)	4.214 (17)
9. Cross-trained	3.714 (28)	4.179 (16)	4.429 (7)
25. Variety of work experience	3.524 (29)	4.179 (18)	4.143 (20)
26. Sense of economics	3.524 (30)	3.857 (34)	3.714 (32)
27. Knowledge of hospitality legal issues	3.405 (31)	4.143 (22)	4.071 (23)
28. Perception of corporate culture	3.310 (32)	3.857 (35)	4.000 (26)
32. Energy conservation & management	3.191 (33)	3.857 (36)	3.642 (33)
35. Culinary skills	3.143 (34)	4.036 (30)	3.429 (34)
30. Grade point average	3.048 (35)	3.500 (39)	2.643 (40)
31. Understanding power & politics	2.976 (36)	3.964 (31)	3.357 (35)
33. Mechanical skills	2.976 (37)	3.607 (38)	3.214 (37)
34. Outside interests	2.976 (38)	3.429 (40)	3.286 (36)
36. Foreign language skills	2.857 (39)	4.107 (26)	3.071 (38)
37. Property development & real-estate	2.595 (40)	3.750 (37)	3.000 (39)

Table 3.

(Continued)

RANKINGS OF FACTORS BY GMs and RIT FRESHMEN/SENIORS

<u>Factors</u>	<u>RIT</u> <u>(GM's)</u> <u>N=42</u>	<u>RIT</u> <u>Freshmen</u> <u>N=28</u>	<u>RIT</u> <u>Seniors</u> <u>N=14</u>
<i>Service Attitude & Philosophy</i>	4.667	4.512	4.429
<i>Personal Character. & Attributes</i>	4.231	4.257	4.236
<i>Communication & Language Skills</i>	4.083	4.205	4.054
<i>Managerial Business Skills</i>	3.771	4.130	3.955
<i>Subject Knowledge Skills</i>	3.437	4.147	3.779
<i>Experience</i>	3.429	3.952	3.738

Female GMs vs. Male GMs

In comparing the female general managers with the male general managers, the study showed that the female general managers were significantly higher than the male general managers except Understanding of TQM (4.125 vs. 4.235). Significant differences ($p \leq 0.05$) appeared in 11 items in which the female general managers were higher than the male general managers. These items were as follow:

<u>Items</u>	<u>Means of GMs</u>		<u>P-value</u>
	<u>Female</u>	vs. <u>Male</u>	
• Guest relation ability	5.000	vs. 4.824	0.012
• Problem solving skills	4.750	vs. 4.206	0.030
• Cross trained	4.375	vs. 3.559	0.022
• Interdepartmental sensitivity	4.625	vs. 3.794	0.011
• Showing evidence of leadership	4.750	vs. 4.206	0.040
• Telephone skills	4.625	vs. 3.794	0.009
• Vision towards the future	4.625	vs. 3.647	0.006
• Grade point average	3.625	vs. 2.912	0.026
• Property develop. & real estate	3.250	vs. 2.441	0.022
• Cleanliness & sanitation awareness	4.875	vs. 4.059	0.000
• Time management	5.000	vs. 4.029	0.000

Tests of differences for the 6 factors showed the female general managers were significantly higher in Personal Character. & Attributes ($p=0.031$), Communication & Language skills ($p=0.012$), Service Attribute & Philosophy ($p=0.010$), Subject Knowledge Skills ($p=0.039$), and Experience ($p=0.014$).

Table 4 provides the listing of comparisons of means and the factors for the female/male general managers.

Table 4.

Comparisons of t-Tests for Female GMs vs. Male GMs

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
	Female(n=8)	vs. Male(n=34)		
1. <i>Attitude</i>	5.000	4.971	1.00	.325
2. <i>Appearance (personal)</i>	4.500	4.177	1.45	.156
3. <i>Guest relations ability</i>	5.000	4.824	2.66	.012**
4. <i>High energy level</i>	4.500	4.412	.33	.741
5. <i>Verbal communication skills</i>	4.625	4.412	.81	.425
6. <i>Problem solving skills</i>	4.750	4.206	2.26	.030**
7. <i>Ability to motivate others</i>	4.750	4.324	1.37	.177
8. <i>Flexibility</i>	4.875	4.471	1.93	.060*
9. <i>Cross-Trained</i>	4.375	3.559	2.39	.022**
10. <i>Sense of ethics</i>	4.750	4.412	1.17	.250
11. <i>Understanding of the service concept</i>	4.875	4.618	1.25	.217
12. <i>Self confidence</i>	4.625	4.118	1.77	.085*
13. <i>Organizational skills</i>	4.500	4.029	1.52	.137
14. <i>Stress management</i>	4.375	3.824	1.46	.151
15. <i>Written communication skills</i>	4.375	3.882	1.64	.109
16. <i>Interdepartmental sensitivity</i>	4.625	3.794	2.65	.011**
17. <i>Showing evidence of leadership</i>	4.750	4.206	2.12	.040**
18. <i>Telephone skills</i>	4.625	3.794	2.76	.009***
19. <i>Sense of urgency</i>	4.625	4.324	1.10	.276
20. <i>Sense of cost centers</i>	4.375	3.941	1.28	.208
21. <i>Vision towards the future</i>	4.625	3.647	2.89	.006***
22. <i>Sense of revenue attainment</i>	4.500	3.941	1.65	.108
23. <i>Computer skills</i>	4.250	3.618	1.94	.059*
24. <i>Perception of workplace safety</i>	4.000	3.794	.53	.601
25. <i>Variety of work experience</i>	3.875	3.441	1.34	.189
26. <i>Sense of economics</i>	3.875	3.441	1.25	.219
27. <i>Knowledge of hospitality legal issues</i>	3.875	3.294	1.44	.157
28. <i>Perception of corporate culture</i>	3.750	3.206	1.44	.158
29. <i>Understanding diversity issues</i>	4.125	3.706	1.13	.267
30. <i>Grade point average</i>	3.625	2.912	2.31	.026**
31. <i>Understanding power & politics</i>	3.250	2.912	.99	.328
32. <i>Energy conservation & management</i>	3.500	3.118	.91	.367
33. <i>Mechanical skills</i>	3.250	2.912	.52	.611
34. <i>Outside interests</i>	3.500	2.853	1.73	.091*
35. <i>Culinary skills</i>	3.500	3.059	1.26	.216
36. <i>Foreign language skills</i>	3.250	2.765	1.39	.172
37. <i>Property development and real-estate</i>	3.250	2.441	2.38	.022**
38. <i>Cleanliness & sanitation awareness</i>	4.875	4.059	4.15	.000****
39. <i>Time management</i>	5.000	4.029	6.26	.000****
40. <i>Understanding of TQM</i>	4.125	4.235	-.34	.734

P≤0.1* P≤0.05 P≤0.01*** P≤0.001******

Table 4.

(Continued)

Comparisons of t-Tests for Female GMs Vs Male GMs

<u>Factors</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
	Female(n=8)	vs. Male(n=34)		
<i>1. Personal character. & attributes</i>	4.563	4.153	2.23	.031**
<i>2. Communication & language skills</i>	4.563	3.971	2.62	.012**
<i>3. Service attribute & philosophy</i>	4.875	4.618	2.76	.010***
<i>4. Managerial & business skills</i>	4.171	3.677	1.93	.061*
<i>5. Subject knowledge skills</i>	3.847	3.340	2.13	.039**
<i>6. Experience</i>	3.958	3.304	2.58	.014**

$P \leq 0.1^*$ $P \leq 0.05^{}$ $P \leq 0.01^{***}$ $P \leq 0.001^{****}$**

Female Students vs. Male Students

In testing for differences between the female and male students at RIT for attributes, qualities, competencies and skills, the male students were general higher than the female students in 27 out of 40 items. There were 13 items that the female students rated higher than the male students. Overall, one significantly higher item ($p \leq 0.05$) between the two group was Appearance (personal), with the male students higher than the female students, 4.625 vs. 4.077 ($p = 0.013$).

The results of tests of differences for the 6 factors showed that there was no significant difference between the two group. A detailed listing of all items and factors for the two groups are provided in Table 5.

Table 5.

