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Assessing Required Hospitality Competencies Among Students, Industry Professionals, and Faculty

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Assessing Required Hospitality Competencies Among Students,
Industry Professionals, and Faculty

by

Angad Singh Dang

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Curriculum and Instruction
with a concentration in Adult Education
Department of Leadership, Policy, and Lifelong Learning
College of Education
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Competency, Human Resource Management Competency, Communication
Competency, Operational Knowledge Competency

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Dedication

This work is dedicated to my mother, late Moneet Kaur Dang, who will always be loved and missed. Her love, support, and blessings are always unconditional, and she was instrumental in shaping me to be a better human being.

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First, I would like to thank my wife Nathaly and my father Ramnik for being supportive while I pursued my interests. Your love, support, understanding, and sacrifice have made all the difference. I love you very much. Nathaly, you have been there at my weakest and my strongest times. Thank you for being patient. Te amo mucho, mi amor. Papa, your unconditional love, to both Nathaly and me, has always provided a sense of security to the both of us. I would also like to thank my in-laws, Norberto and Enith Marin, for their love and support to both me and Nathaly. I would also like to acknowledge my aunt, Dr. Anila Jain, for her continuous love and support even before I left the shores of India.

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Abstract

The purpose of this study was to identify the competencies important for success in the hospitality industry, based on the perceptions of hospitality faculty, professionals, and students. To identify the competencies, the research employed the following steps: initial survey development, input from a focus group panel of experts, review by validation panel of experts on revised survey, pilot study of process for final survey and data collection using the revised questionnaire. The study targeted hospitality students who were enrolled in a 4-year undergraduate degree program, faculty who taught in a 4-year hospitality under-graduate or graduate program, and hospitality professionals who worked in the industry. The final survey used the online platform MTURK, which is an online platform. Five competency subheadings with 5-8 competencies included the areas of Leadership, Financial Analysis, Communications, Human Resource Management (HRM), and Operational Knowledge. Competency means, differences by personnel categories (hospitality faculty, professionals, & students), and differences by individual variables (gender, years of experiences, level of schooling, and area of responsibility) were investigated. HRM had the highest competency ratings. Service orientation under Leadership was rated as the highest competency in the entire survey. Based on personnel categories, only the leadership statements about adapting to change and finding innovative ways to work were found to be significantly different between the faculty and professionals. Differences occurred between the responses by gender, years of experience, and level of schooling. The competency subheadings

Leadership, Communications, and Human Resource Management were perceived to be most important for success by hospitality personnel. Each of these competencies included interpersonal interaction and soft skills. The variables years of experience, gender, area of responsibility, and personnel had significant differences based on the levels within each variable. Only level of schooling showed no difference in responses by the participants.

Faculty and professionals need to have an open conversation about what each feels important for students to learn. This could be conducted through round table discussions where both professionals and faculty are in attendance. Communication skills between males and females should be prioritized since gender differences were significant throughout most of the Communication subheading competencies.

Chapter 1

Introduction

The construct of hospitality dates back to civilization itself (O’Gormon, 2007). The word hospitality derives from the term hospice, meaning generous and friendly. (Hospitality, 2017, Para 1). The scope of hospitality today is on a magnitude that is larger than ever before. According to the U.S. Department of Commerce (n.d.), the travel and tourism industry produced over \$1.9 trillion in economic output in 2019. The travel and tourism industry is responsible for employing 7.6 million people in the United States. Travel and tourism exports contributed towards 11% of all U.S. exports and accounted for 33% of all U.S. services exports. This input towards the employment sector and economic productivity positions travel and tourism as the nation's largest services export (Department of Commerce, International Trade Administration, 2018).

The industry of hospitality industry is multifaceted, and includes travel, lodging, assembly and event management, restaurants, and managed services (Walker, 2016). There are many subsectors in the travel and tourism industry, but the three major subsectors that have contributed towards 45% of the total economic output are accommodations, air travel, and food services. Accommodations is the largest of the three subsectors and is responsible for 19% of total travel and tourism spending, which amounted to approximately \$293 billion in the year 2020. The food service sector is about 15% of the travel and tourism related spending, which amounts to \$227 billion.

These two subsectors combined support 5.6 million U.S jobs (Department of Commerce, International Trade Administration, 2018).

According to Kotler et al. (2013), a unique aspect of the hospitality industry is how the product, and the service are delivered simultaneously. Walker (2016) explains how this exclusive interaction happens between guests and hospitality employees and can create profound experiences and enduring memories. Walker (2016) states “hospitality employees have the ability to affect the human experience by creating powerful impressions—even brief moments of truth—that may last a lifetime” (p. 14).

The hotel industry employs a large percentage of the nation’s workforce and generates revenue from both domestic and foreign travelers. According to the American Hotel and Lodging Association (AHLA), in its *Economic Impact of the Hotels industry* mentions there are eight million jobs held by the hotel industry in the American job market, out of which 300,000 are federally supported jobs in the United States. The AHLA also claims \$1.5 trillion in U.S. sales (hotel revenue, guest spending, and taxes) (2018). In addition, the National Restaurant Association (2018) reports that 10% of the entire workforce in the United States consists of restaurant employees. The latest available projected restaurant sales for the year 2018 was \$825 billion. There are 15.1 million employees who work in the restaurant industry.

As the economy increasingly becomes more global and competitive, it is important for employers to focus on and consider competencies in human resources (McMurray et al., 2016). This allows enterprises to have a competitive advantage in the ever-changing times.

McMurray's (2016) research has shown the importance of core competencies and essential skills, including quantitative, analytical, and technological capabilities concurrent with focusing on strategic and holistic thinking. According to Finch et al. (2016), additional competencies include being innovative towards problem solving, cultural awareness, communication and collaboration, and the ability to constantly change.

Statement of the Problem

The hospitality industry is known for having record high employee turnover rates (National Restaurant Association, 2016). From 2012 to 2016, the annual turnover rate in the hospitality industry rose from 64.8%, to 72.9% (Holtom & Burch, 2016; NRA, 2017; Ruggless, 2016). There is a gap in research investigating competencies needed for success in hospitality-related positions by students, faculty, and professionals in the United States. A study conducted by Quinn and Buzzetto-Hollywood (2019) examined hospitality industry competencies considered important by the students and faculty of minority populations in a historically Black university in the Eastern part of the U.S. He then compared the competencies deemed important by industry professionals to those that the faculty and students highlighted as important for success in the hospitality industry. Quinn and Buzzetto-Hollywood (2019) also identified administrators and other personnel involved with the hiring process. This research used a similar model to examine the competencies considered to be important to success in the hospitality industry. However, this research gathered data on competencies needed for success from all three stakeholders involved in working in the hospitality industry.

Another phenomenon, which affected the hospitality industry globally, was the COVID 19 pandemic. According to the American Hotel and Lodging Association (Shapoval et al., 2020), since February 2020, hotels in the U.S. have lost more than \$46 billion, and there has been a loss of 4.8 million jobs in the hospitality industry. The AHLA (2020) anticipated occupancy rates beneath 20% in the last few months of 2020. However, a report conducted in August 2020 identified that in April 2019 the occupancy rate was at 67.8% in comparison to April 2020 where the occupancy rates dropped down to 24.5% (Shapoval et al., 2021)

Purpose of the Study

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. This study presented a unique approach in utilizing a 3-pronged method that compared hospitality faculty, hospitality professionals, and hospitality students using the same survey instrument to compare the perceived differences for competencies considered important for success in the hospitality industry.

