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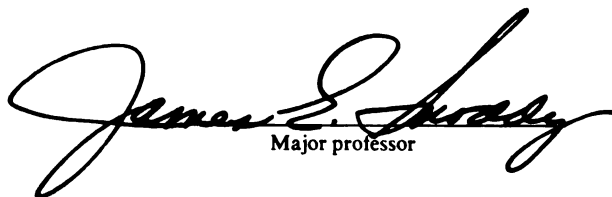
A COMPARATIVE ANALYSIS OF THE VIEWS OF  
RESTAURANT MANAGEMENT INDUSTRY PROFESSIONALS  
IN THE GRAND RAPIDS METROPOLITAN AREA OF  
MICHIGAN REGARDING SELECTED ENTRY-LEVEL  
RESTAURANT MANAGEMENT COMPETENCIES

presented by

JOHN DONALD CICHY

has been accepted towards fulfillment  
of the requirements for

Ph. D. degree in Education

  
Major professor

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MICHIGAN REGARDING SELECTED ENTRY-LEVEL  
RESTAURANT MANAGEMENT COMPETENCIES**

**By**

**John Donald Cichy**

**A DISSERTATION**

**Submitted to:  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of**

**DOCTOR OF PHILOSOPHY**

**Department of Educational Administration**

**1991**



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## ABSTRACT

### A COMPARATIVE ANALYSIS OF THE VIEWS OF RESTAURANT MANAGEMENT INDUSTRY PROFESSIONALS IN THE GRAND RAPIDS METROPOLITAN AREA OF MICHIGAN REGARDING SELECTED ENTRY-LEVEL RESTAURANT MANAGEMENT COMPETENCIES

by

John Donald Cichy

**Purpose:** To determine the extent to which current metropolitan Grand Rapids, Michigan, restaurant management professionals in the fast-food and full-service restaurant industry segments agree whether eight human, five conceptual and thirty-six technical skills should be taught to students enrolled in undergraduate restaurant management programs.

**Method of Research:** Questionnaires were sent to restaurant managers in the metropolitan area of Grand Rapids, Michigan, as identified in the Ameritech Pages Plus, Grand Rapids Area Yellow Pages. The study included 196 fast-food and 216 full-service restaurateurs. Forty (20.4%) of the fast-food and sixty-three (29.2%) of the full-service restaurateurs returned their questionnaires.

Summary:

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Recommendations

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Summary:

- (1) Fast-food and full-service restaurant management professionals agree that 5 conceptual and 36 technical competencies should be "Learned In College" by graduates of bachelors degree restaurant management programs.
- (2) Fast-food and full-service restaurant management professionals disagree whether: human competencies should be "Learned In College" or taught "On The Job" to trainees who are graduates of bachelors degree granting restaurant management programs. The fast-food professionals believe these skills should be "Learned In College" by students. The full-service restaurateurs appear to believe that no significant difference exists between the ranking classification of "Learned In College" vs. "On The Job".

Recommendations:

- (1) Restaurant management curricula should emphasize both technical and conceptual skills mastery for students working toward a bachelors degree.
- (2) Restaurant management educational programs which emphasize placement of graduates into fast-food management training positions might well emphasize



the human, conceptual and technical competencies as skills to be "Learned In College".

(3) Restaurant management programs should monitor the changing restaurant industry demands for new skills and abilities by:

A. Repeating this study every three to five years.

B. Doing a follow-up survey of graduates to verify the appropriateness of the "Learned In College" competencies cited in this study.

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This dissertation is dedicated to my wife,  
Karen Frances Miehke-Cichy



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## ACKNOWLEDGEMENTS

The researcher wishes to express his appreciation to the restaurant industry professionals who responded to the questionnaire upon which this study focuses.

I would also like to give thanks to Dr. James E. Snoddy for his guidance and advisement during this past year as my dissertation director. Appreciation is also expressed to Dr. Richard E. Gardner, Dr. Robert P. Poland, and Dr. Fred R. Whims for serving as members of my Ph.D. guidance committee.

I would also like to express my gratitude to my employer, Davenport College, for its gracious financial support and understanding over the course of these past three years with regard to my doctoral studies.

A special thank you to Karyl L. Peuler for her patience, speed, and competent assistance in preparing this manuscript. My appreciation is also expressed to Professor Joseph F. Kearney for his statistical expertise.

The following individuals also knowingly or unknowingly contributed to my success on my sojourn toward my Ph.D.: Dr. Howard W. Hickey, served and will continue to serve as my role model for teaching excellence; the late Coach John

(Jake)  
and th  
attain  
wife,

(Jake) M. Ciccone, who taught me the meaning of commitment and the satisfaction one can experience from goal attainment. Last but not least, I would like to thank my wife, Karen, who never wavered in her faith in my abilities.

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## CHAPTER 1

### INTRODUCTION

The foodservice industry had experienced dramatic growth during the 1980's. Total sales for 1980 were 115 billion dollars. Restaurant & Institutions Magazine's Bureau of Foodservice Research reported that total sales for the year 1990 grew over 122% from 1980 to 256.412 billion dollars. The full-service restaurant segment comprised of fine dining, casual/theme, cafeterias and family dining restaurants totaled 79.286 billion in sales in 1990. Additionally, the fast-food segment of the foodservice industry consisting of burger, pizza, chicken, sweets, sandwiches, Mexican, and seafood restaurants reached sales of 82.545 billion dollars. Together, the full-service and fast-food restaurant segments which are number one and two respectively in terms of sales, comprised 63.1% of the total restaurant industry sales for 1990.<sup>1</sup>

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<sup>1</sup>"1991 Annual Forecast," Restaurants and Institutions, January 9, 1991, pp. 32-105.



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In light of the tremendous growth in the foodservice industry and the corresponding need for competent managers, some academicians in this field have expressed concern over the extent to which tomorrow's graduates of hospitality education programs will be able to meet the managerial demands of the restaurant industry during the 1990's. To explore this concern and others, a dean's roundtable was held in 1989 to discuss the future of hospitality education. Nine deans or program directors from the major hospitality education programs in the United States discussed a number of issues they believed would concern hospitality educators during this decade. The following universities were represented at this forum: Michigan State University, University of Houston, Cornell University, University of New Haven, University of Massachusetts-Amherst, Texas Tech University, Virginia Polytechnic Institute and State University, and Northern Arizona University. Professor and Department Head Michael D. Olsen from Virginia Polytechnic Institute and University spoke of the quality of hospitality program graduates as being the most crucial consideration in the continuing relationship between academe and the hospitality industry. He expressed concern that hospitality programs may not be producing competent graduates who possess the necessary managerial skills and abilities to be effective in the 90's. Olsen states:

My feeling is that unless hospitality programs truly begin to differentiate themselves from other programs

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on campus with respect to curricula designed to make our graduate valuable products to this industry, then industry executives will continue to look elsewhere for future managers. At present few industry executives look to hospitality educators for assistance in solving industry problems. We must become more than just diploma factories for entry-level management personnel.<sup>2</sup>

One can only wonder if the hesitancy which those in the industry seem to possess in terms of calling upon hospitality educators to assist in solving industry problems as expressed by Olsen, is a reflection of how "out of touch" the hospitality industry perceives the world of academe to be regarding competency-based hospitality education.

The growth in hospitality education programs throughout the country over the course of the last decade has negatively impacted, in an unexpected manner, upon the development of competency-based hospitality management curricula. According to Hart, Spizizen and Muller:

As the number and extent of HRI (Hotel, Restaurant and Institutional Management) programs continues to grow nationwide, and out of necessity the faculty positions to teach these programs are filled by academics with little or no direct industry experience, the gap between these two perspectives will have a potential for widening. This is not an advantageous outcome...<sup>3</sup>

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<sup>2</sup>Olsen, Michael D., "Educators Forum, Dean's Roundtable: The Future of Hospitality Education," The Cornell Hotel and Restaurant Administration Quarterly, Vol. 30, No.2, August 1989, p. 45.

<sup>3</sup>Hart, W.L., Spizizen, Gary S. and Muller, Christopher C., "Management Development In The Foodservice Industry," Hospitality Education and Research Journal, Vol. 12, No. 1, 1988, p. 15.

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It appears to be critical for hospitality educators to give serious thought to resolving the dilemma presented by Hart, Spizizen and Muller. One way to do this is for hospitality management educators to make a serious effort toward designing restaurant management curricula "in tune" to the needs of industry. As stated by E. Allen Wetherell of the Educational Institute of the American Hotel and Motel Association:

In the relative absence of new industry-experienced restaurant management educators, it becomes crucial that restaurant management programs be attuned to the needs and wants of industry practitioners when it comes to the design of restaurant management curricula. To the best of our knowledge, no definitive study exists which cites the beliefs of full-service and fast-food restaurant management practitioners with regard to the competencies required by industry for entry-level restaurant management trainees.<sup>4</sup>

#### Statement of the Problem

It is important for entry-level restaurant management trainees to possess industry desired human, conceptual and technical competencies upon their graduation from bachelor degree granting restaurant management programs of study. This is especially so when restaurant business professionals have the expectation that certain competencies should have been learned by newly hired management trainees while they

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<sup>4</sup>Wetherell, E. Allen, The Educational Institute of the American Hotel and Motel Association, East Lansing, Michigan, Interview February 23, 1990.

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were attending institutions of higher education. As a result, some restaurant management practitioners who hire entry-level management trainees expect their newly-hired trainees to be able to immediately demonstrate their mastery of specific restaurant management competencies by applying what they learned in college to on-the-job work situations. Yet, how can competency-based undergraduate restaurant management programs of study be developed without ascertaining what "common ground" exists among restaurant industry practitioners regarding the competencies they perceive as important for entry-level restaurant managers?

There appears to be a very small body of research literature which identifies specific entry-level restaurant management competencies as viewed by restaurant management professionals. Furthermore, there is no quantitative data in the literature which specifically correlates the perceptions of restaurant industry professionals in the fast-food and full-service restaurant segments. This is with regard to what both segments believe should have been learned by a graduate of a bachelor's degree restaurant management program. The absence of quantitative data has been confirmed via a search of existing literature by Ms. Susan F. Mills, Director of the Educational Foundation of the National Restaurant Association.<sup>5</sup> Therefore, this

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<sup>5</sup>Written Correspondence from Mills, Susan F., National Restaurant Association, Washington, D.C., February 6, 1991.



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question merits further study.

To further substantiate the need for a definitive study identifying competencies important for entry-level restaurant management trainees who are graduates of bachelor degree granting institutions, Robert B. Garlough, CEC, CCE, ACC, Director of Food Services and Hospitality Education at Grand Rapids Junior College in Grand Rapids, Michigan, states:

A concise study of the necessary competencies needed by entry-level restaurant managers in the fast-food and full-service restaurant segments would be of terrific benefit to both junior and senior level educational institutions offering restaurant management degree programs. Too often, curricular decisions are made with little justification or precise information. This study would be a valuable reference for educators involved in every phase of curricular development, from actual course content to specific final competency testing. I am unaware of any major study that defines these competencies for entry-level restaurant managers.<sup>6</sup>

In spite of the growing call for educators to identify the competencies needed by entry-level restaurant managers in the business sector, no current literature was found by the researcher specifically identifying competencies needed by entry-level restaurant managers in the full-service and fast-food restaurant industries.

Ms. Deborah Helmer of the Michigan Restaurant Association provided further support that the issue of "competence" has not been dealt with in the Michigan

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<sup>6</sup>Garlough, Robert B., Grand Rapids Junior College, Grand Rapids, Michigan, Interview June 22, 1990.

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## Restaurant Industry Literature:

To my knowledge, no such literature exists at our association which identifies a specific list of full-service and fast-food restaurant management competencies which educators ought to develop in their restaurant management students.<sup>7</sup>

## Purpose and Objective of the Study

The general purpose of this investigation is to determine the appropriate mix of human, conceptual and technical competencies which restaurant business professionals in the hospitality industry expect college graduates of bachelor degree granting restaurant management programs to possess upon graduation.

The human, conceptual, and technical competency statements utilized in this study were selected, modified, and updated by the researcher from an existing hotel and restaurant management competencies questionnaire developed by James Buergermeister at the University of Wisconsin, Stout.<sup>8</sup> The foodservice competency statements utilized in the Buergermeister survey appear to originate from a restaurant management competencies study conducted by

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<sup>7</sup>Telephone Interview with Deborah Helmer, Michigan Restaurant Association, East Lansing, Michigan, February 23, 1990.

<sup>8</sup>Buergermeister, James, "Hotel and Restaurant Management Questionnaire" (Unpublished Ed.S. Thesis, University of Wisconsin, Stout, 1982).

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Mariampolski, Spears, and Vaden at Kansas State University.<sup>9</sup>

The specific objective of this study is to identify the extent to which current restaurant management professionals in the fast-food and full-service restaurant industry segments agree whether the following human, conceptual and technical competencies should be taught to students in college (Learned In College). The human competencies in this study are:

1. Understand human relations and how to motivate personnel to perform effectively.
2. Delegate appropriate tasks to others.
3. Develop community relations and involvement by actively participating in civic/trade association activities.
4. Conduct orientation of new personnel.
5. Perform in-service training of personnel.
6. Maintain effective communication with personnel.
7. Treat customer satisfaction as top priority.
8. Train personnel to service customers graciously.

The conceptual competencies include:

1. Use marketing analysis for decision making (example: service hours, expansion, new amenities).

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<sup>9</sup>Mariampolski, Arnold, Spears, Marian C., and Vaden, Arlene G., "What the Restaurant Manager Needs to Know: The Consensus," The Cornell Hotel and Restaurant Administration Quarterly, November 1980, pp. 77-81.

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2. Develop long- and short-range organizational goals and objectives.
3. Conceptualize the total operation
4. Understand the social/ethical responsibilities of management.
5. Develop menus which incorporate new trends in hospitality industry.

The technical competencies are:

1. Analyze financial statements in order to evaluate operational performance.
2. Justify equipment purchases with cost/benefit and payback data.
3. Write job descriptions and specifications for personnel.
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.
5. Establish a maintenance schedule for equipment.
6. Establish a maintenance schedule for facilities.
7. Maintain accurate and appropriate records for reporting purposes.
8. Implement an inventory control system.
9. Know and understand state, local, and federal labor laws relating to personnel management.
10. Develop methods for evaluating customer satisfaction regarding product and service mix.



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11. Prepare department income and expense budget.
12. Understand the interview and personnel selection processes.
13. Operate equipment properly and safely.
14. Plan sanitation schedules and procedures that conform to state and local regulations.
15. Possess technical knowledge in all areas of energy conservation.
16. Possess technical knowledge regarding maintenance of equipment and property.
17. Understand management's and labor's part in collective bargaining.
18. Implement a preventive maintenance program for departments.
19. Understand the capabilities and limitations of computers.
20. Possess the ability to select computer software.
21. Possess "hands-on" experience with computer systems and software.
22. Know how to select computer hardware.
23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.
24. Possess effective writing and documentation skills.
25. Possess knowledge of the legal problems

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pertaining to contracts and the impact of laws on the restaurant industry.