Comparisons of t-Tests for Female vs. Male RIT Students

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
	Female(n=26)	Male(n=16)		
1. <i>Attitude</i>	4.808	vs. 4.875	-.56	.581
2. <i>Appearance (personal)</i>	4.077	4.625	-2.60	.013**
3. <i>Guest relations ability</i>	4.731	4.813	-.59	.557
4. <i>High energy level</i>	4.231	4.188	.20	.845
5. <i>Verbal communication skills</i>	4.615	4.563	.26	.794
6. <i>Problem solving skills</i>	4.385	4.375	.05	.964
7. <i>Ability to motivate others</i>	4.115	4.313	-.92	.362
8. <i>Flexibility</i>	4.385	4.313	.36	.718
9. <i>Cross-Trained</i>	4.308	4.186	.51	.613
10. <i>Sense of ethics</i>	4.000	4.188	-.79	.435
11. <i>Understanding of the service concept</i>	4.692	4.500	1.13	.267
12. <i>Self confidence</i>	4.385	4.500	-.57	.571
13. <i>Organizational skills</i>	4.462	4.563	-.53	.599
14. <i>Stress management</i>	4.269	4.438	-.77	.447
15. <i>Written communication skills</i>	3.769	4.188	-1.66	.104
16. <i>Interdepartmental sensitivity</i>	3.912	3.938	.10	.919
17. <i>Showing evidence of leadership</i>	4.115	4.375	-1.05	.302
18. <i>Telephone skills</i>	3.962	4.438	-1.90	.065*
19. <i>Sense of urgency</i>	3.731	4.125	-1.51	.138
20. <i>Sense of cost centers</i>	4.039	4.125	-.38	.707
21. <i>Vision towards the future</i>	4.231	4.500	-1.18	.245
22. <i>Sense of revenue attainment</i>	3.962	4.000	-.17	.863
23. <i>Computer skills</i>	4.000	4.313	-1.19	.242
24. <i>Perception of workplace safety</i>	4.000	4.125	-.47	.639
25. <i>Variety of work experience</i>	4.039	4.375	-1.47	.149
26. <i>Sense of economics</i>	3.769	3.875	-.49	.626
27. <i>Knowledge of hospitality legal issues</i>	4.154	4.063	.33	.743
28. <i>Perception of corporate culture</i>	3.846	4.000	-.61	.547
29. <i>Understanding diversity issues</i>	4.115	4.313	-.83	.409
30. <i>Grade point average</i>	3.231	3.188	.13	.899
31. <i>Understanding power & politics</i>	3.731	3.813	-.28	.780
32. <i>Energy conservation & management</i>	3.808	3.750	.30	.769
33. <i>Mechanical skills</i>	3.461	3.500	-.15	.878
34. <i>Outside interests</i>	3.231	3.625	-1.30	.201
35. <i>Culinary skills</i>	3.962	3.625	1.11	.276
36. <i>Foreign language skills</i>	3.769	3.750	.05	.957
37. <i>Property development and re-estate</i>	3.346	3.750	-1.29	.205
38. <i>Cleanliness & sanitation awareness</i>	4.654	4.500	.82	.416
39. <i>Time management</i>	4.500	4.813	-1.73	.091*
40. <i>Understanding of TQM</i>	4.577	4.625	-.22	.823

P≤0.1* P≤0.05** P≤0.01*** P≤0.001****

Table 5.

(Continued)

Comparisons of t-Tests for Female vs. Male RIT Students

<u>Factors</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
	Female(n=26)	vs. Male(n=16)		
<i>1. Personal character. & attributes</i>	4.189	4.350	-1.51	.138
<i>2. Communication & language skills</i>	4.077	4.281	-1.21	.234
<i>3. Service attribute & philosophy</i>	4.474	4.500	-.19	.847
<i>4. Managerial & business skills</i>	4.032	4.136	-.74	.465
<i>5. Subject knowledge skills</i>	3.987	4.083	-.56	.581
<i>6. Experience</i>	3.859	3.917	-.29	.770
P<0.1* P<0.05** P<0.01*** P<0.001****				

Hotel Sizes

When comparing for differences between the 5 groups of different sizes of hotel properties, the results showed that the mean value of Attitude (5.000) indicated that it was the most importance item on the survey by 4 groups. The only group that did not have the mean value of Attitude was the group 4 representing the hotels with the number of room between 200-299, instead, Guest relation ability was rated the most important item on the survey by this group. The group 2 with room capacity between 400-499 also rated other three items as the most important items on the survey.

The lowest mean value (least important) viewed by all groups was Property development & real estate. Also, some other least important items viewed by 3 groups on

the survey were Mechanical skills, Grade point average, Foreign language skills, Understanding power & politics, and outside interests.

All items rated either the most important or the least important by 5 groups of different hotel sizes were listed as follow:

<u>Hotel sizes</u>	<u>Most important</u>	<u>Least important</u>
1. Over 500 rooms	Attitude	Mechanical skills Property develop. & real estate
2. 400-499 rooms	Attitude Ability to motivate others Sense of ethics Sense of urgency	Grade point average Foreign language skills Property develop. & real estate
3. 300-399 rooms	Attitude	Understanding power & politics Outside interests Property develop. & real estate
4. 200-299 rooms	Guest relations ability	Property develop. & real estate
5. Less 200 rooms	Attitude	Property develop. & real estate

Tests of differences for the 6 factors showed that all 5 different sizes of hotel properties looked at the Service Attributes & Philosophy as the most important factor among all. Experience was rated as the least important factor for group 1, 2 and 3. Both groups 4 and 5 rated Subject knowledge skills as the least important one.

Table 6 gives the listings of means of 40 items and 6 factors for the 5 groups of hotel properties.

Table 6.

Comparisons of Means for Hotel Sizes

Items	Means				
	> 500 rooms (n=11)	400-499 rooms (n=3)	300-399 rooms (n=8)	200-299 rooms (n=9)	< 200 rooms (n=11)
1. <i>Attitude</i>	5.000*	5.000*	5.000*	4.889	5.000*
2. <i>Appearance (personal)</i>	3.909	4.667	4.375	4.222	4.364
3. <i>Guest relations ability</i>	4.818	4.667	4.750	5.000*	4.909
4. <i>High energy level</i>	4.454	4.667	4.375	4.333	4.455
5. <i>Verbal communication skills</i>	4.546	4.667	4.500	4.222	4.455
6. <i>Problem solving skills</i>	4.364	4.333	4.250	4.111	4.455
7. <i>Ability to motivate others</i>	4.364	5.000*	4.500	4.000	4.546
8. <i>Flexibility</i>	4.455	4.333	4.750	4.556	4.546
9. <i>Cross-Trained</i>	3.546	4.000	3.750	3.333	4.091
10. <i>Sense of ethics</i>	4.364	5.000*	4.375	4.333	4.636
11. <i>Understanding of the service concept</i>	4.546	4.667	4.625	4.667	4.818
12. <i>Self confidence</i>	4.364	4.667	4.250	3.778	4.273
13. <i>Organizational skills</i>	4.182	4.667	4.000	3.889	4.182
14. <i>Stress management</i>	3.636	4.333	4.000	3.556	4.364
15. <i>Written communication skills</i>	3.909	4.333	4.125	3.667	4.091
16. <i>Interdepartmental sensitivity</i>	4.000	4.333	3.875	3.667	4.091
17. <i>Showing evidence of leadership</i>	4.364	4.333	4.375	4.000	4.455
18. <i>Telephone skills</i>	3.909	3.667	3.875	3.889	4.182
19. <i>Sense of urgency</i>	4.273	5.000*	4.250	4.333	4.455
20. <i>Sense of cost centers</i>	4.182	4.333	4.000	3.444	4.273
21. <i>Vision towards the future</i>	4.182	4.333	3.625	3.333	3.909
22. <i>Sense of revenue attainment</i>	4.182	4.333	4.000	3.556	4.273
23. <i>Computer skills</i>	4.091	3.333	3.625	3.444	3.818
24. <i>Perception of workplace safety</i>	3.364	4.333	3.500	3.889	4.364
25. <i>Variety of work experience</i>	3.455	3.667	3.500	3.444	3.636
26. <i>Sense of economics</i>	3.364	4.000	3.875	3.000	3.727
27. <i>Knowledge of hospitality legal issues</i>	3.182	4.000	3.500	3.000	3.727
28. <i>Perception of corporate culture</i>	3.182	4.000	3.375	3.000	3.455
29. <i>Understanding diversity issues</i>	3.727	3.667	3.875	3.556	4.000
30. <i>Grade point average</i>	2.818	(2.667)	3.125	3.111	3.273
31. <i>Understanding power & politics</i>	2.727	3.000	(3.000)	2.778	3.364
32. <i>Energy conservation & management</i>	2.727	3.667	3.250	3.111	3.546
33. <i>Mechanical skills</i>	(2.636)	3.000	3.125	2.889	3.273
34. <i>Outside interests</i>	2.818	3.333	(3.000)	2.889	3.091
35. <i>Culinary skills</i>	2.818	3.000	3.250	3.333	3.273
36. <i>Foreign language skills</i>	3.901	(2.667)	3.125	2.333	2.909
37. <i>Property development and re-estate</i>	(2.636)	(2.667)	(3.000)	(2.111)	(2.636)
38. <i>Cleanliness & sanitation awareness</i>	3.909	4.667	4.250	4.111	4.455
39. <i>Time management</i>	4.364	4.667	4.250	3.889	4.182
40. <i>Understanding of TQM</i>	3.909	4.333	4.375	4.333	4.273

“ * ” indicates the highest mean value

“ () ” indicates the lowest mean value

Table 6.

(Continued)

Comparisons of Means for Hotel Sizes

<u>Factors</u>	<u>Means</u>				
	> 500 rooms (n=11)	400-499 rooms (n=3)	300-399 rooms (n=8)	200-299 rooms (n=9)	< 200 rooms (n=11)
<i>1. Personal character. & attributes</i>	4.118	4.567	4.275	4.067	4.355
<i>2. Communication & language skills</i>	4.091	4.250	4.094	3.861	4.205
<i>3. Service attribute & philosophy</i>	4.576*	4.778*	4.583*	4.667*	4.788*
<i>4. Managerial & business skills</i>	3.711	4.121	3.750	3.465	4.000
<i>5. Subject knowledge skills</i>	3.384	3.482	3.569	(3.210)	(3.566)
<i>6. Experience</i>	(3.273)	(3.444)	(3.458)	3.296	3.667

“ * “ indicates the highest mean value

“ () “ indicates the lowest mean value

Hotel Types

In the comparisons of means for 5 different types of hotels, only 3 out of 5 groups were compared; they were moderate, deluxe and luxury, because the sample sizes of group 1 and 5 were too small to be analyzed. All three types of hotel facilities rated Attitude as the most important item on the survey. One survey item, Property development and real estate, was valued by both moderate and deluxe hotels as the least important one. Luxury hotels rated the Foreign language skills as the least important item on the survey.