This study targeted hospitality students who were enrolled in a 4-year undergraduate degree program. The selection criterion for faculty was limited to individuals who taught in a hospitality 4-year undergraduate or graduate program. The selection criterion for hospitality professionals included employers and employees who worked in the industry.

Research Questions

The research questions guiding the study will include.

1. What competencies are perceived to be most important for success by hospitality students, hospitality faculty, and hospitality professionals?
2. What are the differences in competencies perceived to be important across three groups (i.e., hospitality students, hospitality faculty, and hospitality professionals)?
3. Are there differences between competencies perceived to be most important by hospitality faculty, hospitality professionals, and hospitality students for success by years of experience in hospitality, gender, level of schooling, and area of responsibility?

Rationale of the Study

According to McMurray et al. (2016), there has been an increasing difference between the needs of the employers and sometimes the skills being imparted to the students entering the workforce. The Council of Economic Advisers (2018), in its statement, *Addressing America's Reskilling Challenge*, identified "an information gap between employers, workers, and educational institutions" (p.1); this information gap "makes it difficult to prepare the workforce employers seek" (p.1), and coordination between the needs of the employers and the skills taught at higher education institutions need to be somewhat similar in order to meet the reskilling challenge.

According to Yang and Cheung (2014), leaders in hospitality organizations are worried that the existing knowledge gap between industry and academia is hindering students in succeeding in the hospitality industry after graduation. Competencies

explain behavioral actions a person brings to a position to allow them to complete the job requirements proficiently. Competencies are often used as an over-arching term to contain just about any quality that might directly or indirectly influence job performance (Woodruffe, 1993).

Competencies could include attitudes or values, self-concepts, motives, traits, or information of precise content areas, as well as cognitive, behavioral, or physical skills (Boyatzis, 1982; Spencer & Spencer, 1993). Competencies refer to the willingness and capability (motive and traits) to behave in a competent manner and incorporates knowledge, skills, behaviors, and attitudes into a single core unit.

Significance of the Study

Hospitality educators have questioned their own peers whether “hotel management programs are preparing hospitality students adequately” (Wilhelm et al., 2002, p. 54). To solve this problem, the hospitality and tourism industry should (a) train their employees or professionals according to their needs and/or (b) hire employees or professionals who have the necessary skills (Bonn & Forbringer, 1992). According to Wilkie (2019), a spring 2018 survey of 650 human resource managers in general business firms found that employees were missing soft skills. Employers found 73% of the employees lacked critical skills, communication skills, and soft skills. Employers also found that 64% of new hospitality employees lacked critical thinking and 54% lacked communication. Numerous researchers (Chung-Herrera et al., 2003; Cobanoglu et al., 2004; Geissler & Martin, 1998; Kay & Russette, 2000; Nelson & Dopson, 2001) believe the challenge to academic leadership is the identification of the skills.

The same researchers believe teaching methods and instructional strategies must ensure students acquire skills deemed crucial to the marketplace. The findings of this study can add to the body of knowledge about curriculum development. Also, the findings of this study can help hospitality programs recruit students whose expectations are aligned with the program's offerings and expectations. Finally, the findings could ensure closer alignment with the needs and expectations of the industry.

Conceptual Framework

A competency model is a descriptive tool that recognizes skills, knowledge, abilities, and behaviors required to perform efficiently in an organization to meet its strategic aims through building human resource capability. The first competency model, which came into existence in the 1970s, was developed by McClelland, which was published by Spencer and Spencer (1993).

Chung-Herrera et al. (2003) developed a competency model, which measures competencies future leadership candidates should have to become leaders in the hospitality industry. The researchers increased the internal reliability of the competency model by including the perceptions and feedback of the competencies by hospitality industry leaders. Chung-Herrera et al.'s questionnaire has been cited in over 400 research articles since 2003. Kay and Russette (2000) found all of the important competencies identified by managers fell under five crucial competencies including leadership, interpersonal, conceptual–creative, administrative, and technical skills previously identified in Sandwith's (1993) fundamental competency domains. According to Marneros et al. (2020), "Sandwith's model is extensively used by many studies, it has become the standard framework used in assessing competencies for the hospitality

industry” (p. 239). Crucial competencies for the hospitality industry can be pigeonholed under the domains of leadership, interpersonal, conceptual–creative, administrative, and technical skills (Kay & Russette, 2000; Marneros et al., 2020).

For the purpose of this research, I used Marneros et al.’s (2020) competency model. Under this model, there are five competency subheadings that include the Leadership Competency Subheading, Financial Analysis Competency Subheading, Human Resource Management Competency Subheading, Communication Competency Subheading, and Operational Knowledge Competency Subheading. These are used to determine which competencies are considered important for success in the hospitality industry.

Competencies refer to behavioral aspect’s individuals carry to a position to allow them to complete the job capably. It is often used as an inclusionary term to comprise anything that might act as a component towards job performance (Woodruffe,1993). Competencies could include motivations, characteristics, self-observations, attitudes, standards, job specific knowledge, and so forth. Competencies can also include cognitive, behavioral, or physical skills (Boyatzis,1982; Spencer & Spencer,1993). According to Bharwani and Talib (2017), “It (competency model) refers to the willingness and capability (motive and traits) to behave in a competent manner and incorporates knowledge, skills, behaviors and attitudes into a single core unit” (p.396).

One of the first competency models for the lodging management industry was created by Chung-Herrera et al. (2003). Competency models have several advantages for a company. To begin with, a competency model is valuable for structuring an integrated framework in developing a company's human-resource system. Used

constantly, such a model should lead to enhanced performance standards. Also, during times of instability and change a competency model can be a critical guide.

Additionally, a competency model developed carefully can decrease legal challenges to hiring decisions. Finally, a well-planned competency model augments a company's ability to connect with its workforce concerning the behavior linked with success, thus increasing the ability of the firm to be successful in achieving its business objectives (Chung-Herrera et al., 2003).

Assumptions and Limitations

Several assumptions and limitations of the methods used are described below.

Assumptions

This study assumes that hospitality faculty, hospitality students, and hospitality professionals were intimately aware of the most important competencies needed to be successful in the hospitality industry.

Limitations

One of the limitations was that the majority of my sample was Caucasian (75%). I know from experience that the hospitality industry employs many individuals who are minorities. Only individuals who spoke English were included in this study.

Another limitation was that the study began during the peak of the COVID pandemic. As the COVID numbers began to subside, COVID was not an extremely stressful situation which led to participants to not pay as much attention towards the hygiene and safety during the data collection phase of this study.

Definition of Terms

The following terms are pertinent to this study to avoid any misinterpretation of their meanings for purposes exclusive to this study.

Area of Responsibility- For the purpose of this study, the department in which the participants primarily worked was called the area of responsibility. This included Front Office, Housekeeping, Food and Beverage Service, Food and Beverage Production, Bakery and Pastry, Sales and Marketing, Human Resources, and Academia.

Competency- The term competency has been defined differently by various authors.

For the purpose of this study, competencies include cognitive and behavioral skills relating to hospitality (Boyatzis, 1982; Spencer & Spencer, 1993).

Competencies are considered critical for inclusion in a model, because they also distinguish superior performers from poor performers (Chung-Herrera et al., 2003).