26. Understand how to implement standard food, beverage, and labor control procedures.
27. Develop selling prices based on operation cost, expected profit and competition.
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).
30. Possess technical skills in receiving, storage, and issuing of food and beverage.
31. Analyze menu as to nutritional content.
32. Prepare daily food production schedule.
33. Identify food items accurately (truth in menus).
34. Analyze menu for cost, selling price, and customer satisfaction.
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.

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## Research Question

The specific objective of this research investigation is to answer the following question. To what extent, are current fast-food and full-service restaurateurs in agreement as to whether the preceeding human, conceptual and technical competencies should be taught to students enrolled in bachelor degree granting restaurant management programs?

## Hypothesis

The following null hypothesis is postulated for this study.

H<sub>0</sub>: No significant difference exists between the ranking classifications of human, conceptual and technical competencies as "Learned In College (LIC)" vs. "On-The-Job (OJT)" for entry-level restaurant management trainees possessing bachelor's degrees in restaurant management as associated with full-service vs. fast-food restaurant management professionals.

## Limitations of the Study

The following limitations exist in this study:

1. This study will be conducted in a relatively job specific area of the hospitality industry referred to as restaurant management. Due to a paucity of

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literature on this specific subject and due to the fact that this is an exploratory study, analysis and conclusions will not be conducted on any past studies of this nature.

2. This study will be limited by the final judgments of the researcher with regard to his interpretation of meaningful differences of opinion among the restaurant management professionals concerning their rankings of specific competency statements.
3. This study is limited to survey data gathered from restaurant industry professionals in the Grand Rapids metropolitan area of west Michigan.

#### Summary

Those in business and industry are becoming insistent that college educators be held accountable for teaching relevant competencies to students enrolled in bachelor degree granting restaurant management programs. Some industry leaders feel that the students' transition from the academic world into the industry will be successful only if the competencies they learn in college closely parallel those skills and abilities needed on the job. Yet, some restaurant management educators set inconsistent standards for students in terms of competencies which must be mastered while attending college. Is it detrimental for restaurant



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management educators to assume that they are teaching the appropriate mix of human, conceptual and technical competencies without justification that those competencies are indeed needed on-the-job?

### Definition of Terms

Important terms as they relate to this study are operationally defined as follows:

Restaurant Industry - A business activity comprised of a number of profit-seeking components which operate to meet lodging, recreational, vacation and conference needs of individuals and/or groups. The industry includes all eateries, institutions, drinking establishments, and hotels which offer food to the local and transient populations.

Foodservice Industry - A synonym for Restaurant Industry.

Hospitality Industry - Business activities comprised of a number of profit-seeking components which operate to meet lodging, recreational, vacation, and conference needs of individuals and/or groups. The industry includes all eateries, institutions, drinking establishments, hotels, motels, and motor inns which offer food and/or lodging to the local and transient populations.

Full-Service Restaurant - A category of the restaurant industry including fine dining, casual/theme, cafeteria and family dining restaurant segments which do not offer counter service.

Fast-Food Restaurant - A category of the restaurant industry including burger, pizza, chicken, sweets, sandwiches, Mexican and seafood restaurant segments which offer counter service.

Restaurant Management - The art and science of planning, organizing, staffing, directing and controlling the profit-seeking components of the restaurant industry.

Hospitality Management - The art and science of planning, organizing, staffing, directing, and controlling the profit-seeking components of the restaurant, hotel, motel, and institutional management industries.

Hotel, Restaurant and Institutional Management - A synonym for Hospitality Management.

Competency - The minimum permissible emotional behavior, motor skills, judgment and/or knowledge which a newly hired employee is expected to possess based on a standardized level of job performance.

Restaurant Management Professional - A broad term referring to operations managers, personnel managers, assistant managers and supervisors who work in the restaurant industry and place or hire students in entry-level restaurant management positions.

Restaurant Management Practitioner - A synonym for Restaurant Management Professional.

Restaurant Management Educator - A term which refers to directors, coordinators, department heads, deans, and

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professors in four-year collegiate programs of restaurant management studies who administer and/or teach restaurant management students.

Hospitality Educator - A term referring to directors, coordinators, department heads, deans, and professors in four year collegiate programs of restaurant, hotel, motel, and institutional management studies who administer and/or teach hospitality management students.

Human Skill - Ability to work effectively as a group member and to build cooperative effort in the team.

Conceptual Skill - The ability to view the enterprise as a whole and to visualize how the various functions of an organization depend on one another.

Technical Skill - Understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques.

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## CHAPTER II

### REVIEW OF SELECTED LITERATURE

Some restaurant business enterprises have begun to place greater emphasis on determining "competencies" of prospective employees for entry-level restaurant management training positions. Restaurant business and industry leaders are very much aware of the importance of matching an entry-level employee's college-learned competencies to the skills and specifications needed for a restaurant management position. The administrators of restaurant business firms find it difficult to tolerate the costly employee turnover which may be due, in part, to a poor match between the required competencies of a given position and those competencies which are learned in college by the management trainee. In spite of this, restaurant management schools offering undergraduate degrees have not yet concentrated their efforts toward ascertaining the extent to which the competencies they teach to their restaurant management students correlate with the competencies desired by business and industry.

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A competency study was conducted by Richard Tas, a professor at the University of North Texas to determine a specific list of competencies needed by management trainees in the hotel management field. Tas surveyed 75 top U.S. hotel general managers to determine the most important competencies (from a list of 70) for hotel management trainees. The results of the Tas study do not bring direct evidence to bear upon this study of restaurant management competencies. This is because the Tas study concentrated on the field of hotel management. Yet, the following comments by Tas do have some application to this study of competencies important for restaurant management trainees. Tas states:

In an environment of increasing complexity, it is important that graduates of university programs in hotel and restaurant management be able to function effectively as management trainees. Recruitment would be substantially more successful if the would-be managers had attained competency in the specific areas that make for an effective manager.<sup>10</sup>

#### Definition of Competence

Tas goes on to provide a definition of job competencies. He says:

Job competencies are those activities and skills judged essential to perform the duties of a specific position. Competence in the performance of these duties is based on one's ability to accomplish specific job-related tasks and assume the role connected to the position. Entry-level

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<sup>10</sup>Tas, Richard F., "Teaching Future Managers," The Cornell Hotel and Restaurant Administration Quarterly, Vol. 29, No. 2, August 1988, P. 41.

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competencies include those that are performed independently by the manager trainee, as well as those that require guidance from a professional or supervisor.<sup>11</sup>

According to Ms. Mary B. Esteves of the New York-based McBer and Company Management Research Training Corporation, a "competency" can be defined as "as empirically measurable characteristic of the individual that can be shown to cause or predict outstanding performance in a given job."<sup>12</sup>

Webster's dictionary defines "competency" as "sufficient means for one's needs; having requisite or adequate ability or qualities."<sup>13</sup>

#### Importance of Competency-Based Education

Raymond Thomas, chief editor of Management Today magazine states:

Amidst the many proposals of the management charter initiative one word recurs--competence. Hitherto management education and development have kept distinct, however false such a separation may be in practice. We have persisted with awards in management studies. The notion that there are key skills in management which can be developed in a variety of ways has been set aside to the hope that experience will resolve everything. But experience as such is not the same as experiential learning: that is, the derivation of lessons from experience and their use as a guide to future action. Experience also involves exposure to a variety of

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<sup>11</sup>Ibid., pp. 41-42.

<sup>12</sup>Esteves, Mary B., A presentation at the Training '83 Conference, New York, New York, December 7, 1983.

<sup>13</sup>Guralink, David B., (Ed.) Webster's New World Dictionary. New York, New York: Warner Books Incorporated, 1984.

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situations in which lots of factors interact; personal competencies may be only one aspect of subsequent performance. If so, why all this emphasis on "competencies" at this time?.....

Current studies...recognize the need to acquire and apply knowledge and skill in the context of management in action. This is expressed in terms of the development of competencies.<sup>14</sup>

Thomas suggests that most management competencies studies are held bound by the seemingly unavoidable truism that management roles and tasks appear to vary almost infinitely. Yet, he argues that in spite of this contention, all managerial positions require the application of specific knowledge and skills. He further states:

Once these (knowledge and skills) have been more clearly identified, they can be translated into one of many possible programmes of learning and experience.<sup>15</sup>

In discussing the practical application of competency-based management education, Thomas concludes:

This (competency-based education) represents a major change of emphasis from measuring education and training in terms of knowledge inputs to doing so in terms of outputs--the ability to apply knowledge and skill to management tasks. It is here that some of the biggest challenges and opportunities arise. There are many ways in which such competencies can be developed. They range from formal courses conducted by educational institutions to particular aspects of job performance...There is no one approach which has all round superiority.<sup>16</sup>

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<sup>14</sup>Thomas, Raymond, "Competence Matters," Management Today, March 1989, p. 5.

<sup>15</sup>Ibid.

<sup>16</sup>Ibid.

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## Components of Competency

James Becker discussed the six components of a "competency" relative to training efforts in the business sector.<sup>17</sup> They include:

1. Knowledge: The state of understanding. For instance, a manager might be required to know how to write employee job specifications and descriptions.
2. Understanding: Comprehension or the ability to make a specific interpretation. An example of this might include a manager's ability to comprehend how a job description relates to a job specification.
3. Skill: An ability or proficiency. This might include the manager's ability to actually write a job description or specification.
4. Value: Beliefs or standards. An example might include a manager's belief that writing job descriptions and specifications is a waste of time because no one really follows them anyway.
5. Attitude: One's disposition or opinion. A manager might have an opinion that even though job descriptions and specifications are not used in

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<sup>17</sup>Becker, James, "Competency Analysis: Looking at Attitudes and Interests as Well as Technical Job Skills," Training, vol 14., 1977, pp. 21-22.

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6. Interest: A manager's motivation and desire to be involved in executing a task. For instance, a manager should be interested in writing job descriptions and specifications.

The importance of Becker's discourse on the six components of a competency lies in the fact that before management competencies can be developed by educational institutions, it appears as though a consensus should be reached among restaurant business professionals as to what constitutes the "knowledge" portion of the managerial competencies. Until this occurs, it is impossible to incorporate the other five components of a competency into an educational delivery system which meets the expectations and needs of the restaurant industry.

#### Competency Acquisition Process

According to "The Competency Acquisition Process" developed by the management training and research organization of McBer and Company, there are five steps necessary to acquire a competency in an educational or training situation.<sup>18</sup> They include:

1. Recognition: Being able to identify the specific components--actions and thoughts--in demonstration of the competence.

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<sup>18</sup>"Competency-Based Programs: What Really Matters for Performance Improvement," New York, New York, McBer and Company, 1983.

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2. Understanding: Being able to explain how the competencies would look and work in one's situation--present and past--and how the competencies interact with other competencies.
3. Self Assessment: Understanding the level of competence required for effective performance in a job, and assessing one's actual level against that which is required.
4. Skill Development: Practicing the competencies identified for improvement in a structured, supportive situation, in which feedback is given on the quality of the demonstrated competencies.
5. On-the-Job Application: Using the new competencies in the job, by analyzing a situation, selecting the appropriate competency, and effectively applying it.

The significance of McBer's "Competency Acquisition Process" is similar to the Becker components discussed earlier inasmuch as both call for a "recognition" (McBer) or "knowledge" (Becker) of a specific competency before it can be incorporated into an educational or training situation.

#### Competency-Based Education

The development of a competency-based education is not new to the field of higher education. Bell spoke of the increasing interest among universities and colleges to implement competency-based education in various areas of study. She defines "competency-based education" as the identification of specific behaviors involving learned skills, talents, feelings, dispositions, and judgments. Bell writes:

The concept of competency-based education has emerged from an emphasis on goal-orientation and

individualization which is at the heart of what constitutes a competency in the given field.

Entry-level competencies...are competencies which the individual should be able to perform independently, as well as those which require guidance from a specialist, at least in the first position or job.<sup>19</sup>

Bell states that there are "guidelines" to keep in mind when establishing a competency-based education model.

Before any other steps are taken, a minimum level of expected performance concerning entry-level management competencies must be established. Bell seems to imply that what is needed is a survey approach by educators towards business and industry with the aim of educators identifying the specific competencies of a given profession.

Gale and Pol support Bell's implication by asserting that the first step in planning for a competency-based education program is the identification of competencies needed for successful execution of one's job responsibilities.<sup>20</sup> Furthermore, all three authors agree that competency statements can be developed by means of surveying experts in the field to identify competencies unique to a specific profession.

Bell further indicates that a competency-based

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<sup>19</sup>Bell, Camille G., "Role vs. Entry-Level Competencies in Competency Based Education," Journal of the American Dietetic Association, August 1976, pp. 133-134.

<sup>20</sup>Gale, Larrie E., and Pol, Gaston, "Competence: A Definition and Conceptual Scheme," Educational Technology, June 1975, p. 19.

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educational program should provide as much opportunity as possible for a student to engage in, or perform a specific realistically simulated competency. Bell states:

No longer can we, as educators ask ourselves merely: 'what do I want students to learn in my course?' The studies and learning opportunities of students must meet specific objectives developed on assessed needs in the profession.<sup>21</sup>

### The Competent Manager

In a work commissioned by the American Management Association and authored by Richard E. Boyatzis entitled "The Competent Manager: A Model for Effective Performance", Boyatzis describes the results of studies which identified specific managerial competencies shared by competent managers in business and industry.<sup>22</sup> He presents various "management clusters" consisting of sets of general characteristics of the competent managers that relate to each other. Five "cluster" areas are discussed by Boyatzis and they are as follows:

1. Goal and Action Management Cluster. Findings... in the cluster indicate that effective managers in middle and executive-level management positions demonstrate more of the competencies. The manager must have a desire to impact on others (i.e., concern with impact) to get others to accept and work toward goals and plans (i.e., efficiency orientation), or to solve problems

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<sup>21</sup>Ibid., p. 136.

<sup>22</sup>Boyatzis, Richard E., The Competent Manager: A Model for Effective Performance, New York, John Wiley and Sons, 1982, pp. 98-218.

and collect needed information (i.e., proactivity). It is also essential that the manager be able to discriminate between relevant and irrelevant information and know what is critical (i.e., diagnostic use of concepts) to the image or reputation of the products and organization (i.e., concern with impact).

2. **Leadership Cluster.** The competencies in the leadership cluster are related to effective management at middle and executive levels only. For inclusion in the competency model of management, self confidence, use of oral presentations, and conceptualization can be considered competencies.
3. **Human Resource Management Cluster.** Managing human resources in an organization involves many activities, but at a fundamental level it requires the coordination of groups of people. These groups may be work units, departments, divisions, or subsidiaries. The coordination may involve promoting cooperative efforts, resolving conflicts over the use of resources, or operational difficulties, or groups exchanging information and goods. Every one of the competencies in the human resource management cluster is related to managerial effectiveness in middle-level management jobs.
4. **Directing Cluster.** Managers with this set of competencies express themselves to others to improve subordinates' performances by giving directions, orders, commands, and performance feedback. The competencies in the directing subordinates cluster appear particularly relevant for entry-level managers.
5. **Others Cluster.** The competencies in this cluster are: (1) self control; (2) perceptual objectivity; (3) stamina and adaptability; and (4) concern with close relationships. Managers with these competencies would take a balanced view of events and people. They would withhold their personal views, needs, and desires in service of organizational needs and concerns of others. They would be concerned with understanding all sides (e.g., opinions and feelings) of an issue or conflict. They would attempt to build close relationships with others. They would not be self-centered or narcissistic, and therefore, have a focus on

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others in their environment. Entry-level managers are required to demonstrate more of each of these competencies than are managers at any other level in the organization.