From the results of the 6 factors for the 3 groups of hotel types, Service Attribute & Philosophy, again, was the most important one among all other 6 factors. Moderate and luxury hotels rated Subject knowledge skills as the least important factor and deluxe hotels, on the other hand, viewed Experience as the least important factor.

Table 7 provides the means of 40 survey items and of 6 factors for the hotel types.

Table 7.

Comparisons of Means for Hotel Types

<u>Items</u>	<u>Means</u>				
	Economy (N=1)	Moderate (N=9)	Deluxe (N=22)	Luxury (N=9)	Other (N=1)
1. <i>Attitude</i>	5.000	5.000*	4.955*	5.000*	5.000
2. <i>Appearance (personal)</i>	5.000	4.667	4.136	4.000	4.000
3. <i>Guest relations ability</i>	5.000	4.778	4.864	4.889	5.000
4. <i>High energy level</i>	5.000	4.667	4.500	4.000	4.000
5. <i>Verbal communication skills</i>	4.000	4.778	4.591	4.000	3.000
6. <i>Problem solving skills</i>	4.000	4.778	4.318	3.889	4.000
7. <i>Ability to motivate others</i>	4.000	4.778	4.455	3.889	5.000
8. <i>Flexibility</i>	5.000	4.556	4.636	4.333	4.000
9. <i>Cross-Trained</i>	5.000	4.111	3.682	3.333	3.000
10. <i>Sense of ethics</i>	5.000	4.556	4.409	4.667	3.000
11. <i>Understanding of the service concept</i>	5.000	4.667	4.727	4.444	5.000
12. <i>Self confidence</i>	5.000	4.444	4.318	3.778	3.000
13. <i>Organizational skills</i>	5.000	4.444	4.227	3.556	3.000
14. <i>Stress management</i>	5.000	4.556	3.864	3.333	4.000
15. <i>Written communication skills</i>	4.000	4.333	3.909	3.889	3.000
16. <i>Interdepartmental sensitivity</i>	4.000	4.333	4.046	3.444	3.000
17. <i>Showing evidence of leadership</i>	5.000	4.444	4.409	3.889	4.000
18. <i>Telephone skills</i>	5.000	4.333	3.955	3.444	4.000
19. <i>Sense of urgency</i>	5.000	4.444	4.500	4.000	4.000
20. <i>Sense of cost centers</i>	5.000	4.222	4.091	3.556	4.000
21. <i>Vision towards the future</i>	4.000	4.222	4.000	3.111	3.000
22. <i>Sense of revenue attainment</i>	5.000	4.333	4.182	3.333	4.000
23. <i>Computer skills</i>	3.000	3.556	3.955	3.444	4.000
24. <i>Perception of workplace safety</i>	5.000	4.333	3.864	3.111	4.000
25. <i>Variety of work experience</i>	4.000	3.889	3.636	2.889	3.000
26. <i>Sense of economics</i>	4.000	3.889	3.591	3.000	3.000
27. <i>Knowledge of hospitality legal issues</i>	4.000	3.667	3.364	3.000	5.000
28. <i>Perception of corporate culture</i>	4.000	3.333	3.455	2.778	4.000
29. <i>Understanding diversity issues</i>	5.000	3.778	3.955	3.333	3.000
30. <i>Grade point average</i>	4.000	3.111	3.000	3.000	3.000
31. <i>Understanding power & politics</i>	4.000	3.222	3.000	2.556	3.000
32. <i>Energy conservation & management</i>	4.000	3.778	3.046	2.889	3.000
33. <i>Mechanical skills</i>	4.000	3.111	3.046	2.556	3.000
34. <i>Outside interests</i>	3.000	3.222	3.091	2.444	3.000
35. <i>Culinary skills</i>	1.000	3.444	3.136	3.111	3.000
36. <i>Foreign language skills</i>	3.000	2.889	3.045	(2.333)	3.000
37. <i>Property development and re-estate</i>	2.000	(2.778)	(2.591)	2.444	3.000
38. <i>Cleanliness & sanitation awareness</i>	4.000	4.667	4.227	3.778	4.000
39. <i>Time management</i>	4.000	4.333	4.455	3.556	4.000
40. <i>Understanding of TQM</i>	5.000	4.667	4.227	3.667	4.000

“ * ” indicates the highest mean value

“ () ” indicates the lowest mean value

Table 7.

(Continued)

Comparisons of Means for Hotel Types

<u>Factors</u>	<u>Means</u>				
	Economy (N=1)	Moderate (N=9)	Deluxe (N=22)	Luxury (N=9)	Other (N=1)
<i>1. Personal character. & attributes</i>	4.600	4.500	4.268	3.856	4.000
<i>2. Communication & language skills</i>	4.250	4.444	4.125	3.694	3.250
<i>3. Service attribute & philosophy</i>	5.000	4.667*	4.667*	4.667*	4.333
<i>4. Managerial & business skills</i>	4.455	4.091	3.835	3.242	3.546
<i>5. Subject knowledge skills</i>	3.444	(3.580)	3.530	(3.049)	3.556
<i>6. Experience</i>	4.333	3.704	(3.439)	3.074	(3.000)

“ * “ indicates the highest mean value

“ () ” indicates the lowest mean value

CHAPTER IV

CONCLUSION AND RECOMMENDATION

Conclusion

The study concerned two major issues, relevancy of curriculum content and its effectiveness in attitudinal learning outcomes. The purpose was to explore the perspectives of how hospitality attributes, qualities, competencies and skills were viewed by freshmen and seniors and hotel general managers.

The study hypothesized that the rating of the hospitality attributes, qualities, competencies and skills of entering freshmen and graduating seniors at RIT are different. The other hypothesis of the research was that the hotel general managers, entering and graduating students at RIT have different viewpoints on the importance of hospitality attributes, qualities, competencies and skills.

In addition to the two hypotheses, gender differences in each of the groups results in the rating outcome of the survey in a great detail. The size and type of hotel properties also has an impact on the results of the study.

A 40-item survey used in the study was completed by entering freshmen of hospitality management program at RIT during the first week of orientation in Fall of 1994, and by graduating seniors of RIT hospitality program during the last week of classes in May, 1995 before graduation.

Two survey mailings were made to collect information from hotel general managers; the first mailing in December, 1994 and the second mailing was in January,

1995. All returned surveys from three populations were tallied and analyzed using x-spss program to generate means, frequencies, t-Tests in relate to the hypotheses.

According to the final results of the study, the 4-year entering freshmen rated 75% of the survey items higher than the graduating seniors; especially there were 6 items which were significantly higher from entering freshmen' point of view. This might be explained in that, compared to graduating seniors who have more practical experience and knowledge about their field, entering freshmen lack practical experience related to many of the hospitality attributes, qualities, competencies and skills and, therefore, tended to rate the survey items slightly higher. The Subject Knowledge Skills factor was rated significantly higher by entering freshmen than graduating seniors. Due to a lack of work experiences, entering freshmen most likely believe the subject knowledge in the curriculum is of great importance and, possibly, is their priority as to other competencies, such as Communication & Language skills and Experience.

When comparing hotel general managers, seniors tended to have very similar perspectives on the importance of hospitality attributes, qualities, competencies and skills with hotel general managers, which might imply that graduating seniors have obtained more work experience and have been exposed to a variety of environments through their co-op. On the other hand, entering freshmen's' perspectives on the importance of hospitality attributes, qualities, competencies and skills was not closely related to the way hotel general managers perceived them according to the results of this study.

Both hotel general managers and graduating seniors have very close views on the relative importance of the 6 factors. Graduating seniors were in close agreement with

hotel managers for Personal Character & Attributes and Communication & Language Skills.

The results of study also showed that the graduating seniors are in closer agreement with hotel managers on three factors, Managerial & Business Skills, Subject Knowledge Skills and Experience. The results would, positively, reflect that these areas the curriculum stresses are very close to what hotel managers are looking for when hiring graduates from a hospitality program.

However, Managerial & Business Skills, Subjects Knowledge Skills and Experience factors were rated lower by the hotel managers than entering freshmen, which would possibly indicate that these area were less important for entry-level positions as to other competencies from hotel managers' viewpoint. On the other hand, the findings would probably reflect that entering freshmen tended to have higher expectations in management competencies, subject knowledge and experience.

One interesting point shown in the study was that Experience was not rated as more important than the other factors when making consideration in new hires who just graduated from college from the managers point of view. However, in real life, managers would prefer to hire people with variety of work experiences.

From the results of comparing gender differences among hotel managers and the two students groups, it was found that female hotel managers have overall ratings of survey items and factors higher than male managers. In general, Appearance Personal seemed to be one essential side of how female feel about themselves. Instead, male students viewed Appearance Personal as an important attribute that graduates should

possess rather than female students. However, both groups had similar views of the 6 factors.

According to the results of comparing the differences in size and type of hotel properties, most believed that Attitude was the most important quality that graduates need to maintain. The exception was the 200-299 room hotels indicated that Guest Relations Ability was the most important item. Property Development and Real Estate item was viewed as the least important competency by hotels size and two types of hotels, moderate and deluxe. Also, the Service Attribute & Philosophy factor was the most important for all hotels, and Subject Knowledge and Experience were the least important factors for all hotels.

Finally, the survey results revealed that there is a difference between what graduates are capable of and what hotel managers are truly looking for when hiring new graduates from a hospitality program. This, definitely, is a sign for hospitality programs and educators to evaluate their curriculums along with associated issues affecting the success of graduates in entry-level positions.

This study only provides a picture of RIT hospitality management students' attitudes, qualities, competencies and skills at one given moment in time.