Hospitality Industry- Includes Travel, Lodging, Assembly and Event Management, Restaurant and Managed Services, and Recreation (Walker, 2016).

Hospitality Industry Careers- Hospitality careers available for graduates can be found in the following areas: (a) food and beverage management (e.g., restaurants, catering companies, hotels); (b) lodging management; (c) casino management; (d) travel and tourism management; (e) event management; and (f) human resources (HCareers, 2016).

Hospitality Personnel- For the purpose of this study, hospitality personnel include (a) hospitality faculty, (b) hospitality professionals, and (c) hospitality students.

Hospitality Faculty- hospitality faculty were limited to individuals who taught in a hospitality 4-year undergraduate or graduate program.

Hospitality Professionals- Professionals or employees who were working in the hospitality industry.

Hospitality Students- Hospitality students were enrolled in a 4-year undergraduate degree program including internship and required voluntary hours in the field.

Hospitality Program- The field of study concentrating on the education and preparation of students interested in working in the hospitality businesses (Kotler et al., 2013).

Hospitality-related Positions- These positions include the four sectors of hospitality are called hospitality-related positions. These are lodging management, food and beverage service, travel and tourism, and recreation.

Level of Schooling- The highest level of schooling a participant had accomplished. The categories include degrees at the levels of Bachelor's, Master's, Doctoral, and individuals currently enrolled in a degree program.

Success- The term success has been defined differently by different individuals. For the purpose of this study, employers, entrepreneurs, and employees who competently fulfill the roles they were hired to do are considered to be successful.

Organization of Study

Chapter 1 presents an introduction to the study. It includes the statement of the problem, purpose of the study, research questions, rationale of the study, significance of the study, conceptual framework, assumptions and limitations, definitions of terms, and organization of the study. Chapter 2 is a review of literature relating to this study. It incorporates search term options, competencies for the larger business community, general hospitality-related competencies, frontline staff competencies, back of the house competencies, technological competencies in hospitality, individual variables, and a summary. Chapter 3 discusses the methods used for this study. It incorporates the procedures utilized in this study, including the research design and research questions, population and sample, instrumentation, data collection, and data analysis. Chapter 4 includes competencies by subheadings; differences in perception by personnel category; differences in responses by gender, area of responsibility, hospitality personnel, and years of experience across the different subheadings, which include the Leadership Competency Subheading; Financial Analysis Competency Subheading; Human Resource Management Competency Subheading; Communication Competency Subheading; and Operational Knowledge Competency Subheading. Chapter 5 includes a summary, conclusions, implications, and recommendations for future research.

Chapter 2

Literature Review

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. The parts of this chapter include search term options, competencies for larger business communities, general competencies for the hospitality industry, frontline staff competencies, back-of-the-house competencies, technological competencies in hospitality, and a summary.

Search Term Options

To access articles related to search options, I went to the USF library homepage and Google scholar. Most of my articles were found within two prominent journals in the field of hospitality management, the *International Journal of Hospitality Management* and the *Journal of Hospitality and Tourism Education*. Some examples of search terms included hospitality competencies, general business competencies, food and beverage competencies, culinary competencies, or competencies needed to be successful in the kitchen.

Competencies for the Larger Business Community

According to McMurray et al. (2016), several exploration studies stated that the larger business community is mostly displeased with the skills being taught at colleges to those graduating with business degrees. McMurray et al. (2016) observed that Higher Education Institutions provided crucial skills, which played an important role for

graduates in getting hired by employers. However, there is a gap between skills of graduates being hired and skills being taught to those graduating from Higher Education Institutions. If Higher Education Institutions were to successfully bridge the gap between higher education, and employment and entrepreneurship, it would improve the importance of Higher Education Institutions. In this way, the business industry would better acknowledge the contributions that Higher Education Institutions have within the larger business community (Busteed, 2015; Dua, 2013).

According to Finch et al. (2016), research has revealed core competencies and essential skills, which include quantitative, analytical, and technological capabilities. Along with these attributes some other characteristics required are strong strategic skills and holistic thinking. According to Finch et al. (2016) also believed innovative problem solving, cultural awareness, communication and collaboration, and the ability to constantly adapt were important.

A recent study by Rosenberg et al.'s (2012) examined the employability skills essential for job performance and observed how these skills were delivered in college. The authors noted it was necessary for college students to educate themselves in order to gain the skills to be successful in a job position. Rosenberg et al.'s study is unique, because it employed a 3-pronged approach in reaching its results. The researchers surveyed college graduates, the faculty who taught them and the human resource directors who were going to employ these graduates. In Rosenberg et al.'s study, descriptive statistics were used to understand the attitudes of the participants on eight basic employability skills. These eight factors of basic employability were: (a) basic literacy and numeracy skills, (b) critical thinking skills, (c) management skills,

(d) leadership skills, (e) interpersonal skills, (f) information technology skills, (g) systems thinking skills, and (h) work ethic disposition. All these skills involve both interpersonal and operational knowledge which are important in the hospitality industry.

General Hospitality Related Competencies

A study conducted by Ashley et al. (1995) at UCLA reviewed the changing hospitality industry requirements for general and specific educational prerequisites. Since the UCLA Department of Hospitality fell under the College of Business, there were some changes that occurred in the curriculum. The idea behind redefining the curriculum was to provide a valuable workforce to the hospitality industry. The college decided to develop a new curriculum, which would start with skills the industry needed for hiring employees. The department invited 25 well known executives to brainstorm and to identify competencies important for hospitality graduates. This brainstorming session was then followed by a session with the faculty and a session with students led by one faculty member. The categories which emerged as common requirements included: people skills, creative-thinking ability, financial skills, communication skills, developing a service orientation, total quality management, problem identification, problem solving skills, listening skills, customer feedback skills, and individual-and system-wide computer skills.

Kriegel (2000) conducted a study investigating three questions including: (a) What are the most important skills international hotel managers should have? (b) Which training activities are most effective in developing those management skills? (c) What are the manager experiences in international hospitality industry? Kriegel sent out 100 surveys, and to his chosen audience of former alumni of the Cornell Hotel School,

Ithaca, New York. He sent these surveys to graduates on the six continents of Africa, North and South America, Asia, Australia, and Europe. Of the 100 surveys sent, 51 were returned and analyzed by the author. He asked the respondents to mark the importance of a skill using a Likert scale. The results indicated, according to the respondents, 13 skills were of extreme importance. The top five skills considered essential were cultural sensitivity, interpersonal skills, managerial flexibility, adaptive leadership, and intercultural competence.

In another study conducted in California, the researchers sought to determine the skills and abilities important for hospitality graduates hired to be management trainees (Nelson & Dopson, 2001). The basis of this study was the need to constantly improve curricula in the hospitality education field. The theoretical fundamentals of the study conducted by Nelson and Dopson (2001) were based on Tyler's (1969) classic approach to curriculum development. This approach focused on identifying the needs of the community, the requirements for education, and finally the needs of the students. The areas of skills and abilities on which the questionnaire was developed were financial, marketing, general management, human resources, service, personal attributes, and technological skills. The same surveys were sent to three populations, including hotel executives, human resource specialists, and the alumni of Collins School of Hospitality in Pomona, California. The results indicated some of the common qualities deemed to be important included demonstrating leadership abilities, controlling costs effectively, developing positive customer relationships, identifying and solving managerial problems, and managing crisis situations.