It is important to note that with the exception of the "directing cluster" and the "other cluster," Boyatzis asserts that entry-level managers do not need to be overly concerned with the goal and action, leadership, and human resources clusters. Yet, feedback received from the Management Advisory Boards of Davenport College's Business Management and Restaurant and Lodging Management Departments dramatically differs from the results of the Boyatzis study. Board members repeatedly stress the relevance of competencies in the goal and action, leadership, and human resource clusters when it comes to the execution of entry-level management job responsibilities by a management trainee.

In response to the Boyatzis' conclusions, Donald W. Maine, President of Davenport College states:

I find it hard to believe that an entry-level restaurant manager would not be expected to possess competency in the goal and action, leadership, and human resource clusters as discussed by Boyatzis. In fact, all one-on-one discussions I have had with our advisory board members in the Business Management and Restaurant and Lodging Management Departments refutes the idea by Boyatzis that goal setting, conceptualization, communication ability, and human resource management are not critical competencies for the entry-level restaurant manager.<sup>23</sup>

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<sup>23</sup>Maine, Donald W., President, Davenport College of Business, Grand Rapids, Michigan, Interview July 18, 1989.

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Additionally, in some cases the Boyatzis study addresses very broad and categorical competencies which should be possessed by an entry-level manager. As a result, it is difficult to interpret how these generalized competencies can be specifically integrated as learning objectives into a four-year formalized program of undergraduate restaurant management studies. To support this belief, Michael D. Olsen of Virginia Polytechnic Institute and State University, an attendee at the 1989 dean's roundtable which discussed the future of hospitality education said:

We (as hospitality educators) have borrowed all our knowledge from the literature of other fields and from practical experience. No one has bothered to question whether this borrowed information is right for our industry.<sup>24</sup>

Mariampolski, Spears and Vaden were the first to undertake an investigation of competencies needed by entry-level restaurant managers in the field of hospitality management.<sup>25</sup> They developed a questionnaire consisting of sixty-two randomly arranged statements of assumed competencies. These competency statements had been composed in part from data on dieticians' job responsibilities and

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<sup>24</sup>Olsen, Michael D., "Educator's Forum, Dean's Roundtable: The Future of Hospitality Education," The Cornell Hotel and Restaurant Administration Quarterly, August 1989, p. 43.

<sup>25</sup>Mariampolski, Arnold, Spears, Marion C., and Vaden, Arlene G., "What the Restaurant Manager Needs to Know: The Consensus," The Cornell Hotel and Restaurant Administration Quarterly, pp. 77-81.

the feelings of individuals who were in food service management positions during the period of the investigation. The researchers sought to measure the specified competencies as being:

1. Not expected of beginning managers
2. Desirable but not essential
3. Essential for beginning managers

The investigators then proceeded to examine the questionnaire results in relation to where the competencies can be grouped in the Katz model of technical, human, and conceptual administrative skills.

#### Competency Framework

Robert Katz has created a framework in which management competencies can be grouped as technical skills, human skills, and conceptual skills. Regarding his three-skill approach to administration at any level, Katz states:

...Technical skill implies an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. It is relatively easy for us to visualize the technical skill of the surgeon, the musician, the accountant, or the engineer when each is performing his own special function. Technical skill involves specialized knowledge, analytical ability within the specialty, and facility in the use of the tools and techniques of the specific discipline.<sup>26</sup>

Katz goes on to define human skills as those skills

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<sup>26</sup>Katz, Robert L., "Skills of an Effective Administrator," Harvard Business Review, September-October 1974, pp. 90-122.

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utilized by an administrator promoting team playing and team effort within the group led by a given administrator. Katz indicates:

...as technical skill is primarily concerned with working with 'things' (processes or physical objects), so human skill is primarily concerned with working with people. This skill is demonstrated in the way the individual perceives (and recognizes the perceptions of) his superiors, equals, and subordinates, and in the way he behaves subsequently.

The person with highly developed human skill is aware of his own attitudes, assumptions, and beliefs about other individuals and groups: he is able to see the usefulness and limitations of these feelings. By accepting the existence of viewpoints, perceptions, and beliefs which are different from his own, he is skilled in understanding what others really mean by their words and behavior. He is equally skillful in communicating to others, in their own texts, what he means by his behavior.<sup>27</sup>

Finally, Katz refers to conceptual skills and mentions that all effective administrative decisions depend on the wide use of conceptual skills. Katz writes:

...conceptual skill involves the ability to see the enterprise as a whole: it includes recognizing how the various functions of the organization depend on one another, and how changes in any one part affect all the others; and it extends to visualizing the relationship of the individual business to the industry, the community, and the political, social, and economic forces of the nation as a whole. Recognizing these relationships and perceiving the significant elements in any situation, the administrator should then be able to act in a way which advances the over-all welfare of the total organization.<sup>28</sup>

As a result of the Mariampolski, et al. study of the

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<sup>27</sup>Ibid.

<sup>28</sup>Ibid., p. 93.

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Katz model and its applicability in grouping competencies in the hospitality field into one of the three aforementioned categories, Mariampolski, et al. concluded:

This admittedly limited study suggests that restaurant management curricula should help students develop technical and human skills, perhaps using simulations or, preferably coordinated work experience, since the consensus of the respondents was that conceptual skills were beyond the responsibility of the beginning commercial food service manager, such skills may be less important than technical and human skills in the Hospitality Curriculum.<sup>29</sup>

The direct application of the Katz model to management in the foodservice industry is one of the subjects of an article by Hart, Spizizen and Muller. In their discussion, they cite the works of Thomas Powers who utilized the Katz frame of reference for competency categories in the foodservice industry. The authors offer the following definitions of technical, human and conceptual skills as per Powers:

Technical management skills, explains Powers, are needed principally in unit operations by unit managers and assistants. In complex systems, these skills encompass culinary skills only to a limited extent. The essential technical skills include those necessary to supervise production, control food quality and cost, maintain sanitary conditions, interpret and act upon accounting reports, and schedule employees.<sup>30</sup>

Powers maintains that many executives who have "come

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<sup>29</sup>Mariampolski, Arnold, Spears, Marion C., and Vaden, Arlene G., "What the Restaurant Manager Needs to Know: The Consensus," The Cornell Hotel and Restaurant Administration Quarterly, November 1980, p. 79.

<sup>30</sup>Hart, W.L., Spizizen, Gary S. and Muller, Christopher C., "Management Development In The Foodservice Industry," Hospitality Education And Research Journal, 1988, p. 2-3.



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through the ranks" possess strong technical skill mastery. Yet, high amounts of technical skills mastery can reduce a manager's overall effectiveness and create an inability to get a grasp of the overall operation or to conceptualize the "big picture".

According to Hart, Spizizen and Muller, Powers defines human skills as:

...the ability to work well with others and build an effective team - are necessary at all levels of the complex organization, but they are particularly crucial at the managerial level, where supervisors and support staff serve as the vital link between top management and unit managers.<sup>31</sup>

It is the opinion of these authors that a middle level manager's success in the restaurant industry will be contingent upon his ability to "communicate with and direct others - via meetings, presentations, report writing, and evaluation group decision making, and so forth."<sup>32</sup>

Hart, Spizizen and Muller indicate that Powers describes conceptual skills as:

...involving perceiving the organization as a whole as a combination of interactive parts, and as an institution that interacts with systems external to the organization.

The need for conceptual skills in today's foodservice system - marketing, strategic planning, competitive analysis, and positioning - can hardly be questioned. No amount of technical skills will solve the complex problems facing modern management.<sup>33</sup>

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<sup>31</sup>Ibid., pp. 3-4.

<sup>32</sup>Ibid., pp. 3-4.

<sup>33</sup>Ibid., p. 4.

## Summary

An investigation was conducted of the literature on entry-level restaurant management competencies only to reveal that there is little current empirically derived information dealing with this area. It was also determined that the results of a major management competency study provides generalizations which may not be congruent with the competencies which restaurant industry practitioners feel are critical to the competent execution of the responsibilities of an entry-level restaurant management position. Therefore, it was believed that a descriptive research investigation should be conducted which gathered and analyzed the views among fast-food and full-service restaurant management professionals regarding the rank ordering of entry-level restaurant management trainee competencies.

This research investigation utilized the framework identified by Katz and supported by Powers in developing a research instrument consisting of a list of human, conceptual and technical competencies crucial to the success of an entry-level restaurant manager. The researcher distributed the instrument to a sample of restaurant industry fast-food and full-service restaurant management professionals throughout the metropolitan area of Grand Rapids, Michigan.

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## CHAPTER III

### METHODOLOGY AND RESEARCH DESIGN

The purpose of this section is to describe the methodology utilized in conducting this study. Included in this chapter is a description of the type of research employed, identification of the population sources, instrumentation, data collection, and statistical analysis of the data.

#### Type of Research

This study utilized a descriptive survey method in order to determine if a difference exists among full-service and fast-food restaurant management professionals as to their perceptions regarding selected restaurant management competencies which should be taught to students attending undergraduate degree granting restaurant management programs.

The descriptive research method utilized in this study is described in a work by L.R. Gay. Gay defines descriptive research as follows:

Descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. A

descriptive study determines and reports the way things are. Typical descriptive studies are concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures. Descriptive data are usually collected through a questionnaire survey, interviews, or observations. ...the descriptive researcher has no control over what is, and can only measure what already exists.<sup>34</sup>

This investigation employed a survey design to take a one-time measure of restaurant management practitioners. The intent was to describe that which existed at the time the measure was taken rather than to measure cause and effect. Consequently, there was no attempt to measure independent-dependent variable relationships.

### Population

The study included the entire population of fast-food and full-service restaurants identified in the Ameritech Pages Plus, Grand Rapids Area Yellow Pages.<sup>35</sup> Restaurants from geographic locations including Ada, Caledonia, Grand Rapids-Downtown, Grand Rapids-Northwest, Grand Rapids-Southeast, Grand Rapids-Southwest, Grandville, Hudsonville, Jenison, Lowell, Marne, Rockford, Sparta, and Wyoming were included in this investigation. All cities are located in the Grand Rapids metropolitan area of West Michigan. In

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<sup>34</sup>Gay, L.R., Educational Research, Competencies for Analysis and Application, Third Edition, (Columbus, Ohio: Merrill Publishing Co., 1987), p. 189.

<sup>35</sup>Ameritech Pages Plus Grand Rapids Area Yellow Pages, Ameritech Publishing Inc., 1990-91, pp. 894-906.

all, a total of 196 fast-food and 216 full-service restaurant industry professionals were surveyed including presidents, vice presidents, owners, district managers, general managers, managers, assistant managers, and training directors. The years of on-the-job management experience of the professionals was not controlled, with no mandatory number of years of on-the-job experience required as a prerequisite to participation. Male and female restaurant management professionals were surveyed. Income and age of the populations was not controlled. The precision of the results of the population samples is discussed in Chapter IV - Findings.

#### Development of the Instrument

The pilot study survey instrument was derived from a previous questionnaire on hotel and restaurant management competencies utilized in an unpublished study by James Buergermeister, at the University of Wisconsin, Stout.<sup>36</sup> The Buergermeister survey was updated and modified by the researcher to make it suitable for this investigation of restaurant management competencies. At the conclusion of the pilot study, the revised questionnaire consisted of 49 human, conceptual and technical management competency

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<sup>36</sup>Buergermeister, James, "Hotel and Restaurant Management Questionnaire" (Unpublished Ed.S. Thesis, University of Wisconsin, Stout, 1982).

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statements. All of the statements were answered simply with a check in a box designating that skill to be in the opinion of the respondent a competency that:

1. (LIC) should be learned in college; therefore, it is a competency which the student should possess upon graduation.
2. (OJT) is best acquired through on-the-job training; therefore, it does not need to be taught in college.
3. (UN) is unimportant, which means the respondent feels that the student would seldom have to perform the task on-the-job; therefore, it does not need to be learned while in college.

The survey instrument is divided into 3 sections. Section I consists of 37 general management statements which indicate specific competencies which might be performed by an entry-level restaurant management trainee in business and industry. Section II consists of 12 food service and restaurant management-related competencies performed by an entry-level restaurant manager. All 49 competency statements in Section I and II were confirmed to be valid competency statements by a panel of restaurant industry experts. This validation process is further explained later on in this chapter. There were no wrong or right answers for either sections I or II. Questions numbered 39 and 40 in section I and question 13 in section II allowed the

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respondents to list and classify other competencies which they felt had been omitted from the survey.

Section III is composed of four questions which solicited general information from the respondents concerning the specific segment of business and industry in which they are employed, seating capacity for their restaurant, and titles and positions of the respondents. In addition, space was provided for the respondents to list additional comments and to indicate if they desired a copy of the survey results to be mailed to them upon tabulation of the data.

#### Pilot Study of the Instrument

A pilot study was undertaken in early May of 1990 to test the instrument for data analysis and suitability for its intended purposes. A sample of five restaurant management industry practitioners and/or educators with an average of 20.8 years of restaurant management and/or hospitality education experience was sampled. The five pilot panel members were:

Bradley M. Schmitz, Food and Beverage Director at the Sheraton Inn, Kalamazoo, Michigan. Mr. Schmitz had seven years of hospitality industry experience in restaurant management.

Mary M. Fazer, Restaurant Manager at the Chicago Hyatt Regency Hotel, Chicago, Illinois. Ms. Fazer had fourteen

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years experience as a restaurant manager.

Dr. Ronald F. Cichy, Director of the School of Hotel, Restaurant and Institutional Management, Michigan State University, East Lansing, Michigan. Dr. Cichy had twenty-five years of hospitality business/education experience.

Susan E. Merrill, Regional Foodservice Manager for the Canteen Service Company in Grand Rapids, Michigan. Ms. Merrill had thirty-eight years of experience in the restaurant and contract foodservice management industries.

Robert B. Garlough, M.A., CEC, CCE, AAC. Director of Foodservices and Hospitality Education at Grand Rapids Junior College, Grand Rapids, Michigan. Chef Garlough had twenty years of foodservice management/hospitality education experience.

The pilot panel members were contacted by telephone to secure their involvement in the pilot study. They were mailed a letter of explanation, the survey instrument and comment page along with a self-addressed, stamped return envelope. Each panel member was asked to review the instrument as to its suitability and validity for surveying restaurant management competencies.

All five panel members responded to the pilot study request. The feedback provided by the panel members suggested that the survey instrument appeared to be valid and appropriate for its intended purposes. One panel member recommended that the following three additional competencies

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be included in the final survey instrument for the mass mailing:

1. Understand the social/ethical responsibilities of management.
2. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.
3. Identify alternative non-traditional sources of labor for the restaurant enterprise.

Competency statements number 1 and 2 were included on the final survey as competencies number 36 and 37 respectively under Section I - Management Tasks. Competency number 3 was included under Section II - Food Service and Restaurant Related Statements as competency statement number 12 on the final research survey.