Recommendation

Faced with the existing differences between what hospitality program graduates are capable of and what the industry expects from graduates shown in the results of the study, the hospitality management program and hospitality educators need to be more aware of and responsive to industry trends. The following recommendations would be

suggested to the hospitality management program and hospitality educators in light of this initial study:

1. Continue an annual measurement of freshmen and seniors attributes, qualities, competencies and skills in order to monitor changes in students thinking as to the result of the curriculum especially when the freshmen become seniors.
2. Continue periodic measurement of general managers views of student attributes, qualities, competencies and skills in order to monitor changes in their thinking for timely comparison with the freshmen and seniors on-going assessment.
3. Communicate with and work close with industry to introduce current business trends and thinking to students.
4. Assess the content of curriculum from students' and hotel managers' perspectives on a regular basis which takes into consideration of industry trends, such as growth in event segment and gaming industry.
5. Increase use of information gathered from the students who have completed any Co-op as the guide to be better prepared for their entry-level management positions.
6. Prepare for the information age by predicting trends and providing training to maximize use of developing technologies and applications for the hospitality industry, i.e. world wide web.
7. Cooperate with hospitality educators in other schools and industry leaders to formula a practical and relevant curriculum for tomorrow's management positions.

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APPENDIX A.

Survey with a Summary of Results

Please evaluate from 1-5 (1 being least important and 5 being most important) the following skills, competencies, qualities and intellectual attributes you feel a college graduate entering your organization following the completion of a 2 year and a 4 year hotel management degree should possess.

Please invite the insight of your Executive Committee members if you wish.

**RATING OF HOSPITALITY COMPETENCIES, SKILLS, QUALITIES,
AND ATTRIBUTES IN COLLEGE GRADUATES**

	Least Important	Not Very Important	Neutral	Somewhat Important	Most Important
1. Attitude	1	2	3	4	5
2. Appearance (Personal)	1	2	3	4	5
3. Guest relations ability	1	2	3	4	5
4. High energy level	1	2	3	4	5
5. Verbal communications skills	1	2	3	4	5
6. Problem solving skills	1	2	3	4	5
7. Ability to motivate others	1	2	3	4	5
8. Flexibility	1	2	3	4	5
9. Cross-trained	1	2	3	4	5
10. Sense of ethics	1	2	3	4	5
11. Understanding of the service concept	1	2	3	4	5
12. Self confidence	1	2	3	4	5
13. Organizational skills	1	2	3	4	5
14. Stress management	1	2	3	4	5
15. Written communication skills	1	2	3	4	5
16. Interdepartmental sensitivity	1	2	3	4	5
17. Showing evidence of leadership	1	2	3	4	5
18. Telephone skills	1	2	3	4	5
19. Sense of urgency	1	2	3	4	5
20. Sense of cost centers	1	2	3	4	5
21. Vision towards the future	1	2	3	4	5
22. Sense of revenue attainment	1	2	3	4	5
23. Computer skills	1	2	3	4	5
24. Perception of workplace safety	1	2	3	4	5
25. Variety of work experience	1	2	3	4	5
26. Sense of economics	1	2	3	4	5
27. Knowledge of Hospitality Legal Issues	1	2	3	4	5
28. Perception of Corporate Culture	1	2	3	4	5
29. Understanding diversity issues in the workplace	1	2	3	4	5
30. Grade point average	1	2	3	4	5
31. Understanding power and politics in the workplace	1	2	3	4	5

RATING OF HOSPITALITY COMPETENCIES, SKILLS, QUALITIES, AND ATTRIBUTES IN COLLEGE GRADUATES

		Least Important	Not Very Important	Neutral	Somewhat Important	Most Important
32.	Energy conservation & management	1	2	3	4	5
33.	Mechanical Skills	1	2	3	4	5
34.	Outside interests	1	2	3	4	5
35.	Culinary skills	1	2	3	4	5
36.	Foreign language skills	1	2	3	4	5
37.	Property development & real estate knowledge	1	2	3	4	5
38.	Cleanliness & sanitation awareness	1	2	3	4	5
39.	Time Management skills	1	2	3	4	5
40.	Understanding of Total Quality Management	1	2	3	4	5

Student Form

Demographic information for Data Analysis

(1994 Fall)

Gender: Female 19 Male 9

Age: Under 20 22 21-25 5 26-30 0 31-35 0 36 and over 1

Major: Food 9 Hotel 19 Travel 0 Food Marketing & Distribution 0

Citizenship: USA 23 Asia 3 Europe 1 Central & South America 0

Canada 1 Other 0 (specify: _____)

Hospitality Work Experience: None 10 1-3 17 4-6 1 7-9 0 10 or more 0

RATING OF HOSPITALITY COMPETENCIES, SKILLS, QUALITIES, AND ATTRIBUTES IN COLLEGE GRADUATES

		Least Important	Not Very Important	Neutral	Somewhat Important	Most Important
32.	Energy conservation & management	1	2	3	4	5
33.	Mechanical Skills	1	2	3	4	5
34.	Outside interests	1	2	3	4	5
35.	Culinary skills	1	2	3	4	5
36.	Foreign language skills	1	2	3	4	5
37.	Property development & real estate knowledge	1	2	3	4	5
38.	Cleanliness & sanitation awareness	1	2	3	4	5
39.	Time Management skills	1	2	3	4	5
40.	Understanding of Total Quality Management	1	2	3	4	5

Student Form

Demographic information for Data Analysis

(1995 Spring)

Gender: Female 7 Male 7

Age: Under 20 0 21-25 10 26-30 4 31-35 0 36 and over 0

Major: Food 3 Hotel 9 Travel 0 Food Marketing & Distribution 2

Citizenship: USA 13 Asia 1 Europe 0 Central & South America 0

Canada 0 Other 0 (specify: _____)

Hospitality Work Experience: None 0 1-3 6 4-6 4 7-9 2 10 or more 2

Did you start the hospitality program at RIT as (check one)

Freshman 7

Sophomore 2

Transfer with A.S. in hospitality major 4

Transfer with A.S. in other majors 1

Other 0

RATING OF HOSPITALITY COMPETENCIES, SKILLS, QUALITIES, AND ATTRIBUTES IN COLLEGE GRADUATES

		Least Important	Not Very Important	Neutral	Somewhat Important	Most Importan
32.	Energy conservation & management	1	2	3	4	5
33.	Mechanical Skills	1	2	3	4	5
34.	Outside interests	1	2	3	4	5
35.	Culinary skills	1	2	3	4	5
36.	Foreign language skills	1	2	3	4	5
37.	Property development & real estate knowledge	1	2	3	4	5
38.	Cleanliness & sanitation awareness	1	2	3	4	5
39.	Time Management skills	1	2	3	4	5
40.	Understanding of Total Quality Management	1	2	3	4	5

Hotel Form

Demographic information for Data Analysis

Gender of Respondent: Female 8 Male 34

Size of Property: over 500 11 400-499 3 300-399 8 200-299 9 Less than 200 11

Type of Property: Economy 1 Moderate 9 Deluxe 22 Luxury 9

Other 1 (specify _____)

Do you hire college graduates: Yes 42 No 0

If yes, degrees preferred: 2 yr. 4 4yr. 21 Masters 0 2yr./4yr. 17
Other 0

APPENDIX B.

- a. Tables of Comparisons of t-Tests for RIT Freshmen/Seniors,
MCC Freshmen/Seniors, and GMs.
- b. Ranking of Survey items by Means of Groups

Comparisons of t-Tests for RIT Freshmen vs RIT Seniors and MCC Freshmen

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
1. Attitude					
RIT Freshmen (N=28)	4.857				
RIT Seniors (N=14)	vs	4.786		.57	.569
MCC Freshmen (N=87)	vs	4.793		.74	.463
2. Appearance personal					
RIT Freshmen	4.321				
RIT Seniors	vs	4.214		.46	.650
MCC Freshmen	vs	4.736		-2.83	.008***
3. Guest relations ability					
RIT Freshmen	4.857				
RIT Seniors	vs	4.571		2.11	.041**
MCC Freshmen	vs	4.655		2.06	.042**
4. High energy level					
RIT Freshmen	4.143				
RIT Seniors	vs	4.357		-.96	.343
MCC Freshmen	vs	4.425		-1.98	.050
5. Verbal communications skills					
RIT Freshmen	4.643				
RIT Seniors	vs	4.500		.69	.493
MCC Freshmen	vs	4.701		-.45	.656
6. Problem solving skills					
RIT Freshmen	4.357				
RIT Seniors	vs	4.429		-.33	.746
MCC Freshmen	vs	4.529		-1.26	.209
7. Ability to motivate others					
RIT Freshmen	4.107				
RIT Seniors	vs	4.357		-1.14	.260
MCC Freshmen	vs	3.414		-2.08	.039**
8. Flexibility					
RIT Freshmen	4.357				
RIT Seniors	vs	4.357		.00	1.000
MCC Freshmen	vs	4.345		.08	.936
9. Cross-Trained					
RIT Freshmen	4.179				
RIT Seniors	vs	4.429		-1.04	.304
MCC Freshmen	vs	4.058		.70	.483
10. Sense of ethics					
RIT Freshmen	4.071				
RIT Seniors	vs	4.071		.00	1.000
MCC Freshmen	vs	4.253		-1.09	.278