Chung-Herrera et al. (2003) observed a gap in the literature regarding competency models in the hospitality industry. Although the hospitality industry had started using leadership competency models, there were no competency models being used to determine the skills necessary for being employed specifically in the hospitality industry. The competencies were rated on a 5-point Likert scale. The survey was sent to 137 people who worked in the hospitality industry. Using competency models from other industries as a guiding tool, as well as conducting a pilot study, the researchers generated a list of 99 competencies or skills. These 99 competencies and skills were grouped into eight principal factors involving 28 dimensions they believed contributed to leadership success in the hospitality industry.

Chung-Herrera et al.'s results indicated that the competency categorized as Self-Management was rated the highest. Self-Management included time management, flexibility and adaptability, self-development, and ethics and integrity. Other notable competencies included cognizance of customer needs, commitment to quality, strategic positioning, concern for community, and managing stakeholders. It was noted that industry knowledge, direction and leadership, and interpersonal skill were factors ranked lower by the respondents.

According to Ruhanen (2006), hospitality leaders were worried that skills being taught at institutions were not meeting the needs of the industry. However, if the needs of the industry were met, then the importance of learning those skills at institutions would increase and produce successful employees (Yang & Cheung, 2014). The latest trial for hospitality schools has been to deliver extremely skilled graduates eager to assume leadership roles in professional businesses. The emphasis on hospitality

programs has been to recognize the practical skills important to the industry. As Ruhanen (2006) mentions, making a curriculum that balances classroom theory with practical skills is required by hospitality institutions to better cater towards the needs of the hospitality industry. According to Yang and Cheung (2014), hospitality businesses agree students do not have the required skills to be immediately successful after they are hired. Maher and Nield (2006) believed this has been an ongoing shortcoming in many hospitality graduates. The Yang and Cheung (2014) feedback from hospitality leaders has forced hospitality schools to reexamine much of their current set of courses.

Tesone and Ricci (2006) asked managers working in the hospitality business for their outlook on possible new hires. The survey results showed that the top five characteristics preferred in new employees were (a) teamwork, (b) effective communication skills, (c) professionalism, (d) grooming, and (e) ability to empathize with guests.

Another study by Millar et al. (2010) sought to discover any differences in the proficiencies being taught in 4-year degree programs using hospitality and tourism education curricula. The proficiencies for lodging and food and beverage professionals were considered the most crucial for students. The researchers interviewed five food and beverage faculty, two food and beverage industry professionals, six lodging management instructors, and three lodging management industry professionals. Also, there were two food and beverage industry experts and two lodging management specialists who participated in the panel discussion.

Millar et al. (2010) found educators for lodging management believed hospitality and tourism education students should be extremely familiar with technical skills

involved in a job. Some of those skills were specific to lodging (i.e., front desk operations), whereas others were more general, such as marketing skills and understanding technology. Once the interviews were conducted and the themes analyzed they concluded that industry professionals, especially lodging management professionals, placed very little importance on technical skills. They stressed the importance of having interpersonal skills. Industry professionals also emphasized the skills required to understand finances and to manage revenue. Industry professionals and educators both recommended using project management tools that assisted students in applying their financial skills and analyzing the financial side of the industry as a method for teaching students these skills.

If correctly used, competency models can help employers match personality and attributes an individual needs to meet the requirements of a job designation. The hotel industry constantly experiences a huge turnover of its employees. According to a study conducted by Rathi and Lee (2016), emotional exhaustion contributes to extensive turnover. They discussed emotional exhaustion and its result on job gratification and administrative obligation that employees have towards the organization. They determined that *personality* among front-line hospitality workers can have a restraining effect on the workers' retention or promotion. The researchers stated the theory of emotional exhaustion has been widely covered by many professional organizations especially in the hospitality industry. Some of these professional organizations include the American Culinary Federation, and the American Hotel and Lodging Association.

Another study conducted in Greece (Stavrinoudis & Simos, 2016) concluded that a higher rate of turnover in hotel employees was due to lack of empowerment for the

employees. A large group of hotel employees was asked to take a survey, and the researchers then used factor analysis to determine the main components leading to high turnover. Stavrinoudis and Simos (2016) determined the higher turnover rate in employees was because the human resource directors failed to empower their employees, which caused the employees to have low levels of motivation to carry on working in the same organizations.

A study conducted by Alexakis and Jiang (2019) wanted to determine if there was a discrepancy in the perceived skill level of recent hospitality graduates compared to the U.S. hospitality management undergraduate curricula outcomes. The study used 206 responses for analysis. To identify the skill-knowledge item sets, the researchers selected curricula from 20 well known hospitality programs. It was noted that all the curricula centralized their focus on professional skills. Results indicated hospitality managers and directors also preferred skill sets that emphasized communication skills, as well as critical thinking and problem solving.

A study conducted by Shum et al. (2018) researched hospitality organizations and academic programs in hopes of recognizing skills and behaviors required in the workforce in the hospitality sector. The researchers used two studies to develop leadership competencies. In a pilot study, the researchers restructured the model of hospitality leadership competencies into 195 listed behaviors. Based on present competency models and views from 30 senior hospitality leaders, those 195 behaviors were further clustered into 15 competencies, which consisted of 44 skills. The researchers grouped these competencies into business leadership competencies, personal leadership competencies, and people leadership competencies. After the pilot

study, another survey collected data for analysis. The survey noted that frontline and director-level managers endorsed the claim that hospitality educators and industry mentors should include emotional intelligence training with an emphasis on social skills and self-management. This study further supported the need for curricula that highlighted moral growth at the undergraduate level and the expansion of ethical cognitive skills at the graduate level. The research found that developing communication skills is pertinent for success in the hospitality industry.

Frontline Staff Competencies

Employees interacting with the guests, having an interaction and providing guests with service are called frontline staff. A study conducted by Chapman and Lovell (2006) aimed to identify the reason for large-scale skills shortage in Australia, especially in the hospitality industry. The results indicated that one of the main reasons for skill shortage was a high demand for young and talented apprentices. However, the other major reason was the lack of a framework for developing skills in frontline employees. The researchers found that one of the reasons for a shortage of skilled labor was the application of a competency framework, which would help hire talented and passionate individuals. According to Chapman and Lovell (2006), the hospitality industry faced an even greater challenge than other industries regarding skills shortage, since individuals needed a diverse set of skills to be successful in the industry. Also, the complexity of the different hospitality sectors in the economy posed a challenging task of catering to the needs of a diverse group of customers.

Shostack (1985) observed that frontline employees played a pivotal role in meeting customer expectations during the *service encounter*. The service encounter is

at the heart of hospitality, which could include a direct or indirect interaction with frontline staff employees. The success of a service encounter is dependent on the degree to which customer requests are fulfilled (Shostack, 1985). Hospitality establishments depend on satisfied patrons for their existence (Pizam & Ellis, 1999). The research indicated there were at least two elements connected to the customer's perception of service quality. These two elements were the level of satisfaction towards the service provided and the method of delivery by the frontline employee. The success of a service encounter depends on awareness, orientation of service, capable employees who comprehend the situation in which they work, and employees who are aware of the organization's strategic aims and values.