Upon modification of the questionnaire to reflect the recommended change suggested by the pilot panel, the researcher presented the survey instrument for review to Michael Sciarini, a visiting lecturer at Michigan State University in the School of Hotel, Restaurant and Institutional Management. Sciarini, a former hospitality management executive stated:

Based upon my experience both in the field and in the classroom, I believe that this instrument is a valid way to survey entry-level restaurant management competencies.

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I find the survey to be comprehensive and easy to complete in a timely fashion which is important for "busy" restaurant professionals.<sup>37</sup>

### Collection of Data

The final survey instrument and cover letter were sent to 216 full-service and 196 fast-food restaurant industry professionals on July 13, 1990. The cover letter was typed on Davenport College stationary and personally signed by the researcher. A self-addressed, stamped envelope was included in the mailing with a requested return date of July 27, 1990. By July 27, 12 fast food and 21 full service restaurant management professionals had responded to the survey. Respondents returning the questionnaire were noted by means of a coding system on the return envelope. A second mailing was prepared on August 3, 1990, which asked the respondents to return the questionnaire as soon as possible. By August 17, 40 of the 196 (20.4%) fast-food restaurant industry practitioners and 63 of the 216 (29.2%) full-service restaurant management professionals had returned their questionnaires.

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<sup>37</sup>Interview with Michael Sciarini, Michigan State University, East Lansing, Michigan, July 3, 1990.

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## Data Analysis

The data were tabulated via a desktop computer utilizing Lotus 1-2-3. Correlations between the fast-food and full-service restaurant professionals' groups were calculated for each individual competency in terms of the respondents classification as one which: (LIC), should be Learned In College, or (OJT), should be learned by means of On-The-Job Training and not in college. No correlations were conducted between fast-food and full-service restauranteurs regarding the (UN) classification, which meant that the competency is Unimportant and does not need to be learned in college or on-the-job. A hypothesis was tested for significance using the Mann-Whitney U test statistics. These statistical procedures are described in detail by Mason and Lind.<sup>38</sup>

The Mann-Whitney is a non-parametric test utilized to test randomly presented sets of data which can be ranked. These test statistics require that the samples must be independent of each other as indicated by the fast-food and full-service restaurant management professionals' groups which were studied.

The Mann-Whitney U test is computed as two statistics, U and  $U^1$  and is expressed as:

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<sup>38</sup>Mason, Robert D., and Lind, Douglas A., Statistical Techniques in Business and Economics, (Homewood, Illinois: Richard D. Irwin, Inc., 1990), pp. 649-653.

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$$U = n_1 n_2 + \frac{n_1(n_1+1)}{2} - \Sigma R_1 \qquad U^1 = n_1 n_2 + \frac{n_2(n_2+1)}{2} - \Sigma R_2$$

where:

- $n_1$  is the size of one sample.
- $n_2$  is the size of the other sample.
- $\Sigma R_1$  is the sum of the ranks for the sample designated as 1.
- $\Sigma R_2$  is the sum of the ranks for the sample designated as 2.

The .05 level of significance was utilized to evaluate the statistical test results produced by the Mann-Whitney based upon the critical values (CV) of Z for a one-tailed test where CV = 1.645. Data are assumed to be normally distributed such that the test statistic  $Z = \frac{U - U_1}{U}$ .

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## CHAPTER IV

### FINDINGS

Chapter IV presents the results of the study. The results are presented in tabular form accompanied by descriptions of significant components of the tables.

#### Description of Respondents

This study surveyed 196 fast-food and 216 full-service restaurant management professionals to identify to what extent they agree as to the selected competencies important for entry-level restaurant management trainees. Forty of the 196 fast-food and 63 of the 216 full-service restaurant management practitioners responded to the survey. This represented a 20.4% return for the fast-food professionals and a 29.2% return for the full-service restauranters. The data in the Tables 1, 2, 3 and 4 describe the relevant classification of restaurants responding to the survey, number and percent of industries responding, seating size of restaurants and the position/title of the respondents.

**Table 1**

**COMPANIES RESPONDING TO QUESTIONNAIRE BY NAME,  
NUMBER AND PERCENTAGE OF CLASSIFICATIONS**

Company	Number Returned		Percent of Total	
	Fast-food	Full-Service	Fast-food	Full-Service
Fine Dining	0	18	0.0%	28.6%
Casual/Theme	0	24	0.0%	38.1%
Cafeteria	6	1	15.0%	1.6%
Family Dining	1	20	2.5%	31.7%
Fast-Food/Burgers	6	0	15.0%	0.0%
Fast-Food/Pizza	6	0	15.0%	0.0%
Fast-Food/Chicken	4	0	10.0%	0.0%
Fast-Food Sweets	0	0	0.0%	0.0%
Fast-Food/Sandwiches	11	0	27.5%	0.0%
Fast-Food/Mexican	4	0	10.0%	0.0%
Fast-Food/Seafood	2	0	5.0%	0.0%
<b>Total</b>	<b>40</b>	<b>63</b>	<b>100%</b>	<b>100%</b>

**Table 2**

**NUMBER AND PERCENTAGE OF INDUSTRIES  
RESPONDING TO QUESTIONNAIRE**

Industry	Number Answered For This Category/Sample Size	Percent of Total
<b>Full-Service</b>	<b>63/216</b>	<b>29.2%</b>
<b>Fast-Food</b>	<b>40/196</b>	<b>20.4%</b>



**Table 3**

**NUMBER AND PERCENTAGE OF RESPONDENTS  
CLASSIFIED ACCORDING TO RESTAURANT SIZE**

Seating Capacity of Restaurant	Number Answered For This Category		Percent of Total	
	Fast- food	Full- Service	Fast- food	Full- Service
25-50	11	0	27.5%	0.0%
51-75	7	3	17.5%	4.8%
76-100	6	8	15.0%	12.7%
101-125	3	20	7.5%	31.7%
126-150	2	12	5.0%	19.0%
151-175	2	6	5.0%	9.5%
176-200	2	6	5.0%	9.5%
Other: Take out	5	0	12.5%	0.0%
900	0	1	0.0%	1.6%
300	0	1	0.0%	1.6%
250	0	2	0.0%	3.2%
232	0	1	0.0%	1.6%
230	0	3	0.0%	4.8%
20	1	0	2.5%	0.0%
12	1	0	2.5%	0.0%
<b>Total</b>	<b>40</b>	<b>63</b>	<b>100%</b>	<b>100%</b>

**Table 4**  
**NUMBER AND PERCENTAGE OF RESPONDENTS**  
**CLASSIFIED BY TITLE/POSITION**

Position/Title	Number of Respondents		Percent of Total	
	Fast-Food	Full-Service	Fast-Food	Full-Service
President	5	3	12.5%	4.8%
Vice President	0	1	0.0%	1.6%
Owner	4	15	10.0%	23.8%
District Manager	4	0	10.0%	0.0%
General Manager	12	20	30.0%	31.7%
Manager	11	21	27.5%	33.3%
Assistant Manager	1	1	2.5%	1.6%
Training Director	3	1	7.5%	1.6%
Secretary/ Treasurer	0	1	0.0%	1.6%
<b>Total</b>	<b>40</b>	<b>63</b>	<b>100%</b>	<b>100%</b>

Demographics concerning the fast-food restaurant management professionals (Tables 1, 2, 3 and 4) reveals that the greatest proportion (11 or 27.5%) of those surveyed were employed in the "sandwich" segment of the fast-food industry. Of the 196 fast-food restaurant practitioners surveyed, 40 or 20.4% of the professionals returned their questionnaires. Twenty-seven and five tenths percent of the fast-food respondents had restaurant capacity in the 25-50 seat range. The highest proportion (30%) of the fast-food respondents held positions as "general managers" of their restaurant enterprises.

Of the full-service restaurant management practitioners, twenty-four (38.1%) were employed in the casual/theme full-service restaurant segment. Sixty-three of the 216 questionnaires mailed to full-service restauranteurs were returned which was a 29.2% response rate. Twenty (31.7%) of full-service restaurant practitioners were employed at restaurants with a seating capacity in the 101-125 seat range. Of the full-service restaurant professionals, the highest proportion (30%) held the position of "general manager".

### Survey Results

Appendix C provides a summary of the results of all questions presented on the survey instrument. The number and percentage of fast-food, full-service and total

restaurant management professionals who classified a specific competency as one which should be in the opinion of the respondent a competency that:

1. (LIC) should be learned in college; therefore, it is a competency which the student should possess upon graduation.
2. (OJT) is best acquired through on-the-job training; therefore, it does not need to be taught in college.
3. (UN) is unimportant, which means the respondent feels that the student would seldom have to perform the task on-the-job; therefore, it does not present a need to be learned while in college.

No additional competency statements were suggested by the respondents for questions I-38 and 39 or question II-13 on the survey instrument.

In addition, the number and percentage of respondents classified by specific segment of the industry in which they are employed, seating capacity for their restaurants, and titles and positions of the respondents are also provided.

## **Rank Order of Restaurant Professionals Learned In College (LIC) Trainee Competencies**

The specific objective of this study was to identify the human, conceptual, and technical competencies which restaurant management professionals in the fast-food and full-service restaurant industry segments believe should be taught to management trainees while they are attending college. A rank order was compiled based upon percentages of the fast-food and full-service professionals' classifications of competencies which should be learned in college (LIC). Tables 5, 6, and 7 display the rank order of importance of 8 human competencies, 5 conceptual competencies and 36 technical competencies, respectively. The following data are provided with the intent of presenting the reader with an overview of the level of agreement among the fast-food and full-service restaurateurs regarding the (LIC) trainee competencies. Please note that the competency statements are numbered as per their relative positions within the human, conceptual and technical competency categories.

Table 5

**COMPARISON OF THE RANK ORDER OF IMPORTANCE RESTAURANT MANAGEMENT PROFESSIONALS PLACED ON EIGHT HUMAN COMPETENCIES WHICH SHOULD BE LEARNED IN COLLEGE (LIC) BY RESTAURANT MANAGEMENT TRAINEES**

<b>FAST-FOOD RESTAURANT PROFESSIONALS N = 40</b>			<b>FULL-SERVICE RESTAURANT PROFESSIONALS N = 63</b>	
<b>COMPETENCIES</b>	<b>RANK ORDER</b>	<b>PERCENT</b>	<b>RANK ORDER</b>	<b>PERCENT</b>
1. Understand human relations and how to motivate personnel to perform effectively.	1	90.0%	1	66.7%
6. Maintain effective communication with personnel.	2	82.5%	3	57.1%
7. Treat customer satisfaction as top priority.	3	70.0%	2	60.3%
3. Develop community relations and involvement by actively participating in civic/trade association activities.	4.5	60.0%	7.5	3.17%

Table 5 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40			FULL-SERVICE RESTAURANT PROFESSIONALS N = 63	
COMPETENCIES	RANK ORDER	PERCENT	RANK	PERCENT
8. Train personnel to serve customers graciously.	4.5	60.0%	4	50.8%
2. Delegate appropriate tasks to others.	6	57.5%	5	44.4%
4. Conduct orientation of new personnel.	7	45.0%	6	41.3%
5. Perform in-service training of personnel.	8	30.0%	7.5	31.7%

Table 6

**COMPARISON OF THE RANK ORDER OF IMPORTANCE RESTAURANT MANAGEMENT PROFESSIONALS PLACED ON FIVE CONCEPTUAL COMPETENCIES WHICH SHOULD BE LEARNED IN COLLEGE (LIC) BY RESTAURANT MANAGEMENT TRAINEES**

<b>FAST-FOOD RESTAURANT PROFESSIONALS N = 40</b>			<b>FULL-SERVICE RESTAURANT PROFESSIONALS N = 63</b>		
<b>COMPETENCIES</b>	<b>RANK ORDER</b>	<b>PERCENT</b>	<b>RANK ORDER</b>	<b>PERCENT</b>	
4. Understand the social/ethical responsibilities of management.	1	92.5%	1	87.5%	
1. Use marketing analysis for decision making (example: service hours, expansion, new amenities).	2	87.5%	2	71.4%	
2. Develop long- and short-range organizational goals and objectives.	3	65.0%	3	66.6%	
3. Conceptualize the total operation.	4.5	42.5%	4	34.6%	
5. Develop menus which incorporate new trends in hospitality industry.	4.5	42.5%	5	25.0%	



Table 7

**COMPARISON OF THE RANK ORDER OF IMPORTANCE RESTAURANT MANAGEMENT  
PROFESSIONALS PLACED ON 36 TECHNICAL COMPETENCIES WHICH SHOULD BE  
LEARNED IN COLLEGE (LIC) BY RESTAURANT MANAGEMENT TRAINEES**

<b>FAST-FOOD RESTAURANT PROFESSIONALS N = 40</b>			<b>FULL-SERVICE RESTAURANT PROFESSIONALS N = 63</b>		
<b>COMPETENCIES</b>	<b>RANK ORDER</b>	<b>PERCENT</b>	<b>RANK ORDER</b>	<b>PERCENT</b>	
9. Know and understand state, local, and federal labor laws relating to personnel management.	1	90.0%	3	88.9%	
12. Understand the interview and personnel selection processes.	2.5	87.5%	8.5	77.8%	
24. Possess effective writing and documentation skills.	2.5	87.5%	1	93.7%	
27. Develop selling prices based on operation cost, expected profit and competition.	4	82.5%	12	75.0%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40				FULL-SERVICE RESTAURANT PROFESSIONALS N = 63	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
1. Analyze financial statements to evaluate operational performance.	5.33	80.0%	5.5	85.7%	
19. Understand the capabilities and limitations of computers.	5.33	80.0%	4	87.3%	
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.	5.33	80.0%	16.33	68.3%	
2. Justify equipment purchases with cost/benefit and payback data.	8.33	75.0%	10.5	76.2%	
25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.	8.33	75.0%	2	92.1%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40				FULL-SERVICE RESTAURANT PROFESSIONALS N = 63	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
26. Implement standard food, beverage, and labor control procedures.	8.33	75.0%	7	80.0%	
14. Plan sanitation schedules and procedures that conform to state and local regulations.	11.25	72.5%	16.33	68.3%	
21. Possess "hands-on" experience with computer systems and software.	11.25	72.5%	10.5	76.2%	
23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.	11.25	72.5%	5.5	85.7%	
34. Analyze menu for cost, selling price, and customer satisfaction.	11.25	72.5%	15	70.0%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40				FULL-SERVICE RESTAURANT PROFESSIONALS N = 63	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
7. Maintain accurate and appropriate records for reporting purposes.	15.33	70.0%	16.33	68.3%	
11. Prepare department income and expense budget.	15.33	70.0%	8.5	77.8%	
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).	15.33	70.0%	19.5	66.7%	
8. Implement an inventory control system.	18.20	65.0%	13	73.0%	
15. Possess technical knowledge in all areas of energy conservation.	18.20	65.0%	21	65.1%	
17. Understand management's and labor's part in collective bargaining.	18.20	65.0%	30	50.8%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40			FULL-SERVICE RESTAURANT PROFESSIONALS N = 63		
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
30. Possess technical skills in receiving, storage, and issuing of food and beverage.	18.20	65.0%	22	65.0%	
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.	18.20	65.0%	14	71.7%	
33. Identify food items accurately (truth in menu).	23	60.0%	25	58.3%	
10. Develop methods for evaluating customer satisfaction regarding product and service mix.	24.5	57.5%	26.5	57.1%	
31. Analyze menu as to nutritional content.	24.5	57.5%	29	51.7%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40			FULL-SERVICE RESTAURANT PROFESSIONALS N = 63		
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).	26	52.5%	28	53.3%	
3. Write job descriptions and specifications for personnel.	27.33	50.0%	19.5	66.7%	
20. Possess the ability to select computer software.	27.33	50.0%	26.5	57.1%	
22. Know how to select computer hardware.	27.33	50.0%	23.5	60.3%	
6. Establish a maintenance schedule for facilities.	30.5	37.5%	34	41.3%	
11. Possess technical knowledge regarding maintenance of equipment and property.	30.5	37.5%	35	39.7%	

Table 7 (cont'd)

FAST-FOOD RESTAURANT PROFESSIONALS N = 40			FULL-SERVICE RESTAURANT PROFESSIONALS N = 63		
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.	32.5	35.0%	23.5	60.3%	
18. Implement a preventive maintenance program for departments.	32.5	35.0%	31	49.2%	
5. Establish a maintenance schedule for facilities.	34	32.5%	32	44.4%	
32. Prepare daily food production schedule.	35	25.0%	33	41.7%	
13. Operate equipment properly and safely.	36	20.0%	36	33.3%	

Rank Order Of Fast-Food Restaurant  
Professionals Learned In College (LIC)  
vs On-The-Job (OJT) Trainee Competencies

As a prelude to the statistical analysis of data via the Mann-Whitney test statistics, the following tables provide data gathered from fast-food restaurant professionals. Tables 8, 9 and 10 provide, respectively, a comparison of the rank order of importance of fast-food restaurant management professionals placed on eight human, five conceptual and thirty-six technical competencies. The competency statements are numbered in relationship to their relative positions within the human, conceptual and technical competency categories.