$P \leq 0.1^*$ $P \leq 0.05^{**}$ $P \leq 0.01^{***}$ $P \leq 0.001^{****}$

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
11. Understanding of the service concept				
RIT Freshmen	4.607			
RIT Seniors	vs 4.643		-.20	.842
MCC Freshmen	vs 4.598		.07	.942
12. Self confidence				
RIT Freshmen	4.500			
RIT Seniors	vs 4.286		1.04	.305
MCC Freshmen	vs 4.759		-2.44	.016**
13. Organizational skills				
RIT Freshmen	4.536			
RIT Seniors	vs 4.429		.55	.588
MCC Freshmen	vs 4.586		-.39	.697
14. Stress management				
RIT Freshmen	4.321			
RIT Seniors	vs 4.357		-.16	.876
MCC Freshmen	vs 4.368		-.31	.754
15. Written communication skills				
RIT Freshmen	3.929			
RIT Seniors	vs 3.929		.00	1.000
MCC Freshmen	vs 4.230		-1.72	.088*
16. Interdepartmental sensitivity				
RIT Freshmen	4.036			
RIT Seniors	vs 3.786		1.05	.302
MCC Freshmen	vs 4.130		-.43	.667
17. Showing evidence of leadership				
RIT Freshmen	4.143			
RIT Seniors	vs 4.357		-.83	.409
MCC Freshmen	vs 4.460		-2.05	.042**
18. Telephone skills				
RIT Freshmen	4.214			
RIT Seniors	vs 4.000		.80	.428
MCC Freshmen	vs 4.184		-.16	.871
19. Sense of urgency				
RIT Freshmen	3.857			
RIT Seniors	vs 3.929		.26	.797
MCC Freshmen	vs 4.092		-1.41	.162
20. Sense of cost centers				
RIT Freshmen	4.107			
RIT Seniors	vs 4.000		.46	.651
MCC Freshmen	vs 4.119		-.05	.960

$P \leq 0.1^*$
 $P \leq 0.05^{**}$
 $P \leq 0.01^{***}$
 $P \leq 0.001^{****}$

<u>Items</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
21. Vision towards the future				
RIT Freshmen	4.464			
RIT Seniors	vs 4.071		1.70	.097*
MCC Freshmen	vs 4.368		.58	.566
22. Sense of revenue attainment				
RIT Freshmen	4.107			
RIT Seniors	vs 3.714		1.56	.126
MCC Freshmen	vs 4.092		.09	.931
23. Computer skills				
RIT Freshmen	4.071			
RIT Seniors	vs 4.214		-.52	.606
MCC Freshmen	vs 4.115		-.23	.817
24. Perception of workplace safety				
RIT Freshmen	4.179			
RIT Seniors	vs 3.786		1.48	.148
MCC Freshmen	vs 4.471		-1.85	.067*
25. Variety of work experience				
RIT Freshmen	4.179			
RIT Seniors	vs 4.143		.15	.883
MCC Freshmen	vs 4.149		.18	.856
26. Sense of economics				
RIT Freshmen	3.857			
RIT Seniors	vs 3.714		.65	.522
MCC Freshmen	vs 3.943		-.49	.629
27. Knowledge of hospitality legal issues				
RIT Freshmen	4.143			
RIT Seniors	vs 4.071		.25	.803
MCC Freshmen	vs 4.184		-.23	.821
28. Perception of corporate culture				
RIT Freshmen	3.857			
RIT Seniors	vs 4.000		-.55	.587
MCC Freshmen	vs 3.885		-.16	.874
29. Understanding diversity issues				
RIT Freshmen	4.179			
RIT Seniors	vs 4.214		-.15	.885
MCC Freshmen	vs 4.138		.22	.827
30. Grade point average				
RIT Freshmen	3.500			
RIT Seniors	vs 2.643		2.68	.011**
MCC Freshmen	vs 3.609		-.51	.614

$P \leq 0.1^*$ $P \leq 0.05^{**}$ $P \leq 0.01^{***}$ $P \leq 0.001^{****}$

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
31. Understanding power&politics					
RIT Freshmen	3.964				
RIT Seniors		vs 3.357		2.14	.039*
MCC Freshmen		vs 3.885		.42	.676
32. Energy conservation&management					
RIT Freshmen	3.857				
RIT Seniors		vs 3.643		1.08	.286
MCC Freshmen		vs 3.977		-.68	.495
33. Mechanical skills					
RIT Freshmen	3.607				
RIT Seniors		vs 3.214		1.58	.122
MCC Freshmen		vs 3.736		-.64	.522
34. Outside interests					
RIT Freshmen	3.429				
RIT Seniors		vs 3.286		.45	.656
MCC Freshmen		vs 3.437		-.04	.970
35. Culinary skills					
RIT Freshmen	4.036				
RIT Seniors		vs 3.429		2.00	.052*
MCC Freshmen		vs 3.885		.70	.487
36. Foreign language skills					
RIT Freshmen	4.107				
RIT Seniors		vs 3.071		3.18	.003***
MCC Freshmen		vs 3.598		2.54	.014**
37. Property development and r-estate					
RIT Freshmen	3.750				
RIT Seniors		vs 3.000		2.44	.019**
MCC Freshmen		vs 3.138		2.63	.010***
38. Cleanliness & sanitation awareness					
RIT Freshmen	4.679				
RIT Seniors		vs 4.429		1.13	.197
MCC Freshmen		vs 4.609		.51	.613
39. Time management					
RIT Freshmen	4.643				
RIT Seniors		vs 4.571		.37	.713
MCC Freshmen		vs 4.483		1.13	.261
40. Understanding of TQM					
RIT Freshmen	4.786				
RIT Seniors		vs 4.214		2.44	.025**
MCC Freshmen		vs 4.563		1.57	.119

P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****

Comparisons of t-Tests for RIT Freshmen vs RIT Seniors and MCC Freshmen

<u>Factors</u>	<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
<i>Personal character. & attributes</i>				
RIT Freshmen (N=28)	4.257			
RIT Seniors (N=14)	vs 4.236		.19	.850
MCC Freshmen (N=87)	vs 4.398		-.185	.067*
<i>Communication & language skills</i>				
RIT Freshmen	4.205			
RIT Seniors	vs 4.054		.86	.393
MCC Freshmen	vs 4.305		-.85	.396
<i>Service attribute & philosophy</i>				
RIT Freshmen	4.512			
RIT Seniors	vs 4.429		.73	.472
MCC Freshmen	vs 4.502		.11	.912
<i>Managerial & business skills</i>				
RIT Freshmen	4.130			
RIT Seniors	vs 3.955		1.21	.233
MCC Freshmen	vs 4.210		-.79	.434
<i>Subject knowledge skills</i>				
RIT Freshmen	4.147			
RIT Seniors	vs 3.778		2.19	.035**
MCC Freshmen	vs 3.982		1.40	.164
<i>Experience</i>				
RIT Freshmen	3.952			
RIT Seniors	vs 3.738		1.07	.289
MCC Freshmen	vs 3.939		-1.00	.918

P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****

Comparisons of t-Tests for MCC Seniors vs MCC Freshmen and RIT Seniors

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
1. Attitude					
MCC Seniors (N=51)	4.824				
MCC Freshmen (N=87)		vs 4.793		.31	.756
RIT Seniors (14)		vs 4.786		.21	.832
2. Appearance personal					
MCC Seniors	4.608				
MCC Freshmen		vs 4.736		-1.26	.210
RIT Seniors		vs 4.214		1.87	.066*
3. Guest relations ability					
MCC Seniors	4.726				
MCC Freshmen		vs 4.655		-.64	.525
RIT Seniors		vs 4.571		.77	.443
4. High energy level					
MCC Seniors	4.451				
MCC Freshmen		vs 4.425		.21	.835
RIT Seniors		vs 4.357		.41	.681
5. Verbal communications skills					
MCC Seniors	4.686				
MCC Freshmen		vs 4.701		-.13	.893
RIT Seniors		vs 4.500		.92	.362
6. Problem solving skills					
MCC Seniors	4.628				
MCC Freshmen		vs 4.529		.93	.356
RIT Seniors		vs 4.429		1.08	.283
7. Ability to motivate others					
MCC Seniors	4.431				
MCC Freshmen		vs 4.414		-.14	.888
RIT Seniors		vs 4.431		.34	.738
8. Flexibility					
MCC Seniors	4.490				
MCC Freshmen		vs 4.345		1.10	.273
RIT Seniors		vs 4.357		.58	.562
9. Cross-Trained					
MCC Seniors	4.353				
MCC Freshmen		vs 3.058		2.08	.040**
RIT Seniors		vs 4.429		.32	.751
10. Sense of ethics					
MCC Seniors	4.373				
MCC Freshmen		vs 4.253		.84	.401
RIT Seniors		vs 4.071		1.18	.241

P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
11. Understanding of the service concept					
MCC Seniors	4.628				
MCC Freshmen		vs 4.598		.28	.779
RIT Seniors		vs 4.643		-.09	.930
12. Self confidence					
MCC Seniors	4.765				
MCC Freshmen		vs 4.759		.07	.944
RIT Seniors		vs 4.286		2.68	.009***
13. Organizational skills					
MCC Seniors	4.667				
MCC Freshmen		vs 4.586		.72	.472
RIT Seniors		vs 4.429		1.17	.247
14. Stress management					
MCC Seniors	4.628				
MCC Freshmen		vs 4.368		2.29	.023**
RIT Seniors		vs 4.357		1.48	.144
15. Written communication skills					
MCC Seniors	4.412				
MCC Freshmen		vs 4.230		1.28	.201
RIT Seniors		vs 3.929		1.98	.052*
16. Interdepartmental sensitivity					
MCC Seniors	4.353				
MCC Freshmen		vs 4.103		2.04	.044**
RIT Seniors		vs 3.786		2.82	.006***
17. Showing evidence of leadership					
MCC Seniors	4.761				
MCC Freshmen		vs 4.460		.09	.931
RIT Seniors		vs 4.357		.50	.620
18. Telephone skills					
MCC Seniors	4.353				
MCC Freshmen		vs 4.184		1.08	.281
RIT Seniors		vs 4.000		1.32	.192
19. Sense of urgency					
MCC Seniors	4.039				
MCC Freshmen		vs 4.092		-.37	.712
RIT Seniors		vs 3.929		.41	.685
20. Sense of cost centers					
MCC Seniors	4.235				
MCC Freshmen		vs 4.115		.92	.357
RIT Seniors		vs 4.000		1.02	.314