Another study conducted by Sisson and Adams (2013) sought to investigate the competencies deemed essential by managers in lodging, meeting and event management, and food and beverage service. The competencies deemed most essential by all the managers were soft skills. Soft skills are skills that are not tangible, such as communication or interaction skills. The results of the research found that 86% of the important items were soft skills. After gathering the data and analyzing the results, the researchers urged colleges and institutions to develop a curriculum, which would concentrate more on soft skills instead of technical skills.

Back of House Competencies

There are typically two components included in the back of house competencies to be successful in the kitchen. These components are culinary education and certifications and technological competencies.

Culinary Education and Certifications

The largest professional organization for culinary certification in the United States is the American Culinary Federation. This federation provides widespread culinary certification programs in the United States, promoting professional development through specified training in the culinary arts. The American Culinary Federation promotes certification programs by publicizing the benefits, which include better pay, job mobility, and respect as a motivating factor to get certified by the Federation (American Culinary Federation, 2021)

In a study conducted by Johnston and Phelan (2016), there was a correlation observed between culinary certifications and the objective goal of having a better salary). Results also showed that there was a link between having a culinary certification and increased job satisfaction as well as increased self-efficacy. The study indicated that having a culinary certification allowed the employees to have a higher level of self-confidence which led to a stronger sense of self-belief. In this study, both the objective (a better salary, a higher position, etc.) and subjective goals (e.g., satisfaction, self-esteem, etc.) were used as gauges of success (Johnston & Phelan, 2016).

Birdir and Pearson (2000) conducted a survey to measure the competencies required to be a chef. The findings included knowledge of food sanitation, knowledge of flavors, ability to distinguish level of quality in food products, general communication skills, and ability to make decisions. These areas were deemed to be the most important competencies for chefs focusing on research as well as those in management. In another study conducted in Ireland, by Allen and Mac Con Iomaire

(2016), found some other competencies important from the perspectives of working professional chefs included the ability to work hard, and the commitment to quality and knowledge of Hazard Analysis Critical Control Points. Factor analysis showed professionalism, individual characteristics, leadership, and management skills were also deemed very important. Allen and Mac Con Iomarie (2016) mentioned the importance of developing curricula in Ireland that would help academic institutions instill the competencies needed for success in the kitchen.

Similarly in France, the *Michelin Star* chefs highly value organization designs, understanding the external environment and realizing the steps needed towards achieving the goals (Balazs, 2002). According to 3-Star Michelin chefs from France, being successful in the restaurant business is a complex task. Chefs function in many ways, but the two most important roles that chefs play are to be charismatic leaders, as well as being architectural leaders, which include their vision, strategy, and the culture of the organization.

In the words of Zopitias (2010), "One of the most challenging professions in the hospitality industry, comprised of both scientific mastery and artistic innovation, is the Chef" (p.459). This research conducted in Cyprus by Zopitias identified the competencies best developed while working in the kitchens over a period of time. Zopitias (2010) observed some of the competencies most important were "professionalism, knowledge of culinary flavors, managerial skills (delegating and organizing), decision making skills and appreciation of cost management were ranked, as indicated in by the respondents as the five most important occupational

competencies for Chef's success" (Zopitias, 2010, p. 462). Zopitias (2010) highlighted other skills including ability to motivate others and proper verbal and writing skills.

Technological Competencies in Hospitality

A study conducted by Quinn and Buzzetto-Hollywood (2019) aimed to better understand students and faculty insights into the importance of resources, information systems, and technology management competencies in the hospitality industry. Since the hospitality industry is multi-skilled, complex, and starting to depend on technology, it becomes important to prioritize and raise the level of skills required to be employed in the hospitality industry. Based on the results of the study (Quinn and Buzzetto-Hollywood, 2019) and the greater use of technology, academics expected new hires would be more proficient. However, results showed technology as a competency was not considered a necessity (2019).

Individual Variables

A study conducted by Scott-Halsell et al. (2008) examined the relationship between hospitality professionals' emotional intelligence in accordance with their gender, hospitality experience, career classification, hospitality segment, and educational level.

Level of Schooling

Although the researchers expected college-level graduates to have a higher mean score in hospitality operations knowledge-score. Using the assumption that these participants had leadership courses, the researchers discovered that the non-college participants actually scored higher (Scott-Halsell et al., 2008).

Years of Experience

Under years of experience, the Scott-Halsell et al. (2008) found those with 20 years or more of experience were more goal oriented and motivated than those who had 0-9 years in the industry.

Gender

For the purpose of my study, it was crucial to determine if there were differences between males and females in the competencies found most important. According to a study conducted by Kukanja (2013), the researcher found having fun at the workplace and a higher monetary incentive was more important for women than men. Another study stated that women were driven by work that interested them, as well as being valued for good performance (DiPietro et al., 2014) to an extent greater than men. According to Hekman and Lashley (2018), women valued being appreciated as important, followed by good working conditions at higher levels than men.

Area of Responsibility

As with differences between women and men, in factors which incentivize men and women in choosing one work organization over another, there are differences between factors that drive employees working in various departments (area of responsibility) as well. In a study conducted by Simons and Enz (1995), food and beverage workers were attracted to job security, good wages, and chances for career growth in the hospitality industry. Front office workers emphasized similar attributes as attractive but also wanted to be appreciated for their jobs. Housekeeping workers were attracted to good jobs and good working conditions.

Summary

Chapter 2 highlighted the research conducted in general business competencies, frontline staff competencies, back of the house competencies and technological competencies. There was a gap in the literature related to expectations of the industry professionals in comparison to the skills that recent graduates are equipped with when entering into the hospitality industry. The individual variables focused on in this study include gender, level of schooling, years of experience, and area of responsibility.

Chapter 3

Methods

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. The parts of this chapter include research design and questions, population and sample, instrumentation, data collection, and data analysis.

Research Design and Questions

Information on the research design and research questions are discussed below.

Research Design

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. The research design is primarily quantitative, based on an online survey method the perceptions of the hospitality-related positions. The research design was based on three groups that had four variables.

The conceptual framework guided the research design by focusing on the importance of recognizing the competencies essential for success in hospitality-related positions in the hospitality industry. Another need to conduct this study was the lack of research that use a three-pronged approach in which all of the highlighted categories of the population were surveyed. The highlighted categories being hospitality students, hospitality faculty, and hospitality professionals. Quinn and Buzzetto-Hollywood (2019)

research, conducted in a minority college in the northeastern part of the United States, was identified as the singular study that used a 3-pronged approach to survey hospitality-related positions.

Research Questions

The research questions guiding the study included:

1. What competencies are perceived to be most important for success by hospitality students, hospitality faculty, and hospitality professionals?
2. What are the differences in competencies perceived to be important across three groups (i.e., hospitality students, hospitality faculty, and hospitality professionals)?
3. Are there differences between competencies perceived to be most important by hospitality faculty, hospitality professionals, and hospitality students for success by years of experience in hospitality, gender, level of schooling, and area of responsibility?

Population and Sample

The population and the sample for the purpose of this study are discussed below.

Population

According to data extracted from the Bureau of Labor and Statistics of the United States (2021), there are 25 million people employed in the leisure and hospitality sector. The leisure and hospitality sector is the term used by the Bureau of Labor and Statistics for the hospitality industry. According to DataUSA (2021), there were 21,000 individuals who received a degree in hospitality management in the year

2020. In the U.S., there are 190 public 4-year or above public programs, which do not include technical and 2-year institutions.