Table 8

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FAST-FOOD RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON EIGHT HUMAN COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES  
N = 40**

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
1. Understand human relations and how to motivate personnel to perform effectively.	1	90.0%	8	10.0%
6. Maintain effective communication with personnel.	2	82.5%	7	17.5%
7. Treat customer satisfaction as top priority.	3	70.0%	6	30.0%
3. Develop community relations and involvement by actively participating in civic/trade association activities.	4.5	60.0%	5	32.5%

Table 8 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
8. Train personnel to serve customers graciously.	4.5	60.0%	4	40.0%
2. Delegate appropriate tasks to others.	6	57.5%	3	42.5%
4. Conduct orientation of new personnel.	7	45.0%	2	52.5%
5. Perform in-service training of personnel.	8	30.0%	1	67.5%

Table 9

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FAST-FOOD RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON FIVE CONCEPTUAL COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES  
N = 40**

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
4. Understand the social/ ethical responsibilities of management.	1	92.5%	4.5	7.5%
1. Use marketing analysis for decision making (example: service hours, expansion, new amenities).	2	87.5%	4.5	7.5%
2. Develop long- and short- range organizational goals and objectives.	3	65.0%	3	30.0%
3. Conceptualize the total operation.	4.5	42.5%	1	55.0%
5. Develop menus which incorporate new trends in hospitality industry.	4.5	42.5%	2	32.5%

Table 10

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FAST-FOOD RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON 36 TECHNICAL COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES  
N = 40**

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
9. Know and understand state, local, and federal labor laws which relate to personnel management.	1	90.0%	30.20	10.0%
12. Understand the interview and personnel selection processes.	2.5	87.5%	27.33	12.5%
24. Possess effective writing and documentation skills.	2.5	87.5%	35.5	5.0%
27. Develop selling prices based on operation cost, expected profit and competition.	4	82.5%	30.20	10.0%

Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)				ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
1. Analyze financial statements in order to evaluate operational performance.	5.33	80.0%	25.5	15.5%	
19. Understand the capabilities and limitations of computers.	5.33	80.0%	35.5	5.0%	
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.	5.33	80.0%	25.5	15.0%	
2. Justify equipment purchases with cost/benefit and payback data.	8.33	75.0%	30.20	10.0%	
25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.	8.33	75.0%	27.33	12.5%	

Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
26. Implement standard food, beverage, and labor control procedures.	8.33	75.0%	17.5	25.0%
14. Plan sanitation schedules and procedures that conform to state and local regulations.	11.25	72.5%	15.5	27.5%
21. Possess "hands-on" experience with computer systems and software.	11.25	72.5%	30.20	10.0%
23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost control forms.	11.25	72.5%	22.33	17.5%
34. Analyze menu for cost, selling price, and customer satisfaction.	11.25	72.5%	19	22.5%

Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
7. Maintain accurate and appropriate records for reporting purposes.	15.33	70.0%	14	30.0%
11. Prepare department income and expense budget.	15.33	70.0%	27.33	12.5%
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).	15.33	70.0%	17.5	25.0%
8. Implement an inventory control system.	18.20	65.0%	11.5	35.0%
15. Possess technical knowledge in all areas of energy conservation.	18.20	65.0%	20.5	20.0%
17. Understand management's and labor's part in collective bargaining.	18.20	65.0%	30.20	10.0%

Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
30. Possess technical skills in receiving, storage, and issuing of food and beverage.	18.20	65.0%	11.5	35.0%
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.	18.20	65.0%	13	30.5%
33. Identify food items accurately (truth in menu).	23	60.0%	15.5	27.5%
10. Develop methods for evaluating customer satisfaction regarding product and service mix.	24.5	57.5%	10	37.5%
31. Analyze menu as to nutritional content.	24.5	57.5%	20.5	20.0%



Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).	26	52.5%	9	47.5%
3. Write job descriptions and specifications for personnel.	27.33	50.0%	8	50.0%
20. Possess the ability to select computer software.	27.33	50.0%	22.33	17.5%
22. Know how to select computer hardware.	27.33	50.0%	22.33	17.5%
6. Establish a maintenance schedule for facilities.	30.5	37.5%	5.5	60.0%

Table 10 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
16. Possess technical knowledge regarding maintenance of equipment and property.	30.5	37.5%	7	55.0%
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.	32.5	35.0%	5.5	60.0%
18. Implement a preventive maintenance program for departments.	32.5	35.0%	4	62.5%
5. Establish a maintenance schedule for equipment.	34	32.5%	3	67.5%
32. Prepare daily food production schedule.	35	25.0%	2	70.0%
13. Operate equipment properly and safely.	36	20.0%	1	80.0%

Rank Order of Full-Service Restaurant  
Management Professionals Learned In College (LIC)  
vs On-The-Job (OJT) Trainee Competencies

Tables 11,12, and 13 provide a comparison of the full-service restaurant professionals respective ranking of importance of eight human, five conceptual and thirty-six technical competencies in terms of whether they should be in the opinion of the professionals Learned In College (LIC) or On-The-Job (OJT). This information is appropriate to report as a prelude to the analysis of data as per the Mann-Whitney test statistics. Please note that the competency statements are numbered in relation to their relative positions within the competency categories.

Table 11

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FULL-SERVICE RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON EIGHT HUMAN COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES  
N = 63**

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
5. Perform in-service training of personnel.	7.5	31.7%	1	66.7%
4. Conduct orientation of new personnel.	6	41.3%	2	58.7%
2. Delegate appropriate tasks to others.	5	44.4%	3	54.0%
3. Develop community relations and involvement by actively participating in civic/trade association activities.	7.5	31.7%	4.5	49.2%

Table 11 (cont'd)

LEARNED IN COLLEGE (LIC)				ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
8. Train personnel to serve customers graciously.	4	50.8%	4.5	49.2%	
6. Maintain effective communication with personnel.	3	57.1%	6	41.3%	
7. Treat customer satisfaction as top priority.	2	60.3%	7	39.7%	
1. Understand the human relations and how to motivate personnel to perform effectively.	1	66.7%	8	33.3%	

TABLE 12

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FULL-SERVICE RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON FIVE CONCEPTUAL COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES**

N= 63

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
5. Develop menus which incorporate new trends in hospitality industry.	5	25.0%	1	63.3%
3. Conceptualize the total operation.	4	34.6%	2	46.0%
2. Develop long- and short-range organizational goals and objectives.	3	66.6%	3	30.2%
1. Use marketing analysis for decision making (example: service hours, expansion, new amenities).	2	71.4%	4	22.2%
4. Understand the social/ethical responsibilities of management.	1	85.7%	5	14.3%

Table 13

**COMPARISON OF THE RANK ORDER OF IMPORTANCE FULL-SERVICE RESTAURANT  
MANAGEMENT PROFESSIONALS PLACED ON 36 TECHNICAL COMPETENCIES  
WHICH SHOULD BE LEARNED IN COLLEGE (LIC) VS ON-THE-JOB (OJT) BY  
RESTAURANT MANAGEMENT TRAINEES  
N = 63**

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
13. Operate equipment properly and safely.	36	33.3%	1	65.1%
5. Establish a maintenance schedule for equipment. selection processes.	34	41.3%	2	57.1%
32. Prepare daily food production schedule.	33	41.7%	3	56.7%
6. Establish a maintenance schedule for facilities.	32	44.4%	4	52.4%
16. Possess technical knowledge regarding maintenance of equipment and property.	5	49.2%	35	39.7%

Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
18. Implement a preventive maintenance program for departments.	6	49.2%	31	49.2%
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).	7	45.0%	28	53.3%
10. Develop methods for evaluating customer satisfaction regarding product and service mix.	8	42.9%	26.5	57.1%
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.	9	36.5%	23.5	60.3%
30. Possess technical skills in receiving, storage, and issuing of food and beverage.	10.5	35.0%	22	65.0%



Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
33. Identify food items accurately (truth in menus).	10.5	35.0%	25	58.3%
14. Plan sanitation schedules and procedures that conform to state and local regulations.	12.5	31.7%	16.33	68.3%
7. Maintain accurate and appropriate records for reporting purposes.	12.5	31.7%	16.33	68.3%
3. Write job descriptions and specifications for personnel.	14	30.2%	19.5	66.7%
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).	15	30.0%	19.5	66.7%
8. Implement an inventory control system.	16	27.0%	13	73.0%

Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.	17.5	26.7%	16.33	68.3%
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.	17.5	26.7%	14	71.7%
34. Analyze menu for cost, selling price, and customer satisfaction.	19	25.0%	15	70.0%
15. Possess technical knowledge in all areas of energy conservation.	20	23.8%	21	65.1%
31. Analyze menu as to nutritional content.	21	23.3%	29	51.7%
12. Understand the interview and personnel selection processes.	22	22.2%	8.5	77.8%

Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
26. Implement standard food, beverage, and labor control procedures.	23	20.0%	7	80.0%
27. Develop selling prices based on operation cost, expected profit and competition.	24	16.7%	12	75.0%
11. Prepare department income and expense budget.	25.33	15.9%	8.5	77.8%
20. Possess the ability to select computer software.	25.33	15.9%	26.5	57.1%
2. Justify equipment purchases with cost/benefit and payback data.	25.33	15.9%	10.5	76.2%
17. Understand management's and labor's part in collective bargaining.	28	14.3%	30	50.8%

Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)				ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT	
1. Analyze financial statements to evaluate operational performance.	29	12.7%	5.5	85.7%	
9. Know and understand state, local, and federal labor laws relating to personnel management.	30.5	11.1%	3	88.9%	
21. Possess "hands-on" experience with computer systems and software.	30.5	11.1%	10.5	76.2%	
23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.	32	9.5%	5.5	85.7%	
22. Know how to select computer hardware.	33	7.9%	23.5	60.3%	
24. Possess effective writing and documentation skills.	34	6.3%	1	93.7%	

Table 13 (cont'd)

LEARNED IN COLLEGE (LIC)			ON-THE-JOB (OJT)	
COMPETENCIES	RANK ORDER	PERCENT	RANK ORDER	PERCENT
19. Understand the capabilities and limitations of computers.	35	4.8%	4	87.3%
25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.	36	3.2%	2	92.1%

## Precision of Results For Population Samples

Due to the sample sizes for the total returns, in both full-service and fast-food categories, statistical conclusions should be kept in perspective regarding the loss of precision. The amount of inferential error in the percentages of questions responded to is inversely proportional to the sample size. This study, as with all similar studies, has a certain loss of precision that can be estimated in the following way.

By assuming that any proportion in question (particularly Tables 5-13) is at most 0.5, a maximum bound can be placed on the loss of precision. For example, the standard error for the total returns with respect to a single proportion under study is:

$$\sqrt{\frac{P(1-P)}{n}} = \frac{(.5)(1-.5)}{103} \approx 0.049$$

By convention, a bound on the error is  $\pm 2 P$ , which is then  $\pm 2(.049) = \pm 0.098$ , or about  $\pm 10\%$ . For example, if 63% of the respondents to a certain question favor a Learned In College experience rather than On-The-Job training, then the inferential error of  $\pm 10\%$  could allow for a loss of precision in the range of 53% to 73%.

This compares favorably, however, with the precision in other referred articles regarding the hospitality industry. For example, the Tas study on hotel management competencies cited earlier in the Literature Review (Chapter II), had a

slightly higher rate of return as compared with this study. Of the 229 surveys mailed out by Tas, 75 were returned. This constitutes a 32.75% rate of return for the Tas study. This researcher's study resulted in 103 of the 412 restaurateurs returning their surveys. This constitutes a 25.0% rate of return.

The sub-sample with the lesser precision is the fast-food responses. With a sub-sample size of 40, the standard error is 0.079, and the bound on the error is  $\pm 15.8\%$ .

## Statistical Analysis of Restaurant Management Professionals Responses

Questionnaire responses were consolidated by type of restaurant management professionals (i.e., fast-food and full-service) responses and were accumulated. Each of the human, conceptual, and technical competencies were ranked in terms of their "Learned in College (LIC)" vs. "On-The-Job (OJT)" appropriateness. No statistical analysis was conducted on responses classified as "Unimportant" (UN).

Six tests of equal distributions were conducted, using the Mann-Whitney test of equal distributions. Both Z-scores and P-values were obtained.

The data were treated as having a normal distribution in the sense that, by inspection, they are both mound-shaped and have similar variances. Further inspection yielded no contraindications, and the assumptions needed for a Mann-Whitney test, therefore, appeared to be satisfied.

### Hypotheses

Null Hypothesis ( $H_0$ ) stated: No significant difference exists between the ranking classifications of human, conceptual and technical competencies as "Learned In College (LIC)" vs. "On-The-Job (OJT)" for entry-level restaurant management trainees possessing bachelors' degrees in restaurant management as associated with full-service vs. fast-food restaurant management professionals.



The null hypothesis is expressed as,

$$[H_0: N_{OJT}(\mu, \sigma) = N_{LIC}(\mu, \sigma)]$$

Where:

$H_0$  = The symbol for null hypothesis with the  $H$  symbolizing the hypothesis and the  $_0$  implying "no difference".

$N$  = Number of responses in the sampling

OJT = On-The-Job

$\mu$  = Mean

$\sigma$  = Standard Deviation

LIC = Learned In College

The alternative hypothesis ( $H_1$ ) refutes equal ranks and declares: That the rank for either "Learned In College" (LIC) or "On-The-Job" (OJT) is higher.