$P \leq 0.1^*$
 $P \leq 0.05^{**}$
 $P \leq 0.01^{***}$
 $P \leq 0.001^{****}$

<u>Items</u>		<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
21. Vision towards the future				
MCC Seniors	4.530			
MCC Freshmen		vs 4.368	1.16	.248
RIT Seniors		vs 4.071	1.96	.054*
22. Sense of revenue attainment				
MCC Seniors	4.314			
MCC Freshmen		vs 4.092	1.49	.137
RIT Seniors		vs 3.714	2.33	.023**
23. Computer skills				
MCC Seniors	4.314			
MCC Freshmen		vs 4.115	1.32	.191
RIT Seniors		vs 4.214	.40	.692
24. Perception of workplace safety				
MCC Seniors	4.569			
MCC Freshmen		vs 4.471	.80	.423
RIT Seniors		vs 3.786	3.71	.000****
25. Variety of work experience				
MCC Seniors	4.471			
MCC Freshmen		vs 4.150	-2.41	.017**
RIT Seniors		vs 4.143	1.39	.169
26. Sense of economics				
MCC Seniors	4.216			
MCC Freshmen		vs 3.943	1.87	.064*
RIT Seniors		vs 3.714	2.15	.035**
27. Knowledge of hospitality legal issues				
MCC Seniors	4.529			
MCC Freshmen		vs 4.184	2.47	.015**
RIT Seniors		vs 4.071	1.96	.054*
28. Perception of corporate culture				
MCC Seniors	4.216			
MCC Freshmen		vs 3.885	2.29	.024**
RIT Seniors		vs 4.000	.87	.388
29. Understanding diversity issues				
MCC Seniors	4.353			
MCC Freshmen		vs 4.138	1.45	.149
RIT Seniors		vs 4.214	.61	.545
30. Grade point average				
MCC Seniors	3.628			
MCC Freshmen		vs 3.609	.11	.913
RIT Seniors		vs 2.643	3.77	.000****

P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
31. Understanding power&politics					
MCC Seniors	4.078				
MCC Freshmen		vs 3.885		1.25	.213
RIT Seniors		vs 3.357		2.71	.009***
32. Energy conservation&management					
MCC Seniors	4.275				
MCC Freshmen		vs 3.977		2.07	.040**
RIT Seniors		vs 3.643		2.97	.004***
33. Mechanical skills					
MCC Seniors	4.000				
MCC Freshmen		vs 3.736		1.66	.099*
RIT Seniors		vs 3.214		3.34	.001****
34. Outside interests					
MCC Seniors	4.078				
MCC Freshmen		vs 3.347		3.79	.000****
RIT Seniors		vs 3.286		2.93	.005***
35. Culinary skills					
MCC Seniors	3.902				
MCC Freshmen		vs 3.885		.09	.926
RIT Seniors		vs 3.429		1.53	.130
36. Foreign language skills					
MCC Seniors	3.784				
MCC Freshmen		vs 3.598		1.01	.315
RIT Seniors		vs 3.071		1.99	.063*
37. Property development and r-estate					
MCC Seniors	3.647				
MCC Freshmen		vs 3.138		2.81	.006***
RIT Seniors		vs 3.000		2.42	.019**
38. Cleanliness & sanitation awareness					
MCC Seniors	4.667				
MCC Freshmen		vs 4.609		.52	.606
RIT Seniors		vs 4.429		1.31	.194
39. Time management					
MCC Seniors	4.647				
MCC Freshmen		vs 4.483		1.32	.188
RIT Seniors		vs 4.571		.35	.731
40. Understanding of TQM					
MCC Seniors	4.706				
MCC Freshmen		vs 4.563		1.24	.218
RIT Seniors		vs 4.214		2.59	.012**

$P \leq 0.1^*$
 $P \leq 0.05^{**}$
 $P \leq 0.01^{***}$
 $P \leq 0.001^{****}$

Comparisons of t-Tests for MCC Seniors vs MCC Freshmen and RIT Seniors

<u>Factors</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
<i>Personal character. & attributes</i>					
MCC Seniors (N=51)		4.498			
MCC Freshmen (N=87)	vs	4.398		1.29	.199
RIT Seniors (N=14)	vs	4.236		1.90	.062*
<i>Communication & language skills</i>					
MCC Seniors		4.451			
MCC Freshmen	vs	4.305		1.48	.141
RIT Seniors	vs	4.054		2.23	.029**
<i>Service attribute & philosophy</i>					
MCC Seniors		4.576			
MCC Freshmen	vs	4.502		.76	.450
RIT Seniors	vs	4.429		1.29	.203
<i>Managerial & business skills</i>					
MCC Seniors		4.382			
MCC Freshmen	vs	4.210		1.99	.049**
RIT Seniors	vs	3.955		2.86	.006***
<i>Subject knowledge skills</i>					
MCC Seniors		4.209			
MCC Freshmen	vs	3.982		2.46	.015**
RIT Seniors	vs	3.778		2.96	.004***
<i>Experience</i>					
MCC Seniors		4.150			
MCC Freshmen	vs	3.939		2.03	.045**
RIT Seniors	vs	3.738		2.39	.020**
P ≤ 0.1* P ≤ 0.05** P ≤ 0.01*** P ≤ 0.001****					

Comparisons of all t-Tests for

How General Managers vs RIT Freshmen/Seniors & MCC Freshmen/Seniors

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>	
1. Attitude						
GM (N=42)		4.976				
	RIT Freshmen (N=28)		vs	4.857	1.67	.105
	RIT Seniors (N=14)			4.786	1.64	.123
GM (N=12)		4.833				
	MCC Freshmen (N=87)		vs	4.793	.26	.793
	MCC Seniors (N=51)			4.824	.05	.959
2. Appearance personal						
GM		4.238				
	RIT Freshmen		vs	4.321	-.53	.594
	RIT Seniors			4.214	.13	.900
GM		4.083				
	MCC Freshmen		vs	4.736	-4.10	.000****
	MCC Seniors			4.608	-2.37	.021**
3. Guest relations ability						
GM		4.857				
	RIT Freshmen		vs	4.857	.00	1.000
	RIT Seniors			4.571	2.32	.024**
GM		4.667				
	MCC Freshmen		vs	4.655	.08	.938
	MCC Seniors			4.726	.28	.783
4. High energy level						
GM		4.429				
	RIT Freshmen		vs	4.143	1.83	.071*
	RIT Seniors			4.357	.32	.747
GM		4.083				
	MCC Freshmen		vs	4.425	-1.68	.095*
	MCC Seniors			4.451	-1.65	.105
5. Verbal communication skills						
GM		4.452				
	RIT Freshmen		vs	4.643	-1.20	.235
	RIT Seniors			4.500	-.23	.817
GM		4.500				
	MCC Freshmen		vs	4.701	-1.12	.267
	MCC Seniors			4.686	-.89	.377
6. Problem solving skills						
GM		4.310				
	RIT Freshmen		vs	4.357	.30	.768
	RIT Seniors			4.429	-.60	.552
GM		4.333				
	MCC Freshmen		vs	4.529	-1.07	.289
	MCC Seniors			4.628	-1.58	.120
7. Ability to motivate others						
GM		4.405				
	RIT Freshmen		vs	4.107	1.57	.120
	RIT Seniors			4.357	.21	.835
GM		4.250				
	MCC Freshmen		vs	4.414	-.78	.439
	MCC Seniors			4.431	-.71	.481
P< 0.1*	P≤ 0.05**	P≤ 0.01***	P≤0.001****			

Items			Means		t-Value	P-Value
8. Flexibility						
GM		4.548				
	RIT Freshmen		vs	4.357	1.29	.201
	RIT Seniors			4.357	1.15	.256
GM		4.333				
	MCC Freshmen		vs	4.345	-.05	.958
	MCC Seniors			4.490	-.62	.535
9. Cross-Trained						
GM		3.714				
	RIT Freshmen		vs	4.179	-2.16	.034**
	RIT Seniors			4.429	-3.62	.001****
GM		3.167				
	MCC Freshmen		vs	4.058	3.61	.000****
	MCC Seniors			4.353	-4.29	.000****
10. Sense of ethics						
GM		4.476				
	RIT Freshmen		vs	4.071	2.15	.035**
	RIT Seniors			4.071	1.84	.071*
GM		4.333				
	MCC Freshmen		vs	4.253	.34	.743
	MCC Seniors			4.373	-.14	.892
11. Understanding of service concept						
GM		4.667				
	RIT Freshmen		vs	4.607	.45	.654
	RIT Seniors			4.643	.15	.882
GM		4.417				
	MCC Freshmen		vs	4.598	-.97	.336
	MCC Seniors			4.628	-1.07	.287
12. Self confidence						
GM		4.214				
	RIT Freshmen		vs	4.500	-1.71	.093*
	RIT Seniors			4.286	-.31	.757
GM		4.167				
	MCC Freshmen		vs	4.759	-2.78	.016**
	MCC Seniors			4.765	-3.19	.002***
13. Organizational skills						
GM		4.119				
	RIT Freshmen		vs	4.536	-2.37	.021**
	RIT Seniors			4.429	-1.31	.197
GM		4.417				
	MCC Freshmen		vs	4.586	-.90	.369
	MCC Seniors			4.667	-1.14	.257
14. Stress management						
GM		3.929				
	RIT Freshmen		vs	4.321	-1.83	.072*
	RIT Seniors			4.357	-1.54	.130
GM		4.167				
	MCC Freshmen		vs	4.368	-.99	.323
	MCC Seniors			4.628	-2.41	.019**
P< 0.1*	P≤ 0.05**	P≤ 0.01***	P≤0.001****			