Sample

A convenience sample was used to select the study participants. Convenience sampling is a type of non-probability sample where “members of the target population are selected for the purpose of the study if they meet certain practical criteria, such as geographical proximity, availability at a given time, easy accessibility, or the willingness to volunteer” (Dornyei, 2007, pp. 98-99). Often convenience sampling is a subject of critique regarding, lack of generalizability and an excess of subjectivity (Etikan et al., 2016). However, Jager et al. (2017) highlight their belief that “homogeneous convenience samples have clearer generalizability relative to conventional convenience samples” (p. 13).

Hospitality-related positions are uniquely chosen for this study, because each position has a perceived idea of the competencies deemed important for success in the hospitality industry based on the experiences and knowledge hospitality professional, faculty and students possess. This study provides a unique perspective to identify competencies considered important for success in the hospitality industry.

Selection Criteria for Participants

The selection criterion for hospitality students was that they had to be enrolled in a 4-year undergraduate degree program. The selection criterion for faculty was limited to individuals who taught in a hospitality 4-year undergraduate or graduate program. Hospitality professionals included employers and employees who worked in the industry. The study used, an online platform (Mechanical Turk) to gather data from

undergraduate students. Recruitment for hospitality professionals and faculty/researchers were elicited through the same online survey platform (Mechanical Turk). Participants also responded to the survey via an email which was sent by a Professor in the School of Hospitality and Tourism management in the University of South Florida.

Instrumentation

Chung-Herrera et al. (2003) developed a competency model, which measure the competencies future leadership candidates should have to become leaders in the hospitality industry. The researchers increased the internal reliability of the competency model by including hospitality industry leaders' perceptions and feedback about the competencies. Chung-Herrera's questionnaire has been cited in 400 research articles since 2003. Kay and Russette (2000) found all five of the competencies considered important fell under the five crucial competencies previously identified in Sandwith's (1993) fundamental competency domains, which included leadership, interpersonal, conceptual-creative, administrative, and technical skills. According to Marneros et al. (2020), "Sandwith's model is extensively used by many studies, it has become the standard framework used in assessing competencies for the hospitality industry," (Marneros et al., 2020, p. 239).

The initial survey instrument for this study began with Marneros et al.'s (2020) instrument. In this stage of instrumentation development, competencies considered important from the initial survey, along with the results derived from the focus group were merged with the competencies from Marneros et al. (2020).

The instrument in this study was formed in conjunction with a panel of experts who helped identify needed competencies deemed essential for success in the hospitality industry. For the final questionnaire that was distributed to potential participants, the competencies identified as important prior to analyzing the results the pilot study remained the same; however, participant demographic form was added to the questionnaire. See Appendix A for a copy of the original survey by Marneros et al. (2020). The communication between the researcher and Marneros related to permission to use the survey for the purpose of this study is presented Appendix B. Appendix C the final copy of the instrument with the added competencies after conducting the focus group and using the validation survey panel's feedback.

Table 1 presents the different phases of the instrument development. This study began by using an initial survey development using Marneros et al.'s (2020) survey (phase 1), followed by input from a focus group panel of experts during which the panel was asked questions regarding competencies important for success in the hospitality industry (phase 2). The competencies identified as new items were added to Marneros et al.'s original survey. The revised survey was then emailed for review the validation panel of experts with instructions to check the validity and reliability of the survey (phase 3). The validation panel was also asked to check the verbiage of the questionnaire.

After the validation panel provided feedback to ensure accuracy and validity, the survey was sent as a pilot study to the focus group members and the validation panel of experts for final review (phase 4), which added reliability to the survey. The final questionnaire was distributed using an online platform (Amazon Mechanical Turk) to gather data (phase 5).

Table 1

Phases in Instrument Development

Phase	Activity
1	Initial Survey Development Using Marneros et al. (2020) Survey
2	Input from focus group panel of experts
3	Review by Validation panel of experts on revised survey
4	Pilot study of process for final survey
5	Data Collection using the revised questionnaire

Initial Survey Development Using Marneros et al. (2020) Survey

The competencies deemed important by focus group were added to the existing Marneros et al. survey. The resulting final questionnaire included the demographic data form and the new and existing competencies in to one questionnaire whose items were ranked on a 5-point Likert scale.

Input from Focus Group Panel of Experts

This researcher held a focus group to assist in identifying competencies deemed important for success in the hospitality industry. This focus group utilized a variety of individual experts representing the hospitality industry. Appendix D shows the focus group panel of expert's invitation letter. Appendix E includes the directions and questions for the focus group participants. Appendix F lists the names of the focus group members.

The focus group was conducted on August 23, 2021. There were five participants who attended the focus group meeting. Three of the participants were professors who had taught, or were teaching, the *Introduction to Hospitality* courses. The other two participants were hospitality professionals. Of the three participants who were academics, one of them was a professor at University of Nevada, Las Vegas. The other participant retired as a full professor from the University of Maryland, while the third was an instructor at the University of South Florida, Sarasota-Manatee campus.

Focus Group Data Results. The focus group panel of experts were shown a list of 30 competencies, which were divided under five subheadings. The five subheadings included competencies for Leadership, Financial Analysis, Human Resources Management, Communication, and Operational Knowledge. The focus group panel of experts discussed each subheading separately and focused on reviewing the competencies under each of the five subheadings.

All panel members were initially asked “what was the most important competency needed to be successful in the hospitality industry?” All panel members agreed that service orientation, which included friendliness, empathy, organization, being able to plan ahead, and anticipating guest needs was the most important competency to possess. Another competency that the panel mentioned as important was cultural awareness. The panel mentioned that I needed to describe my population a little better, so I expanded the information presented about the population. The researcher better defines the population for the purpose of this study in the definition of terms.

The focus group experts responded to the Leadership subheading first. One point mentioned by the panel was to use the word “make more ethical decisions”

instead of “acting in an ethical manner” as this would be more measurable. Another panel member from the industry added that making decisions in general is very important. The panel also thought “desire to serve” would be an important competency to include in the Leadership Subheading. However, the panel agreed that having “service orientation,” covers the “desire to serve competency.”

The panel was then presented the Financial Analysis Subheading to review the competencies mentioned in the existing survey. The panel found the competencies mentioned in the survey covered a wide variety of needed skills. However, the panel wanted to add a competency which emphasized the importance of understanding of financial accounting. The panel thought it was important to explain “managing the cost of goods,” to the survey participants and they also added another competency, which was related to understanding the principles of financial accounting.

Under the Human Resource Management Subheading, the panel suggested adding the competency “to hire people with a positive attitude” as this would help improve the level of guest satisfaction. The panel also suggested that the fourth subheading be renamed Communication. Under this renamed subheading, the panel suggested to add the competency “communicating with written, spoken and visual modes”. The other competency that the panel proposed was “communicating effectively with clients and customers.”

The fifth competency subheading called Operation Knowledge was discussed in detail. The panel suggested adding a competency in which understanding the scope and extent of working conditions would be important. This competency included

mentioning that working holidays, weekends, unusual hours, and so forth, was part of the hospitality industry

Review by Validation Panel of Experts on Revised Survey

The use of the panel of experts method in social sciences is a valid method even though there are some individual detractors for instrument validation (Landeta, 2006). The consolidated questionnaire was emailed to the panel of experts with the intent of validating the instrument. This phase emphasized any edits that needed to be made to the questionnaire in order to make it more precise. The validation panel members were selected on the basis of their expertise. There were experts from two of the three categories of populations being used in the study: hospitality faculty and hospitality professionals. See Appendix G for the invitation letter and list of instructions to the validation panel. See Appendix H includes a list of the validation panel members and their expertise.