The alternative hypothesis is expressed as,

$$[H_1: N_{OJT}(\mu, \sigma) \neq N_{LIC}(\mu, \sigma)]$$

Where:

$H_1$  = The symbol for alternative hypothesis with the  $H$  symbolizing the hypothesis and the  $_1$  indicating that it is an alternative.

$N$  = Number of responses in the sampling

OJT = On-The-Job

$\mu$  = Mean

$\sigma$  = Standard Deviation

$\neq$  = Does not equal

The results of the Mann-Whitney test statistics for

these hypotheses is presented in Tables 14 and 15. The test results for all six analyses are shown with the following information for each test:

Table Number = the respective table (Tables 8-13 inclusive, pages 59-79) from which the data under analysis were obtained.

Z-score = the location minus (-) the mean divided by (+) the standard deviation.

P-value = the probability of being wrong if the null hypothesis is rejected.

H<sub>0</sub> or H<sub>a</sub> = acceptance or rejection of the null hypothesis.

Educational Source = the Learned In College (LIC) or On-The-Job (OJT) designation which ranked higher.

A discussion of the Mann-Whitney Test Statistics results as they relate to the acceptance/rejection of the null hypothesis is provided after the following presentation of Tables 14 and 15.

Table 14

**STATISTICAL ANALYSIS OF TABLES 8, 9 AND 10 VIA THE MANN-WHITNEY  
TEST STATISTICS TO DETERMINE THE FAST-FOOD RESTAURANT MANAGEMENT  
PROFESSIONALS EDUCATIONAL SOURCE PREFERRED (LIC VS OJT) FOR MANAGEMENT TRAINEES  
REGARDING 8 HUMAN, 5 CONCEPTUAL AND 36 TECHNICAL COMPETENCIES**

COMPETENCY CATEGORY	MANN-WHITNEY RESULTS	HYPOTHESIS DECISION ( $H_0$ OR $H_a$ ?)	EDUCATIONAL SOURCE (LEARNED IN COLLEGE VS ON-THE-JOB)
Human Competencies (Eight)	Table #8 $Z = -2.26$ $P = 0.0119$	Reject $H_0$ In Favor of $H_a$	Learned In College (LIC)
Conceptual Competencies (Five)	Table # 9 $Z = -2.19$ $P = 0.0143$	Reject $H_0$ In Favor of $H_a$	Learned In College (LIC)
Technical Competencies (Thirty-Six)	Table # 10 $Z = -5.7$ $P = 0.0$	Reject $H_0$ In Favor of $H_a$	Learned In College (LIC)

Critical value (CV) of  $Z = 1.645$  for a one-tailed test.

## Intrepretation of Mann-Whitney Test Statistics For Fast-Food Professionals

An examination of the statistical results (Table 14) for the fast-food restaurant management professionals regarding the 8 human, 5 conceptual and 36 technical competencies (Tables 8, 9 and 10) and their respective educational source preference (LIC vs. OJT) for management trainees, reveals a rejection of  $H_0$  for all three categories.

In the human competency category consisting of eight competencies, Mann-Whitney test statistics reveal a Z score of -2.26 and a P value of 0.0119. This is to say that the Z score as compared to the critical value (CV) of Z(CV=1.645) is well within the area of rejection of the  $H_0$ . Further inspection of the test statistics reveal a 1.19% (P value of 0.0119) chance or probability of the researcher being wrong by rejecting the null hypothesis in favor of the alternative hypothesis ( $H_a$ ). The alternative hypothesis ( $H_a$ ) refutes equal ranks among Learned In College and On-The-Job and declares that the following eight human competencies are , in the opinion of fast-food restaurant professionals, skills which should be Learned In College (i.e., educational source) by management trainees possessing bachelors' degrees in restaurant management.

The human competencies include:

1. Understand human relations and how to motivate personnel to perform effectively.
2. Delegate appropriate tasks to others.
3. Develop community relations and involvement by actively participating in civic/trade association activities.
4. Conduct orientation of new personnel.
5. Perform in-service training of personnel.
6. Maintain effective communication with personnel.
7. Treat customer satisfaction as top priority.
8. Train personnel to service customers graciously.

The conceptual competency category for fast-food restaurant management professionals consisting of 5 competency statements reveals a Mann-Whitney test Z score of -2.19 and a P value of 0.0143. The Z score of -2.19 is within the area of rejection for the critical value (CV = 1.645) of Z. The P value suggest a 1.43% probability of being wrong upon rejecting the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_a$ ). The  $H_a$  refutes equal ranks among Learned In College and On-The-Job as rated by fast-food restaurant management professionals. Resultantly,  $H_a$  declares that the following 5 competencies are, in the opinion of fast-food management practitioners, competencies which should be derived from the educational source "Learned In College" by trainees who are graduates of bachelors'

degree granting restaurant management programs.

The conceptual competencies include:

1. Use marketing analysis for decision making  
(example: service hours, expansion, new amenities).
2. Develop long- and short-range organizational goals and objectives.
3. Conceptualize the total operation.
4. Understand the social/ethical responsibilities of management.
5. Develop menus which incorporate new trends in hospitality industry.

For the thirty-six technical competencies which were ranked by fast-food restaurant practitioners as either Learned In College or as competencies which should be taught On-The-Job to management trainees, a Z score of -5.7 was calculated as a result of the Mann-Whitney test statistics with a corresponding P value of 0.0. In comparison to the critical value for Z (CV = 1.645), the Mann-Whitney Z score of -5.7 is within the region of rejection of  $H_0$ . Further inspection reveals a probability of 0.0% of the researcher being wrong upon rejecting  $H_0$  in favor of the alternative hypothesis ( $H_a$ ). The  $H_a$  states that the following thirty-six technical competencies are, in the opinion of fast-food restaurant practitioners, skills which should be mastered via the educational source "Learned In College" by

restaurant management trainees who have graduated from four-year restaurant management programs.

The technical competencies include:

1. Analyze financial statements to evaluate operational performance.
2. Justify equipment purchases with cost/benefit and payback data.
3. Write job descriptions and specifications for personnel.
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.
5. Establish a maintenance schedule for equipment.
6. Establish a maintenance schedule for facilities.
7. Maintain accurate and appropriate records for reporting purposes.
8. Implement an inventory control system.
9. Know and understand state, local, and federal labor laws relating to personnel management.
10. Develop methods for evaluating customer satisfaction regarding product and service mix.
11. Prepare department income and expense budget.
12. Understand the interview and personnel selection processes.
13. Operate equipment properly and safely.
14. Plan sanitation schedules and procedures that

- conform to state and local regulations.
15. Possess technical knowledge in all areas of energy conservation.
  16. Possess technical knowledge regarding maintenance of equipment and property.
  17. Understand management's and labor's part in collective bargaining.
  18. Implement a preventive maintenance program for departments.
  19. Understand the capabilities and limitations of computers.
  20. Possess the ability to select computer software.
  21. Possess "hands-on" experience with computer systems and software.
  22. Know how to select computer hardware.
  23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.
  24. Possess effective writing and documentation skills.
  25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.
  26. Understand how to implement standard food, beverage, and labor control procedures.
  27. Develop selling prices based on operation cost,



expected profit and competition.

28. Use appropriate techniques for purchasing food/ beverage and supplies (pars, bids, specifications).
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).
30. Possess technical skills in receiving, storing, and issuing of food and beverage.
31. Analyze menu as to nutritional content.
32. Prepare daily food production schedule.
33. Identify food items accurately (truth in menus).
34. Analyze menu for cost, selling price, and customer satisfaction.
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.

## Intrepretation of Mann-Whitney Test Statistics for Full-Service Professionals

Statistical Analysis (Table 15) for the full-service restaurant management professionals regarding the 8 human, 5 conceptual and 36 technical competencies (Tables 11, 12 and 13) and their respective educational source preference (LIC vs. OJT) for management trainees reveals a rejection of  $H_0$  for both the conceptual and technical competencies. Further inspection of test statistics for the human competency category results in a failure to reject the null hypothesis.

In the human competency category consisting of eight competencies, Mann-Whitney Test Statistics reveal a Z score of -0.11 and a P value of 0.4662. This means that the Z score as compared to the critical value (CV) of Z (CV = 1.645) does not approach the region of rejection for the null hypothesis. Further inspection of the P value of 0.4662 indicates that there is a 46.62% probability of being wrong by rejecting the null hypothesis. In this case, the analysis does not allow for the determination of one of the two educational sources (Learned In College vs. On-The-Job) as being higher. That is to say that the choice of an educational source in this instance is insignificant and there is no significant difference between the ranking classification of human competencies as Learned In College vs. On-The-Job for entry-level management trainees as associated with full-service restaurant management

Table 15

STATISTICAL ANALYSIS OF TABLES 11, 12 AND 13 VIA THE MANN-WHITNEY  
TEST STATISTICS TO DETERMINE THE FULL-SERVICE RESTAURANT MANAGEMENT  
PROFESSIONALS EDUCATIONAL SOURCE PREFERRED (LIC VS OJT) FOR MANAGEMENT TRAINEES  
REGARDING 8 HUMAN, 5 CONCEPTUAL AND 36 TECHNICAL COMPETENCIES

COMPETENCY CATEGORY	MANN-WHITNEY RESULTS	HYPOTHESIS DECISION ( $H_0$ OR $H_A$ ?)	EDUCATIONAL SOURCE (LEARNED IN COLLEGE VS ON-THE-JOB)
Human Competencies (Eight)	Table # 11 $Z = -0.11$ $P = 0.4662$	Results Do Not Allow For the Rejection of $H_0$	Insignificant (between LIC & OJT)
Conceptual Competencies (Five)	Table # 12 $Z = +1.56$ $P = 0.0594$	Reject $H_0$ In Favor of $H_A$ due to $P = 0.0594$	Learned In College (LIC)
Technical Competencies (Thirty-Six)	Table # 13 $Z = +5.8$ $P = 0.4662$	Reject $H_0$ In Favor Favor of $H_A$	Learned In College (LIC)

Critical value (CV) of  $Z = 1.645$  for a one-tailed test.

professionals. These human competencies include:

1. Understand human relations and how to motivate personnel to perform effectively.
2. Delegate appropriate tasks to others.
3. Develop community relations and involvement by actively participating in civic/trade association activities.
4. Conduct orientation of new personnel.
5. Perform in-service training of personnel.
6. Maintain effective communication with personnel.
7. Treat customer satisfaction as top priority.
8. Train personnel to service customers graciously.

The conceptual competency category for full-service restaurant professionals consisting of 5 competency statements reveals a Mann-Whitney test Z score of +1.56 and a P value of 0.0594. The Z score of +1.56 is not within the area of rejection for the critical value (CV = 1.645) of Z. Yet, the P value suggest a 5.94% chance of being wrong upon rejecting the null hypothesis ( $H_0$ ) in favor of the alternative hypothesis ( $H_a$ ). In this instance, when the Z value (+1.56) is so close to the critical value of 1.645, the researcher has decided to reject the null hypothesis. In doing so, there is only a 5.94% probability of being wrong. The researcher has made a decision to reject the null in favor of the alternative hypothesis in light of the low level of risk associated with the probability of being

wrong. The  $H_0$  refutes equal ranks among Learned In College and On-The-Job as rated by full-service restaurant management professionals. The  $H_a$  states that the following 5 conceptual competencies are, in the opinion of full-service restaurant management professionals competencies which should be acquired by trainees via the educational source "Learned In College". Therefore, the following conceptual competencies should be "Learned In College" by restaurant management trainees who are graduates of bachelors' degree granting restaurant management programs.

The conceptual competencies include:

1. Use marketing analysis for decision making  
(example: service hours, expansion, new amenities).
2. Develop long- and short-range organizational goals and objectives.
3. Conceptualize the total operation.
4. Understand the social/ethical responsibilities of management.
5. Develop menus which incorporate new trends in hospitality industry.

For the thirty-six technical competencies (Table 15) which were ranked by full-service restaurant practitioners as either Learned In College or as competencies which should be learned On-The-Job by management trainees, a Z score of +5.8 was computed along with a negligible P value of 0.0 via

the Mann-Whitney test statistics. Upon comparing the critical value for Z (CV = 1.645) to the Z score, it is observed that it is within the area of rejection for the null hypothesis ( $H_0$ ). The null hypothesis is thereby rejected in favor of the alternative hypothesis ( $H_1$ ). The  $H_1$  refutes equal ranks (among Learned In College and On-The-Job) and declares: That the rank for Learned In College is higher. This means that the following thirty-six technical competencies are, in the opinion of full-service restaurateurs, competencies which should be "Learned In College" (i.e., educational source) by restaurant management trainees possessing bachelors' degrees in restaurant management from institutions of higher education.

The technical competencies are:

1. Analyze financial statements to evaluate operational performance.
2. Justify equipment purchases with cost/benefit and payback data.
3. Write job descriptions and specifications for personnel.
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.
5. Establish a maintenance schedule for equipment.
6. Establish a maintenance schedule for facilities.
7. Maintain accurate and appropriate records for

reporting purposes.

8. Implement an inventory control system.
9. Know and understand state, local and federal labor laws relating to personnel management.
10. Develop methods for evaluating customer satisfaction regarding product and service mix.
11. Prepare department income and expense budget.
12. Understand the interview and personnel selection processes.
13. Operate equipment properly and safely.
14. Plan sanitation schedules and procedures that conform to state and local regulations.
15. Possess technical knowledge in all areas of energy conservation.
16. Possess technical knowledge regarding maintenance of equipment and property.
17. Understand management's and labor's part in collective bargaining.
18. Implement a preventive maintenance program for departments.
19. Understand the capabilities and limitations of computers.
20. Possess the ability to select computer software.
21. Possess "hands-on" experience with computer systems and software.
22. Know how to select computer hardware.

23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.
24. Possess effective writing and documentation skills.
25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.
26. Understand how to implement standard food, beverage, and labor control procedures.
27. Develop selling prices based on operation cost, expected profit and competition.
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).
30. Possess technical skills in receiving, storing, and issuing of food and beverage.
31. Analyze menu as to nutritional content.
32. Prepare daily food production schedule.
33. Identify food items accurately (truth in menus).
34. Analyze menu for cost, selling price, and customer satisfaction.
35. Understand that standardized recipes are used to



provide a consistent basis for quality and quantity control.

36. Identify alternative non-traditional sources of labor for the restaurant enterprise.

## CHAPTER V

### Summary, Conclusions, and Recommendations

The intent of this chapter is to provide a summary of the study, draw conclusions from the findings, and make recommendations.

#### Summary

The general purpose of this study was to determine the appropriate mix of human, conceptual and technical competencies which restaurant business professionals in the restaurant industry expect college graduates of bachelors' degree granting restaurant management programs to learn while attending college. The specific objective was to identify the extent to which current restaurant management professionals in the fast-food and full-service restaurant industry segments are in agreement as to whether 8 human, 5 conceptual and 36 technical competencies should be taught to students (Learned In College) while they attend college.

The following null hypothesis was tested for significance at the .05 level.

H<sub>0</sub>: No significant difference exists between the

ranking classifications of human, conceptual and technical competencies as "Learned In College (LIC)" vs. "On-The-Job (OJT)" for entry-level restaurant management trainees possessing bachelors' degrees in restaurant management as associated with full-service vs. fast-food restaurant management professionals.