<u>Items</u>		<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
15. Written communication skills					
GM		3.976			
	RIT Freshmen		vs	3.929	.26
	RIT Seniors			3.929	.18
GM		3.917			
	MCC Freshmen		vs	4.230	-1.19
	MCC Seniors			4.412	-1.92
16. Interdepartmental sensitivity					
GM		3.952			
	RIT Freshmen		vs	4.036	-.41
	RIT Seniors			3.786	.68
GM		3.833			
	MCC Freshmen		vs	4.103	-1.22
	MCC Seniors			4.353	-2.26
17. Showing evidence of leadership					
GM		4.310			
	RIT Freshmen		vs	4.143	.91
	RIT Seniors			4.357	-.23
GM		4.333			
	MCC Freshmen		vs	4.560	-.61
	MCC Seniors			4.471	-.55
18. Telephone skills					
GM		3.952			
	RIT Freshmen		vs	4.214	-1.36
	RIT Seniors			4.000	-.18
GM		3.833			
	MCC Freshmen		vs	4.184	-1.25
	MCC Seniors			4.353	-1.80
19. Sense of urgency					
GM		4.381			
	RIT Freshmen		vs	3.857	2.98
	RIT Seniors			3.929	1.88
GM		4.000			
	MCC Freshmen		vs	4.092	-.40
	MCC Seniors			4.039	-.15
20. Sense of cost centers					
GM		4.024			
	RIT Freshmen		vs	4.107	-.42
	RIT Seniors			4.000	.09
GM		3.583			
	MCC Freshmen		vs	4.115	-2.36
	MCC Seniors			4.235	-2.51
21. Vision towards the future					
GM		3.833			
	RIT Freshmen		vs	4.464	-2.99
	RIT Seniors			4.071	-.89
GM		3.500			
	MCC Freshmen		vs	4.368	-3.49
	MCC Seniors			4.529	-3.79
P ≤ 0.1*	P ≤ 0.05**	P ≤ 0.01***	P ≤ 0.001****		

<u>Items</u>			<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
22. Sense of revenue attainment					
GM		4.048			
	RIT Freshmen		vs 4.107	.28	.778
	RIT Seniors		3.714	1.31	.196
GM		3.583			
	MCC Freshmen		vs 4.092	-2.10	.039**
	MCC Seniors		4.314	-2.62	.011**
23. Computer skills					
GM		3.738			
	RIT Freshmen		vs 4.071	-1.63	.108
	RIT Seniors		4.214	-1.78	.080*
GM		3.333			
	MCC Freshmen		vs 4.115	-2.84	.006***
	MCC Seniors		4.314	-3.61	.001****
24. Perception of workplace safety					
GM		3.833			
	RIT Freshmen		vs 4.179	-1.53	.130
	RIT Seniors		3.786	.16	.871
GM		4.000			
	MCC Freshmen		vs 4.471	-2.23	.028**
	MCC Seniors		4.569	-2.69	.009***
25. Variety of work experience					
GM		3.524			
	RIT Freshmen		vs 4.179	-3.31	.001****
	RIT Seniors		4.143	-2.52	.015**
GM		3.417			
	MCC Freshmen		vs 4.150	-3.13	.002***
	MCC Seniors		4.471	-3.88	.000****
26. Sense of economics					
GM		3.524			
	RIT Freshmen		vs 3.857	-1.66	.101
	RIT Seniors		3.714	-.74	.461
GM		3.417			
	MCC Freshmen		vs 3.943	-2.05	.044**
	MCC Seniors		4.216	-3.09	.003***
27. Knowledge of hospitality. legal issues					
GM		3.405			
	RIT Freshmen		vs 4.143	-3.13	.003***
	RIT Seniors		4.071	-2.14	.037**
GM		3.333			
	MCC Freshmen		vs 4.184	-3.17	.002***
	MCC Seniors		4.529	-3.43	.004***
28. Perception of corporate culture					
GM		3.310			
	RIT Freshmen		vs 3.857	-2.51	.014**
	RIT Seniors		4.000	-2.35	.022**
GM		3.167			
	MCC Freshmen		vs 3.885	-2.74	.007***
	MCC Seniors		4.216	-3.84	.000****
P ≤ 0.1*	P ≤ 0.05**	P ≤ 0.01***	P ≤ 0.001****		

<u>Items</u>			<u>Means</u>	<u>t-Value</u>	<u>P-Value</u>
29. Understanding diversity issues					
GM		3.786			
	RIT Freshmen		vs 4.179	-1.82	.073*
	RIT Seniors		4.214	-1.55	.127
GM		4.000			
	MCC Freshmen		vs 4.138	-.51	.610
	MCC Seniors		4.353	-1.40	.167
30. Grade point average					
GM		3.048			
	RIT Freshmen		vs 3.500	-2.03	.047**
	RIT Seniors		2.643	1.58	.120
GM		2.583			
	MCC Freshmen		vs 3.609	-5.63	.000****
	MCC Seniors		3.628	-3.98	.000****
31. Understanding power & politics					
GM		2.976			
	RIT Freshmen		vs 3.964	-4.82	.000****
	RIT Seniors		3.357	-1.36	.178
GM		3.167			
	MCC Freshmen		vs 3.885	-2.63	.400
	MCC Seniors		4.078	-3.37	.001****
32. Energy conservation & management					
GM		3.191			
	RIT Freshmen		vs 3.857	-3.25	.002***
	RIT Seniors		3.642	-2.14	.037**
GM		3.000			
	MCC Freshmen		vs 3.977	-3.74	.000****
	MCC Seniors		4.275	-5.16	.000****
33. Mechanical skills					
GM		2.976			
	RIT Freshmen		vs 3.607	-3.16	.002***
	RIT Seniors		3.214	-.95	.344
GM		2.750			
	MCC Freshmen		vs 3.736	-3.34	.001****
	MCC Seniors		4.000	-4.68	.000****
34. Outside interests					
GM		2.976			
	RIT Freshmen		vs 3.429	-1.91	.060*
	RIT Seniors		3.286	-1.02	.311
GM		2.333			
	MCC Freshmen		vs 3.437	-3.53	.001****
	MCC Seniors		4.078	-5.99	.000****
35. Culinary skills					
GM		3.143			
	RIT Freshmen		vs 4.036	-4.26	.000****
	RIT Seniors		3.429	-.96	.343
GM		3.000			
	MCC Freshmen		vs 3.885	-2.71	.008***
	MCC Seniors		3.902	-2.78	.007***
P ≤ 0.1*	P ≤ 0.05**	P ≤ 0.01***	P ≤ 0.001****		

<u>Items</u>			<u>Means</u>		<u>t-Value</u>	<u>P-Value</u>
36. Foreign language skills						
GM		2.857				
	RIT Freshmen		vs	4.107	-5.87	.000****
	RIT Seniors			3.071	-.69	.491
GM		3.500				
	MCC Freshmen		vs	3.598	-.28	.783
	MCC Seniors			3.784	-1.05	.299
37. Property development & real-estate						
GM		2.595				
	RIT Freshmen		vs	3.750	-5.25	.000****
	RIT Seniors			3.000	-1.39	.170
GM		2.250				
	MCC Freshmen		vs	3.138	-2.65	.009***
	MCC Seniors			3.647	-5.25	.000****
38. Cleanliness & sanitation						
GM		4.214				
	RIT Freshmen		vs	4.679	-2.74	.008***
	RIT Seniors			4.429	-.84	.402
GM		3.917				
	MCC Freshmen		vs	4.609	-2.02	.067*
	MCC Seniors			4.667	-2.17	.050**
39. Time Management						
GM		4.214				
	RIT Freshmen		vs	4.643	-2.46	.016**
	RIT Seniors			4.571	-1.37	.176
GM		4.167				
	MCC Freshmen		vs	4.483	-1.47	.145
	MCC Seniors			4.647	-1.97	.054*
40. Understanding of TQM						
GM		4.214				
	RIT Freshmen		vs	4.786	-3.64	.001****
	RIT Seniors			4.214	.00	1.000
GM		4.083				
	MCC Freshmen		vs	4.563	-2.12	.036**
	MCC Seniors			4.706	-2.08	.058*