Creswell and Clark (2007) indicate a panel of experts' approach is an alternative inquiry strategy using mixed method research by combining quantitative and qualitative approaches in a sequential way to understand pragmatic knowledge applicable to a research problem. The reason for using panels of experts was to aid in developing an instrument suitable for collecting data to answer the research questions in the study.

Panel members were instructed to assess a list of questions provided by the researcher and add to the list using an open-ended question. Each item in the questionnaire was measured on a 5-point Likert-type scale for importance of inclusion in the final survey. Response choices included *extremely important, somewhat important, moderately important, slightly important, or not at all important*. The range of answer

options on the survey started with the least important on the left, to the most important on the right in a linear fashion. To avoid the assumption that *somewhat important* should have a higher value on the continuum of importance than *moderately important* the study conducted a mini card sort. The card sort exercise helped identify that somewhat important had a higher value than moderately important. Chan (1991) found that “the meaning of verbal labels of a Likert-type scale was affected by the presentation order (context) of the scale labels,” (p. 531). This indicates that even if some participants were not clear on the value or definitions of “somewhat important” and “moderately important” choices, the position of the labels on the linear scale should hold.

Validation Panel Results. See Table 2 for descriptive statistics for the Leadership competencies, as ranked by the panel members. Participants identified competency 2 as the most important competency in this content area, followed by competency 7. Based on the participants’ mean answers, questions 1, 3, and 8 were also identified as being important competencies, while questions 4, 5, and 6 were identified as the least important. Based on the minimum values, questions 4, 5, and 6 had at least one respondent who neither agreed nor disagreed with the importance of those competencies.

The descriptive statistics for the Communication competencies are presented in Table 3. Participants identified competencies 3 and 6 as the most important competencies in this content area. Based on the participants’ mean responses, competencies 1, 4, 5, and 7 were also identified as being important competencies, while competencies 2 and 8 were the least important.

Table 2

Leadership Competency Subheading Value Based on Validation Panel Member Responses

Question	\bar{x}	Median	SD	Min	Max
1. Directing and supervising the work of others	4.71	5.00	0.488	4	5
2. Adapting to changing circumstances	5.00	5.00	0.000	5	5
3. Developing innovative ways to work i.e., motivating, encouraging, and empowering your team	4.71	5.00	0.488	4	5
4. Making crucial decisions everyday	4.57	5.00	0.787	3	5
5. Staying informed about industry practices and new developments	4.57	5.00	0.787	3	5
6. Maintaining professional appearance and poise	4.43	5.00	0.787	3	5
7. Making Ethical decisions	4.86	5.00	0.378	4	5
8. Importance of Service orientation	4.71	5.00	0.488	4	5

In Table 3, competency 2 also had the most variability, since it had the highest standard deviation. Based on the minimum values, questions 7 and 8 had at least one respondent who neither agreed nor disagreed with the importance of those competencies.

See Table 4 for the descriptive statistics for Financial Analysis competencies. Participants identified competencies 3 and 4 as the most important competencies in this content area. Based on the participants' mean responses, competency 5 was also identified as an important competency, while competencies 1 and 2 were the least important. Competency 1 had the most variability since it is had the highest standard deviation.

Table 3

Communication Competency Subheading Value Based on Validation Panel Member Responses

Question	\bar{x}	Median	SD	Min	Max
1. Communicating effectively with other employees, other departments, and other managers etc. post focus group	4.71	5.00	0.488	4	5
2. Communicating with written, spoken, visual, and digital modes	4.57	5.00	0.535	4	5
3. Communicating effectively with clients and customers	4.86	5.00	0.378	4	5
4. Promoting respect and appreciation for diversity and individual differences	4.71	5.00	0.488	4	5
5. Understanding guest problems with sensitivity	4.71	5.00	0.488	4	5
6. Communicating effectively as a member of a team	4.86	5.00	0.378	4	5
7. Current and fluent in communication, culture, and technology	4.71	5.00	0.756	3	5
8. Knowing the proper channel of communication	4.57	5.00	0.787	3	5

In Table 4, based on the minimum values, competencies 1 and 2 had at least one respondent who neither agreed nor disagreed with the importance of those competencies. See Table 5 for the descriptive statistics for the Human Resource Management competencies. Participants identified competencies 1 and 6 as the most important competencies in this content area. Based on participants' mean responses, competencies 2, 3, and 4 were also identified as important competencies, while competencies 5 and 7 were the least important. Competency 5 had the most variability since it had the highest standard deviation. Based on the minimum values, questions 5 and 7 had at least one respondent who disagreed with the importance of those competencies.

Table 4

Financial Analysis Competency Subheading Value Based on Validation Panel Member Responses

Question	\bar{x}	Median	SD	Min	Max
1. Understand the principles of financial accounting, speak the technical language	4.43	5.00	0.787	3	5
2. Using financial analysis techniques	4.29	4.00	0.756	3	5
3. Analyzing factors that influence the controllability of profits i.e., managing the cost of goods sold	4.86	5.00	0.378	4	5
4. Using past and current information to predict future department revenue and expense	4.86	5.00	0.378	4	5
5. Analyzing weekly, monthly, and annual financial and statistical reports	4.57	5.00	0.535	4	5

Table 5

Human Resource Management Competency Subheading Value Based on Validation Panel Member Responses

Question	\bar{x}	Median	SD	Min	Max
1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	5.00	5.00	0.000	5	5
2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	4.71	5.00	0.488	4	5
3. Appraising employee performance	4.57	5.00	0.535	4	5
4. Defining and setting up quality standards for employees	4.57	5.00	0.787	3	5
5. Providing employees with access to information	4.29	5.00	1.254	2	5
6. Ensuring employees have a positive personality to improve guest satisfaction	5.00	5.00	0.000	5	5
7. Leadership in articulating and enforcing corporate culture	4.14	5.00	1.215	2	5

See Table 6 for the descriptive statistics for the Operational Knowledge subheading competencies. Participants identified competency 5 as the most important

competency in this content area. Based on participants' mean responses, competencies 2, 3, 4, and 5 were also identified as being important competencies, while competencies 1 and 6 were the least important. Competency 1 had the most variability due to having the highest standard deviation. Based on the minimum values, competency 6 and 1 had at least one respondent who neither agreed nor disagreed with the importance of those competencies.

Table 6

Operational Knowledge Competency Subheading Value Based on Validation Panel Member Responses

Question	\bar{x}	Median	SD	Min	Max
1. Using front-office (computer) equipment effectively	4.17	4.50	0.983	3	5
2. Anticipating guest wants and needs to provide service	4.71	5.00	0.488	4	5
3. Working knowledge of product-service	4.71	5.00	0.488	4	5
4. Identifying and defining problems of operation	4.71	5.00	0.488	4	5
5. Meets hygiene and safety regulations to ensure compliance by organization	4.86	5.00	0.378	4	5
6. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours) involved in the hospitality industry.	4.43	5.00	0.787	3	5
7. Knowing the basic terminology used in the industry	4.71	5.00	0.488	4	5

Pilot Study Process

The final version of the questionnaire was tested on a group of individuals representing the hospitality positions who were not included in the final sample. Additional appropriate suggestions were presented by pilot study members.