The populations were composed of 196 fast-food and 216 full-service restaurant management professionals identified from the Grand Rapids metropolitan area of West Michigan. Forty of the 196 fast-food and 63 of the 216 full-service restauranters responded to the survey. This represented a 20.4% return for fast-food professionals and a 29.2% return for the full-service restaurant management professionals. A total of 103 (25.0%) of the 412 surveys were returned.

The research instrument used to collect the pilot study data was revised, updated, and modified by the researcher from an existing questionnaire on hotel and restaurant management competencies utilized earlier at the University of Wisconsin, Stout. At the conclusion of the pilot study, the survey instrument was modified to reflect the pilot panels' input. The final research instrument consisted of 8 human, 5 conceptual and 36 technical competencies statements. All of the statements were responded to with a check in a box designating that skill to be in the opinion of the respondent a competency that:

1. (LIC) should be learned in college; therefore, it is a competency which the student should possess upon graduation.
2. (OJT) is best acquired through on-the-job training; therefore, it does not need to be taught in college.
3. (UN) is unimportant, which means the respondent feels that the student would very seldom have to perform the task on-the-job; therefore, it does not need to be learned while in college.

Demographic data concerning the fast-food restaurant management professionals (Tables 1, 2, 3, and 4) revealed that 27.5% of those surveyed were employed in the "sandwich" segment of the fast-food industry. Twenty-seven and five tenths percent of the fast-food respondents had restaurant capacity in the 25-50 seat range. The highest proportion (30%) of the fast-food respondents held positions as "general managers" of their restaurant enterprises.

Of the full-service restaurant management practitioners, twenty-four (38.1%) were employed in the casual/theme full-service restaurant segment. Twenty (31.7%) of full-service restaurant practitioners were employed at restaurants with a seating capacity in the 101-125 seats range. The highest proportion (30%) of the full-service restaurant professionals held the position of "general manager".

The data was tabulated via a desktop computer utilizing Lotus 1-2-3. Correlations between the fast-food and full-service restaurant professionals' groups were calculated for each individual competency in terms of the respondents classification as one which: (LIC), should be Learned In College, or (OJT), should be learned by means of On-The-Job training and not in college. A hypothesis was tested for significance at the .05 level using the Mann-Whitney U test statistics. A sampling distribution for the Z test statistic was utilized with the regions of acceptance/rejection for a one-tailed test. The critical value (CV) of Z was at the 1.645 level.

In testing  $H_0$  for the fast-food restaurant management professionals group via the Mann-Whitney test statistics, it was revealed that the 8 human, 5 conceptual and 36 technical competencies categories and their respective educational source (LIC vs. OJT) for management trainees resulted in a unanimous rejection of the  $H_0$  in favor of the  $H_a$ . The  $H_a$  refuted equal ranks and declared that the rank for "Learned In College" was higher for the human, conceptual, and technical competencies as far as the fast-food practitioners were concerned.

Upon testing  $H_0$  for the full-service restaurant management professionals group via the Mann-Whitney test statistics, it was determined that the 5 conceptual and 36 technical competencies categories and their respective

educational source (LIC vs. OJT) for management trainees resulted in a rejection of the  $H_0$  in favor of the  $H_a$ . The  $H_a$  declared that the rank for Learned In College was higher as far as the full-service restaurant professionals were concerned. Further inspection of the test statistics for the 8 human competencies resulted in a failure to reject the  $H_0$  for the human competencies category.

### Conclusions

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

- I. Both fast-food and full-service restaurant management professionals generally agree that the following 5 conceptual and 36 technical competencies ought to be "Learned In College" by restaurant management trainees who are graduates of bachelors' degree granting restaurant management programs.

The five conceptual competencies include:

1. Use marketing analysis for decision making (example: service hours, expansion, new amenities).
2. Develop long- and short-range organizational goals and objectives.
3. Conceptualize the total operation.
4. Understand the social/ethical responsibilities of

management.

5. Develop menus which incorporate new trends in hospitality industry.

The thirty-six technical competencies are:

1. Analyze financial statements to evaluate operational performance.
2. Justify equipment purchases with cost/benefit and payback data.
3. Write job descriptions and specifications for personnel.
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.
5. Establish a maintenance schedule for equipment.
6. Establish a maintenance schedule for facilities.
7. Maintain accurate and appropriate records for reporting purposes.
8. Implement an inventory control system.
9. Know and understand state, local, and federal labor laws relating to personnel management.
10. Develop methods for evaluating customer satisfaction regarding product and service mix.
11. Prepare department income and expense budget.
12. Understand the interview and personnel selection processes.
13. Operate equipment properly and safely.

14. Plan sanitation schedules and procedures that conform to state and local regulations.
15. Possess technical knowledge in all areas of energy conservation.
16. Possess technical knowledge regarding maintenance of equipment and property.
17. Understand management's and labor's part in collective bargaining.
18. Implement a preventive maintenance program for departments.
19. Understand the capabilities and limitations of computers.
20. Be able to select computer software.
21. Possess "hands-on" experience with computer systems and software.
22. Know how to select computer hardware.
23. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.
24. Possess effective writing and documentation skills.
25. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.
26. Implement standard food, beverage, and labor control procedures.



27. Develop selling prices based on operation cost, expected profit and competition.
28. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).
29. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).
30. Possess technical skills in receiving, storing, and issuing of food and beverage.
31. Analyze menu as to nutritional content.
32. Prepare daily food production schedule.
33. Identify food items accurately (truth in menus).
34. Analyze menu for cost, selling price, and customer satisfaction.
35. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.
36. Identify alternative non-traditional sources of labor for the restaurant enterprise.

Perhaps it is due to the hectic nature of fast-food restaurant management which makes it important on the part of fast-food restaurant management professionals that educational institutions "teach to" the conceptual and technical competencies cited in this study. Little time is available for trainees to master these competencies on-the-

job in the fast-paced world of fast-food management before one is "thrown into the fire". It is also easy to understand why full-service restaurateurs expect newly hired management trainees to possess an understanding of conceptual and technical skills upon their entry into the full-service restaurant industry. It appears that a technically competent management trainee who has learned certain technical and conceptual skills while in college, can immediately put his/her skills to use. This might result in less training time and dollars to be expended to render the trainee fit for a promotion to management. With a high turnover of management in some companies, this consideration is extremely important.

II. The fast-food and full-service restaurant management professionals disagree as to whether the eight human competencies should be "Learned In College" or taught "On-The-Job" to management trainees who are graduates of bachelor degree granting restaurant management programs. The fast-food professionals are of the belief that these skills should be "Learned In College" by management trainees while the full-service restaurateurs appear to believe that no significant difference exists between the ranking classifications of "Learned In College" vs. "On-The-Job".

The eight human competencies are:

1. Understand human relations and how to motivate personnel to perform effectively.
2. Delegate appropriate tasks to others.
3. Develop community relations and involvement by actively participating in civic/trade association activities.
4. Conduct orientation of new personnel.
5. Perform in-service training of personnel.
6. Maintain effective communication with personnel.
7. Treat customer satisfaction as top priority.
8. Train personnel to service customers graciously.

It may be concluded that the fast-food restaurant professionals wish to hire trainees who are as "job-ready" as possible to begin their careers in the fast-paced fast-food industry. This job readiness results in trainees who are able to contribute immediately to the management of the enterprise in the human, as well as the aforementioned, technical and conceptual competencies areas. Evidence to support this conclusion can be brought to bear from the University of Wisconsin Stout, Menominee, Wisconsin, where in conjunction with the Burger King Corporation, an on-site university operated fast-food restaurant serves as a training ground for college students pursuing bachelors' degrees in restaurant management.

Of particular interest as an outcome of this

investigation is that full-service restaurant management professionals did not feel that human competencies needed to be "Learned In College" by entry-level restaurant management trainees. It is possible to conclude that they feel that the human competency category is of such critical importance that these skills should be learned both in college and on-the-job. This assertion warrants further study. However, it is of particular interest to note that the full-service restaurateurs seem to support the opinion of the Richard E. Boyatzis' work entitled "The Competent Manager: A Model For Effective Performance".<sup>39</sup> In this book, as cited in the literature review, Boyatzis implies that entry-level managers do not need to be overly concerned with the human resource cluster. He provides evidence that this cluster is important in terms of managerial effectiveness beyond an entry-level position. This study provides supporting evidence to confirm Boyatzis' conclusion as far as full-service restaurant managers are concerned.

III. It may be concluded that the results of this investigation serve to identify specific competencies in the human, conceptual and

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<sup>39</sup>Boyatzis, Richard E., The Competent Manager: A Model For Effective Performance, New York, John Wiley and Sons, 1982, pp. 98-218.

technical realms which might be of crucial consideration in developing future restaurant management curricula at the bachelor's level.

### Recommendations

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

1. It is recommended that restaurant management curricula should emphasize both technical and conceptual competencies for students working toward bachelors' degrees in restaurant management. Both the technical and conceptual competencies areas contain specific skills which are appropriate to both fast-food and full-service restaurant management students in terms of their "Learned In College" appropriateness.
2. Restaurant management educational programs emphasizing placement of graduates into fast-food management training positions might well emphasize the human competencies as well as the technical and conceptual competencies, categories as skills to be "Learned In College".
3. The results of this study might provide a basis for the Michigan Council on Hotel, Restaurant,

and Institutional Education (MICHRIE) to develop job specific industry desired competencies in the human, conceptual and technical realms which should be "Learned In College" by students attending bachelor degree granting institutions.

4. A replication of this study should be conducted to determine if the same results are identified. In particular, it is important to reconfirm whether the human competencies are valued in terms of their "Learned In College" appropriateness by full-service restaurateurs.
5. Restaurant management programs should monitor the changing restaurant industry demands for new skills and abilities by:
  - A. Repeating this study every three to five years.
  - B. Doing a follow-up survey of graduates of restaurant management programs to verify the extent to which the human, conceptual and technical competencies continue to be the appropriate mix of competencies to be "Learned In College" by bachelor degree graduates.

In closing, it is crucial for restaurant management educators to keep abreast of emerging trends incorporating new competencies not included in this study. Restaurant

management educators should continually respond to industry demands for new conceptual, technical and human competencies. This will ensure that student transition from academia to the world of work will be as smooth as possible.

Those in business and industry are becoming insistent that college educators be held accountable for teaching relevant competencies to students enrolled in bachelor degree granting restaurant management programs. Some industry leaders feel that the transition that students make from the academic world into the industry will be successful only if the competencies they learn in college closely parallel those skills and abilities needed on the job.

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## APPENDICES

**APPENDIX A**

**SURVEY INSTRUMENT COVER LETTER**



# *Davenport College*

415 East Fulton      Grand Rapids, MI 49503

(616) 451-3511 • 1-800-632-9569

## **APPENDIX A**

### **SURVEY INSTRUMENT COVER LETTER**

July 13, 1990

**Dear Restaurant Management Professional:**

I am conducting a research study to determine competencies important for entry-level restaurant management trainees as determined by restaurant management professionals. Findings of this study will be utilized to conduct a comparative analysis of the difference among restaurant industry practitioners with regard to the rank ordering of entry-level restaurant management competencies. This research is being conducted in partial fulfillment of requirements for a doctorate at Michigan State University.

Please take 15 minutes to complete the enclosed research survey. The results of this survey will enable me to determine the skills and abilities which you perceive as being needed by entry-level restaurant management trainees who are graduates of bachelor degree granting institutions. More importantly, this study might allow some educational institutions to modify their restaurant management curricula so they can better meet the expectations of restaurant industry professionals.

All the information collected will be confidential. Neither you nor your company will be identified with specific responses. However, you and other respondents will be listed in the final report as having contributed to the successful completion of this investigation. You will indicate your voluntary agreement to participate in this study by completing and returning this questionnaire to me in the self-addressed stamped envelope before July 27, 1990.

If I can be of assistance to you in any way or if you have questions about this survey, please feel free to contact me. My telephone number is (616) 451-3511, ext. 232.

Thank you for your time and assistance.

Appreciatively,

Jack Cichy  
Professor of Management

## **APPENDIX B**

### **SURVEY INSTRUMENT**

## APPENDIX B

### SURVEY INSTRUMENT

#### RESTAURANT MANAGEMENT QUESTIONNAIRE

GRAND RAPIDS, MICHIGAN

##### RESTAURANT INDUSTRY - Definition

A business activity comprised of a number of profit seeking components which operate to meet lodging, leisure, recreational, vacation, and conference needs of individuals and/or groups. The industry includes all eateries, institutions, drinking establishments, motels, and hotels which offer food to transients as well as the local resident population.

Upon completing this questionnaire, please use the enclosed self-addressed envelope and return by July 27th, 1990.

Thank you for your help.

If you would like a summary of the survey results, please fill in the following:

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

**DIRECTIONS:** Listed below are a number of tasks performed by graduates of bachelor degree granting restaurant management programs. Please, read each statement. Then indicate (by checking [x] one box) if you feel the task mentioned is one which you:

- [1] LIC - expect a newly hired college graduate of a bachelor degree granting restaurant management program to have LEARNED IN COLLEGE.
- [2] OJT - prefer to teach the task ON-THE-JOB so therefore, it is not necessary for the trainee to have learned the task while in college.
- [3] UN - do not expect the trainee to perform the task in your operation so therefore, the task is UNIMPORTANT and does not need to be learned by the trainee while in college or on the job.