P ≤ 0.1*

P ≤ 0.05**

P ≤ 0.01***

P ≤ 0.001****

**Comparisons of all t-Tests for
Hotel General Managers vs RIT Freshmen/Seniors & MCC Freshmen/Seniors**

Factors	Means		t-Value	P-Value
Personal Character. & Attributes				
GM	4.231			
RIT Freshmen		vs	4.257	-.24
RIT Seniors			4.236	-.03
GM	4.017			
MCC Freshmen		vs	4.398	-3.47
MCC Seniors			4.498	-3.17
Communication & Language Skills				
GM	4.083			
RIT Freshmen		vs	4.205	-.86
RIT Seniors			4.054	.16
GM	4.021			
MCC Freshmen		vs	4.305	-1.63
MCC Seniors			4.451	-2.16
Service Attitude & Philosophy				
GM	4.667			
RIT Freshmen		vs	4.512	1.50
RIT Seniors			4.429	2.11
GM	4.472			
MCC Freshmen		vs	4.502	-.24
MCC Seniors			4.575	-.54
Managerial & Business Skills				
GM	3.771			
RIT Freshmen		vs	4.130	-2.44
RIT Seniors			3.955	-1.31
GM	3.682			
MCC Freshmen		vs	4.210	-3.59
MCC Seniors			4.382	-4.11
Subject Knowledge Skills				
GM	3.437			
RIT Freshmen		vs	4.147	-5.07
RIT Seniors			3.779	-1.78
GM	3.380			
MCC Freshmen		vs	3.982	-3.50
MCC Seniors			4.209	-5.53
Experience				
GM	3.429			
RIT Freshmen		vs	3.952	-3.16
RIT Seniors			3.738	-1.56
GM	3.056			
MCC Freshmen		vs	3.939	-4.79
MCC Seniors			4.150	-5.65

$P \leq 0.1^*$
 $P \leq 0.05^{**}$
 $P \leq 0.01^{***}$
 $P \leq 0.001^{****}$

TABLE 4

**RANKINGS OF FACTORS BY GMs', RIT FRESHMEN/SENIORS &
MCC FRESHMEN/SENIORS**

<u>Factors</u>	<u>Consensus</u> <u>(GM's)</u> <u>N=54</u>	<u>RIT</u> <u>(GM's)</u> <u>N=42</u>	<u>RIT</u> <u>Freshmen</u> <u>N=28</u>	<u>RIT</u> <u>Seniors</u> <u>N=14</u>	<u>MCC</u> <u>(GM's)</u> <u>N=12</u>	<u>MCC</u> <u>Freshmen</u> <u>N=87</u>	<u>MCC</u> <u>Seniors</u> <u>N=51</u>
Service Attitude & Philosophy	4.624	4.667	4.512	4.429	4.472	4.502	4.575
Personal Character. & Attributes	4.183	4.231	4.257	4.236	4.017	4.398	4.498
Communication & Language Skills	4.069	4.083	4.205	4.054	4.021	4.305	4.451
Managerial Business Skills	3.751	3.771	4.130	3.955	3.682	4.210	4.382
Subject Knowledge Skills	3.424	3.437	4.147	3.779	3.380	3.982	4.209
Experience	3.346	3.429	3.952	3.738	3.056	3.939	4.150

ATTRIBUTES, COMPETENCIES, QUALITIES & SKILLS ITEMS
Ranking of Survey Items by Means of Groups

Items	Concensus (GMS') N=54	RIT (GMS') N=42	RIT Freshmen N=28	RIT Seniors N=14	MCC (GMS') N=12	MCC Freshmen N=87	MCC Seniors N=51
1. Attitude	4.944 (1)	4.976 (1)	4.857 (1)	4.786 (1)	4.833 (1)	4.793 (1)	4.824 (1)
3. Guest relations ability	4.815 (2)	4.857 (2)	4.857 (2)	4.571 (3)	4.667 (2)	4.655 (5)	4.726 (3)
11. Understanding of the service concept	4.611 (3)	4.667 (3)	4.607 (7)	4.643 (2)	4.417 (4)	4.598 (7)	4.628 (10)
8. Flexibility	4.500 (4)	4.548 (4)	4.357 (12)	4.357 (12)	4.333 (6)	4.345 (18)	4.490 (16)
5. Verbal communication skills	4.463 (5)	4.452 (6)	4.643 (5)	4.500 (5)	4.500 (3)	4.701 (4)	4.686 (5)
10. Sense of ethics	4.444 (6)	4.476 (5)	4.071 (27)	4.071 (21)	4.333 (7)	4.253 (19)	4.373 (22)
7. Ability to motivate others	4.370 (7)	4.405 (8)	4.107 (23)	4.357 (11)	4.250 (10)	4.414 (15)	4.431 (20)
4. High energy level	4.352 (8)	4.429 (7)	4.143 (20)	4.357 (10)	4.083 (14)	4.425 (14)	4.451 (19)
17. Showing evidence of leadership	4.315 (9)	4.310 (11)	4.143 (21)	4.357 (14)	4.333 (8)	4.560 (10)	4.471 (17)
6. Problem solving skills	4.312 (10)	4.310 (10)	4.357 (11)	4.429 (6)	4.333 (9)	4.529 (11)	4.628 (9)
19. Sense of urgency	4.296 (11)	4.381 (9)	3.857 (33)	3.929 (28)	4.000 (17)	4.092 (28)	4.039 (35)
2. Appearance personal	4.204 (12)	4.238 (12)	4.321 (13)	4.214 (16)	4.083 (15)	4.736 (3)	4.608 (12)
12. Self confidence	4.204 (13)	4.214 (13)	4.500 (9)	4.286 (15)	4.167 (11)	4.759 (2)	4.765 (2)
39. Time management	4.204 (14)	4.214 (15)	4.643 (6)	4.571 (4)	4.167 (12)	4.483 (12)	4.647 (8)
40. Understanding TQM	4.185 (15)	4.214 (16)	4.786 (3)	4.214 (19)	4.083 (15)	4.563 (9)	4.706 (4)
13. Organizational skills	4.185 (16)	4.119 (17)	4.536 (8)	4.429 (8)	4.417 (5)	4.586 (8)	4.667 (6)
38. Cleanliness Sanitation awareness	4.148 (17)	4.214 (14)	4.679 (4)	4.429 (9)	3.917 (20)	4.609 (6)	4.667 (7)
14. Stress management	3.982 (18)	3.929 (23)	4.321 (14)	4.357 (13)	4.167 (13)	4.368 (16)	4.628 (11)
15. Written communication skills	3.963 (19)	3.976 (20)	3.929 (32)	3.929 (27)	3.917 (21)	4.230 (20)	4.412 (21)
22. Sense of revenue attainment	3.944 (20)	4.048 (18)	4.107 (25)	3.714 (31)	3.583 (24)	4.092 (29)	4.314 (27)
20. Sense of cost centers	3.926 (21)	4.024 (19)	4.107 (24)	4.000 (25)	3.583 (25)	4.115 (25)	4.235 (30)
16. Interdepartmental sensitivity	3.926 (22)	3.952 (21)	4.036 (29)	3.786 (29)	3.833 (23)	4.103 (27)	4.353 (24)
18. Telephone skills	3.926 (23)	3.952 (22)	4.214 (15)	4.000 (24)	3.833 (22)	4.184 (21)	4.353 (25)
24. Perception of workplace safety	3.870 (24)	3.833 (25)	4.179 (17)	3.786 (30)	4.000 (18)	4.471 (13)	4.569 (13)
29. Understanding diversity issues	3.833 (25)	3.786 (26)	4.179 (19)	4.214 (18)	4.000 (19)	4.138 (24)	4.353 (26)
21. Vision towards the future	3.759 (26)	3.833 (24)	4.464 (10)	4.071 (22)	3.500 (26)	4.368 (17)	4.529 (14)
23. Computer skills	3.648 (27)	3.738 (27)	4.071 (28)	4.214 (17)	3.333 (30)	4.115 (26)	4.314 (28)
9. Cross-trained	3.593 (28)	3.714 (28)	4.179 (16)	4.429 (7)	3.167 (32)	4.058 (30)	4.353 (23)
25. Variety of work experience	3.500 (29)	3.524 (29)	4.179 (18)	4.143 (20)	3.417 (28)	4.150 (23)	4.471 (18)
26. Sense of economics	3.500 (30)	3.524 (30)	3.357 (34)	3.714 (32)	3.417 (29)	3.943 (32)	4.216 (31)
27. Knowledge of hospitality legal issues	3.389 (31)	3.405 (31)	4.143 (22)	4.071 (23)	3.333 (31)	4.184 (22)	4.529 (15)
28. Perception of corporate culture	3.278 (32)	3.310 (32)	3.357 (35)	4.000 (26)	3.167 (33)	3.885 (33)	4.216 (32)
32. Energy conservation & management	3.148 (33)	3.191 (33)	3.357 (36)	3.642 (33)	3.000 (35)	3.977 (31)	4.275 (29)
35. Culinary skills	3.111 (34)	3.143 (34)	4.036 (30)	3.429 (34)	3.000 (36)	3.885 (35)	3.902 (37)

Items	Consensus (GMs') N=54	RIT (GMs') N=42	RIT Freshmen N=28	RIT Seniors N=14	MCC (GMs') N=12	MCC Freshmen N=87	MCC Seniors N=51
31. Understanding power & politics	3.019 (35)	2.976 (36)	3.964 (31)	3.357 (35)	3.167 (34)	3.885 (34)	4.078 (33)
36. Foreign language skills	3.000 (36)	2.857 (39)	4.107 (26)	3.071 (38)	3.500 (27)	3.598 (38)	3.784 (38)
30. Grade point average	2.944 (37)	3.048 (35)	3.500 (39)	2.643 (40)	2.583 (38)	3.609 (37)	3.628 (40)
33. Mechanical skills	2.926 (38)	2.976 (37)	3.607 (38)	3.214 (37)	2.750 (37)	3.736 (36)	4.000 (36)
34. Outside interests	2.833 (39)	2.976 (38)	3.429 (40)	3.286 (36)	2.333 (39)	3.437 (39)	4.078 (34)
37. Property developmnt and real-estate	2.519 (40)	2.595 (40)	3.750 (37)	3.000 (39)	2.250 (40)	3.138 (40)	3.647 (39)