If you feel that an important task has been omitted, please list it along with others that you feel are important in the space provided. PLEASE MAKE ONLY ONE SELECTION

I) MANAGEMENT TASKS

A RESTAURANT MANAGEMENT TRAINEE WHO HAS GRADUATED FROM A BACHELOR DEGREE GRANTING RESTAURANT MANAGEMENT PROGRAM SHOULD KNOW HOW TO:

TASKS		LIC	OJT	UN
		[1]	[2]	[3]
1.	Analyze financial statements to evaluate operational performance.	[ ]	[ ]	[ ]
2.	Justify equipment purchases with cost/benefit and payback data.	[ ]	[ ]	[ ]
3.	Write job descriptions and specifications for personnel.	[ ]	[ ]	[ ]
4.	Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price	[ ]	[ ]	[ ]



	LIC [1] LIC	OJT [2] OJT	UN [3] UN
5. Understand human relations and how to motivate personnel to perform effectively.	[ ]	[ ]	[ ]
6. Establish a maintenance schedule for equipment.	[ ]	[ ]	[ ]
7. Establish a maintenance schedule for facilities.	[ ]	[ ]	[ ]
8. Maintain accurate and appropriate records for reporting purposes.	[ ]	[ ]	[ ]
9. Delegate appropriate tasks to others.	[ ]	[ ]	[ ]
10. Develop community relations and involvement by actively participating in civic/trade association activities.	[ ]	[ ]	[ ]
11. Use marketing analysis for decision making (example: service hours, expansion, new amenities).	[ ]	[ ]	[ ]
12. Implement an inventory control system.	[ ]	[ ]	[ ]
13. Know and understand state, local, and federal labor laws relating to personnel management.	[ ]	[ ]	[ ]
14. Develop methods for evaluating customer satisfaction regarding product and service mix.	[ ]	[ ]	[ ]
15. Prepare department income and expense budget.	[ ]	[ ]	[ ]
16. Understand the interview and personnel selection processes.	[ ]	[ ]	[ ]
17. Conduct orientation of new personnel.	[ ]	[ ]	[ ]
18. Perform in-service training of personnel.	[ ]	[ ]	[ ]

	LIC [1] LIC	OJT [2] OJT	UN [3] UN
19. Operate equipment properly and safely.	[1]	[2]	[3]
_____	[ ]	[ ]	[ ]
20. Plan sanitation schedules and procedures that conform to state and local regulations.			
_____	[ ]	[ ]	[ ]
21. Develop long- and short-range organizational goals and objectives.			
_____	[ ]	[ ]	[ ]
22. Conceptualize the total operation.			
_____	[ ]	[ ]	[ ]
23. Maintain effective communication with personnel.			
_____	[ ]	[ ]	[ ]
24. Treat customer satisfaction as top priority.			
_____	[ ]	[ ]	[ ]
25. Possess technical knowledge in all areas of energy conservation.			
_____	[ ]	[ ]	[ ]
26. Possess technical knowledge regarding maintenance of equipment and property.			
_____	[ ]	[ ]	[ ]
27. Understand management's and labor's part in collective bargaining.			
_____	[ ]	[ ]	[ ]
28. Train personnel to serve customers graciously.			
_____	[ ]	[ ]	[ ]
29. Implement a preventive maintenance program for departments.			
_____	[ ]	[ ]	[ ]
30. Understand the capabilities and limitations of computers.			
_____	[ ]	[ ]	[ ]
31. Know how to select computer software.			
_____	[ ]	[ ]	[ ]
32. Possess "hands-on" experience with computer systems and software.			
_____	[ ]	[ ]	[ ]
33. Know how to select computer hardware.			
_____	[ ]	[ ]	[ ]

	LIC [1] LIC	OJT [2] OJT	UN [3] UN
34. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.			
	[ ]	[ ]	[ ]
35. Possess effective writing and documentation skills.			
	[ ]	[ ]	[ ]
36. Understand the social/ethical responsibilities of management.			
	[ ]	[ ]	[ ]
37. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.			
	[ ]	[ ]	[ ]
OTHER			
38.			
39.			

11) FOOD SERVICE AND RESTAURANT-RELATED STATEMENTS

(note: only complete if you have work experience in restaurants)

TASKS	LIC	OJT	UN
<u>A RESTAURANT MANAGEMENT TRAINEE WHO HAS GRADUATED FROM A BACHELOR DEGREE GRANTING RESTAURANT MANAGEMENT PROGRAM SHOULD KNOW HOW TO:</u>			
	[1]	[2]	[3]
<u>(PLEASE MAKE ONLY ONE SELECTION)</u>			
1. Implement standard food, beverage, and labor control procedures.			
	[ ]	[ ]	[ ]
2. Develop selling prices based on operation cost, expected profit, and competition.			
	[ ]	[ ]	[ ]
3. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).			
	[ ]	[ ]	[ ]
4. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).			
	[ ]	[ ]	[ ]
5. Possess technical skills in receiving, storing, and issuing of food and beverage.			
	[ ]	[ ]	[ ]
6. Analyze menu as to nutritional content.			
	[ ]	[ ]	[ ]
7. Prepare daily food production schedules.			
	[ ]	[ ]	[ ]

	LIC	OJT	UN
	[1]	[2]	[3]
	LIC	OJT	UN
8. Develop menus which incorporate new trends in hospitality industry.			
	[ ]	[ ]	[ ]
9. Identify food items accurately (truth in menus).			
	[ ]	[ ]	[ ]
10. Analyze menu for cost, selling price, and customer satisfaction.			
	[ ]	[ ]	[ ]
11. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.			
	[ ]	[ ]	[ ]
12. Identify alternative nontraditional sources of labor for the restaurant enterprise.			
	[ ]	[ ]	[ ]
OTHER:			
13.			

III) GENERAL CLASSIFICATION OF INFORMATION

1. Which one of the following classifications best describes your company/organization?  
Circle one.
  1. Fine dining
  2. Casual/theme
  3. Cafeteria
  4. Family dining
  5. Fast food - burgers
  6. Fast food - pizza
  7. Fast food - chicken
  8. Fast food - sweets
  9. Fast food - sandwiches
  10. Fast food - Mexican
  11. Fast food - seafood
2. Which one of the following classifications best describes the type of industry you are employed in? (circle one)
  1. Full-Service Restaurant
  2. Fast-Food

1. 25 - 50
2. 51 - 75
3. 76 - 100
4. 101 - 125
5. 126 - 150
6. 151 - 175
7. 176 - 200
8. Other \_\_\_\_\_

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## **APPENDIX C**

### **SURVEY INSTRUMENT RESULTS**

# APPENDIX C

## NUMBER AND PERCENTAGE OF FAST-FOOD, FULL SERVICE AND TOTAL RESTAURANT MANAGEMENT PROFESSIONALS RESPONDING TO 49 COMPETENCIES STATEMENTS AND DEMOGRAPHIC CLASSIFICATION INFORMATION

Questions Part I	Fast Food N = 40			Full Service N = 63			Total N = 103		
	LIC	OUT	UN	LIC	OUT	UN	LIC	OUT	UN
1. Analyze financial statements to evaluate operational performance.	32 80%	6 15%	2 5%	54 86.7%	8 12.7	1 1.6%	86 83.5%	14 13.6%	3 2.9%
2. Justify equipment purchases with cost/benefit and payback data.	30 75%	4 10%	6 15%	48 76.2%	10 15.9	5 7.9%	78 75.7%	14 13.6%	11 10.7%
3. Write job descriptions and specifications for personnel.	20 50%	20 50%	0 0%	42 66.5%	19 30.2	2 3.2%	62 60.2%	39 37.9%	2 1.9%
4. Develop purchasing specifications for food and supplies that ensure appropriate quality, adequate quantity, and best price.	14 35%	24 60%	2 5%	38 60.3%	23 36.5	2 3.2%	52 50.5%	47 45.6%	4 3.9%
5. Understand human relations and how to motivate personnel to perform effectively.	36 90%	4 10%	0 0%	42 66.7%	21 33.3	0 0%	78 75.7%	25 24.3%	0 0%
6. Establish a maintenance schedule for equipment.	13 32.5%	27 67.5%	0 0%	26 41.3%	36 57.1	1 1.6%	39 37.9%	63 61.2%	1 .97%

**APPENDIX C (cont'd)**

	<b>Fast Food</b>			<b>Full Service</b>			<b>Total</b>		
	<b>LUC</b>	<b>OUT</b>	<b>UN</b>	<b>LUC</b>	<b>OUT</b>	<b>UN</b>	<b>LUC</b>	<b>OUT</b>	<b>UN</b>
		<b>N = 40</b>			<b>N = 63</b>			<b>N = 103</b>	
7. Establish a maintenance schedule for facilities.	16 37.5%	24 60%	1 2.5%	28 44.4%	33 52.4	2 1.9%	43 41.7%	57 55.3%	3 2.9%
8. Maintain accurate and appropriate records for reporting programs.	28 70%	12 30%	0 0%	43 68.3%	20 31.7	0 0%	71 68.9%	32 31.1%	0 0%
9. Delegate appropriate tasks to others.	23 57.5%	17 42.5%	0 0%	28 44.4%	34 54	1 1.6%	51 49.5%	51 49.5%	1 .97%
10. Develop community relations and involvement by actively participating in civic/trade association activities.	24 60%	13 32.5%	3 7.5%	20 31.8%	31 49.2	12 19%	44 42.7%	44 42.7%	15 14.6%
11. Use marketing analysis for decision making (example: service hours, expansion, new amenities).	35 87.5%	3 7.5%	2 5%	45 71.4%	14 22.2	4 6.4%	80 77.7%	17 16.5%	6 5.8%
12. Implement an inventory control system.	28 65%	14 35%	0 0%	48 73%	17 27	0 0%	72 69.9%	31 30.1%	0 0%
13. Know and understand state, local, and federal labor laws relating to personnel management.	38 90%	4 10%	0 0%	56 88.9%	7 11.1	0 0%	92 89.3%	11 10.7%	0 0%
14. Develop methods for evaluating customer satisfaction regarding product and service mix.	23 57.5%	15 37.5%	2 5%	36 57.1%	27 42.9	0 0%	59 57.3%	42 40.8%	2 1.9%
15. Prepare department income and expense budget.	28 70%	5 12.5%	7 17.5%	49 77.8%	10 15.9	4 6.3%	77 74.7%	15 14.6%	11 10.7%



APPENDIX C (cont'd)

	Fast Food			Full Service			Total		
	LJC	OJT	UN	LJC	OJT	UN	LJC	OJT	UN
	N = 40			N = 63			N = 103		
16. Understand the interview and personnel selection processes.	35 87.5%	5 12.5%	0 0%	49 77.8%	14 22.2%	0 0%	84 81.6%	19 18.4%	0 0%
17. Conduct orientation of new personnel.	18 45%	21 52.5%	1 2.5%	26 41.3%	37 58.7%	0 0%	44 42.7%	58 56.3%	1 .97%
18. Perform in-service training of personnel.	12 30%	27 67.5%	1 2.5%	20 31.7%	42 66.7%	1 1.6%	32 31.1%	69 67%	2 1.9%
19. Operate equipment properly and safely.	8 20%	32 80%	0 0%	21 33.3%	41 65.1%	1 1.6%	29 19.4%	73 70.9%	1 .97%
20. Plan sanitation schedules and procedures that conform to state and local regulations.	29 72.5%	11 27.5%	0 0%	43 68.3%	20 31.7%	0 0%	72 69.9%	31 30.1%	0 0%
21. Develop long- and short-range organizational goals and objectives.	26 65%	12 30%	2 5%	42 66.6%	19 30.2%	2 3.2%	68 66%	31 30.1%	4 3.9%
22. Conceptualize the total operation.	17 42.5%	22 55%	1 2.5%	34 54.8%	29 46%	0 0%	51 49.5%	51 49.5%	1 .97%
23. Maintain effective communication with personnel.	33 82.5%	7 17.5%	0 0%	36 57.1%	26 41.3%	1 1.6%	69 67%	33 32.0%	0 0%

**APPENDIX C (cont'd)**

	Fast Food OUT N = 40		Full Service OUT N = 63		Total OUT N = 103	
	LIC	UN	LIC	UN	LIC	UN
24. Treat customer satisfaction as top priority.	28 70%	12 30%	38 60.3%	25 39.7	66 64.1%	37 36.9%
25. Possess technical knowledge in all areas of energy conservation.	26 65%	8 20%	41 65.1%	15 23.8	67 66%	23 22.3%
26. Possess technical knowledge regarding maintenance of equipment and property.	15 37.5%	22 55%	25 39.7%	31 49.2	40 38.8%	53 51.5%
27. Understand management's and labor's part in collective bargaining.	26 65%	4 10%	32 50.8%	9 14.3	58 56.3%	13 12.6%
28. Train personnel to serve customers graciously.	24 60%	16 40%	32 50.8%	31 49.2	56 54.4%	47 45.6%
29. Implement a preventive maintenance program for departments.	14 35%	25 62.5%	31 48.2%	31 49.2	45 43.7%	56 54.4%
30. Understand the capabilities and limitations of computers.	32 80%	2 5%	55 87.3%	3 4.8	87 84.5%	5 4.8%
31. Know how to select computer software.	20 50%	7 17.5%	36 57.1%	10 15.9	56 54.4%	17 16.5%
						30 29.2%

APPENDIX C (cont'd)

	Fast Food N = 40			Full Service N = 63			Total N = 103		
	LJC	QJT	UN	LJC	QJT	UN	LJC	QJT	UN
32. Possess "hands-on" experience with computer systems and software.	29 72.5%	4 10%	7 17.5%	48 76.2%	7 11.1	8 12.7%	77 74.7%	11 10.7%	15 14.6%
33. Know how to select computer hardware.	20 50%	7 17.5%	13 32.5%	38 60.3%	5 7.9	20 31.6%	58 56.3%	12 11.7%	33 32%
34. Demonstrate skill in preparing and interpreting financial statements such as income statements and cost-control forms.	29 72.5%	7 17.5%	4 10%	54 86.7%	6 9.5	3 4.8%	83 80.6%	13 12.6%	7 6.8%
35. Possess effective writing and documentation skills.	35 87.5%	2 5%	3 7.5%	59 93.7%	4 6.3	0 0%	94 91.3%	6 5.8%	3 2.9%
36. Understand the social/ethical responsibilities of management.	37 92.5%	3 7.5%	0 0%	54 86.7%	9 14.3	0 0%	91 88.3%	12 11.7%	0 0%
37. Possess knowledge of the legal problems pertaining to contracts and the impact of laws on the restaurant industry.	30 75%	5 12.5%	5 12.5%	58 92.1%	2 3.2	3 4.8%	88 85.4%	7 6.8%	8 7.8%

APPENDIX C (cont'd)

Questions  
Part II

	LIC	QJT N = 40	UN	LIC	QJT N = 60	UN	LIC	QJT N = 100	UN
1. Implement standard food, beverage, and labor control procedures.	30 75%	10 25%	0 0%	48 80%	12 20	0 0%	78 78%	22 22%	0 0%
2. Develop selling prices based on operation cost, expected profit and competition.	33 82.5%	4 10%	3 7.5%	45 75%	10 16.7	5 8.3%	78 78%	14 14%	8 8%
3. Use appropriate techniques for purchasing food/beverage and supplies (pars, bids, specifications).	28 70%	10 25%	2 5%	40 66.7%	18 30	2 3.3%	68 68%	28 28%	4 4%
4. Possess technical skills in food and beverage production management (cooking, bartending, dishwashing, service).	21 52.5%	19 47.5%	0 0%	32 53.3%	27 45	1 1.7%	53 53%	48 48%	1 1%
5. Possess technical skills in receiving, storage, and issuing of food and beverage.	26 65%	14 35%	0 0%	39 65%	21 35	0 0%	65 65%	35 35%	0 0%
6. Analyze menu as to nutritional content.	23 57.5%	8 20%	9 22.5%	31 51.7%	14 23.3	15 25%	54 54%	22 22%	24 24%
7. Prepare daily food production schedule.	10 25%	28 70%	2 5%	25 41.7%	34 56.7	1 1.7%	35 35%	62 62%	3 3%
8. Develop menus which incorporate new trends in hospitality industry.	17 42.5%	13 32.5%	10 25%	15 25%	38 63.3	7 11.7%	32 32%	51 51%	17 17%
9. Identify food items accurately (truth in menus).	24 60%	11 27.5%	5 12.5%	35 58.3%	21 35	4 6.7%	59 59%	32 32%	9 9%

APPENDIX C (cont'd)

	Fast Food N = 40		Full Service N = 60		Total N = 100	
	LIC	UN	LIC	UN	LIC	UN
10. Analyze menu for cost, selling price, and customer satisfaction.	29 72.5%	9 22.5%	42 70%	18 30%	71 71%	27 27%
11. Understand that standardized recipes are used to provide a consistent basis for quality and quantity control.	26 65%	14 35%	43 71.7%	17 28.3%	69 69%	21 21%
12. Identify alternative nontraditional sources of labor for the restaurant enterprise.	32 80%	8 20%	41 68.3%	19 31.7%	73 73%	27 27%

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