Pilot Study Feedback. The major feedback statement I received from my pilot study was under Leadership Competencies, competency number 4 was incomplete. Under the Financial Analysis competencies, competency number 1 was partially complete. One competency was eliminated under Communication, because it was redundant. Other changes were primarily cosmetic. The verbiage for a minimal number of the competency statements were changed for clarity purposes. No new competencies were added at this phase. I also received the suggestion to move the demographic questions to the end of the survey.

Demographic Form

The demographic portion of the survey was used to obtain information on variables to answer the third research question. Various categories of variables include race/ethnicity, gender, years of experience in the industry, area of responsibility, and level of schooling were presented to the individuals. See Appendix H for a copy of the demographic form. I decided to collect the demographic data before the participants' answered the questions in the survey; if the participant did not meet my sample criteria there was no need for them to complete the entire survey.

Data Collection

A survey can be defined as, "a method of gathering information from a sample of individuals" (Scheuren, 2004, p. 9). A survey can be conducted in several ways such as mail, in person, telephone interview, and through the Internet or online (Scheuren, 2004). Dillman (2007) states the intention of a tailored survey design helps in reducing survey errors in coverage, sampling, measurement, and nonresponse.

Among the means of surveys, online survey research has gained popularity and offers some advantages such as saving time, accessing to selected samples in distant locations (Wright, 2005), providing higher response rate, saving resources, and eliminating manual hand-coding (Cobanoglu et al., 2001). Therefore, Cobanoglu et al. (2001) recommended a web-based or online survey while gathering data. Based on this recommendation, once the final questionnaire was finalized, an online survey (Qualtrics) was prepared and used to collect data. The final questionnaire included the final survey and the demographic form. The letter of invitation and informed consent to the participants for the main data collection questionnaire is presented in Appendix I.

Moreover, although participation in the survey was voluntary, I added a validity check question to each scale (i.e., Please mark the “strongly disagree or agree” option for this item) to assess the attention to detail of the respondents (Collins et al., 2017). The respondents had to select the given answer on each scale to ensure the entire survey was read carefully. If they did not select the correct answers, indicating lack of attention to detail, they were omitted from the data analysis process (Collins et al., 2017).

The survey was distributed on January 11, 2022, using Amazon Mechanical Turk (Mturk). Also, I reached out Professors who were on my committee to distribute the survey to hospitality professionals and hospitality faculty they knew. This helped me achieve my desired goal for data collection. By the 25th of January, I was able to collect responses from 730 participants; 330 of the results from the participants were collected on Mturk, and 400 of the results were collected using participants who were

emailed the survey by a Professors at the School of Hospitality and Tourism Management in the University of South Florida.

Qualtrics Survey Software (Qualtrics) was used to dispense, manage, aggregate, and collect the survey instrument data. An electronic website was set up through Qualtrics and the University of South Florida to securely store the data privately. The Qualtrics software was chosen for its ease in building surveys, email capabilities, and data collection process.

Data were held only in password protected files. Privacy and confidentiality of all participants has been maintained through an anonymous process stipulated by IRB guidelines. Participants for the survey were provided a Qualtrics link with a written consent to participate in the survey that must be agreed upon before taking the survey.

Survey data will be maintained securely on an external hard drive password protected file for five years as required by the IRB. Undergraduate students and faculty participants were contacted via email. A letter of support and introduction was written by a senior professor and attached to the survey link to increase the response rate.

Data Analysis

Descriptive statistics were used to analyze raw numbers and percentages. Some measures of central tendency (mean, mode, median, range, and standard deviation) were calculated from survey response data exported from the Qualtrics system to SPSS. For research question 1, the study used descriptive statistics to analyze the means. For research question 2, data analysis was conducted using ANOVA tests. To examine the data collected in research question 3, ANOVAs were

used to investigate possible significant differences. Tukey pairwise comparison tests were used whenever the ANOVAs found significant differences.

Chapter 4

Data Analysis

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. The parts of this chapter include demographic characteristics of the participants, competencies by subheading, differences in perceptions by personnel category

Demographic Characteristics of Participants

After cleaning the data, there were 670 participants who answered all the questions. The demographics showed that out of 670 participants, 170 were hospitality students, 260 were hospitality professionals, and 240 were hospitality faculty. Based on gender, 500 participants were men and 170 were women. Of the participants, 53%, ($n = 355$) had a college bachelor's degree (4-year), 20% ($n = 134$) had a master's degree, and 18.09% ($n = 121$) had a doctoral degree. There were 8.91% ($n = 60$) of the participants who had other degrees, such as an associate degree, or who were currently pursuing a degree. Of the 670 participants, 74.62% ($n = 500$) studied Hospitality and Tourism and 25.37% ($n = 170$) of them studied business or other areas as their degree major. These other areas included economics, nursing, foreign languages, and so forth. Over 75% ($n = 450$) of the participants were Caucasian white, followed by 11% ($n = 74$) who were Asian, 6% ($n = 40$) who were African American, 4% ($n = 27$) who were Hispanic, Latino, or of Spanish origin, 2.76% ($n = 19$) who were Native American or Alaska Native and 0.55% ($n = 4$) who were not Hispanic or Latino,

or of Spanish origin. Of the 260 professionals; 6% ($n = 40$) had 0-1 years of experience, 21% ($n = 141$) had 1-3 years of experience, 32% ($n = 214$) had 3-5 years of experience, 18% ($n = 121$) had 5-7 years of experience, 6% ($n = 41$) had 7-10 years of experience, and 14% ($n = 94$) had more than 10 years of experience. The results indicated that among the hospitality professionals 13.13% ($n = 31$) worked in the front office, 4.75% ($n = 12$) worked in the housekeeping department, 13.13% ($n = 31$) worked in food and beverage service, 6.01% ($n = 15$) worked in food production, 4.1% ($n = 10$) worked in baking and pastry, 18.58% ($n = 45$) worked in information technology, 10.20% ($n = 27$) worked in sales and marketing, 9.50% ($n = 24$) worked in human resources, and 19% ($n = 45$) worked in other departments of the hospitality profession. The number and percentages of the demographic characteristics of the participants are presented in Table 7.

Competencies Subheading

For research question 1, descriptive statistics were used to analyze the data. Table 8 includes the hospitality competencies by subheading with the means for each competency considered to be most important for success.

In the Leadership Competency Subheading content area, participants identified competency 8 (service orientation) as the most important competency. Based on response means, competencies 3 (innovative ways) and 7 (ethical decisions) were also identified as being important competencies, while competency 1 (supervising others) was considered the least important.

Table 7*Demographic Characteristics of Participants*

Category	<i>n</i>	%
Personnel		
Hospitality Professionals	260	38.80
Hospitality Students	170	25.37
Hospitality Faculty	240	35.82
Gender of Participants		
Males	500	74.62
Females	170	25.37
Level of Education		
Bachelors	355	53.00
Master's Degree	134	20.00
Doctoral Degree	121	18.09
Other (associates)	60	8.91
Majors Studied by Participants		
Hospitality and Tourism	500	74.62
Other (Business, Nursing, Foreign Languages)	170	25.37
Race and Ethnicity		
Caucasian White	450	75.00
Asian	74	11.00
African American	40	6.00
Hispanic	27	4.00
Native American	19	2.76
Years Of Experience (Hospitality Professionals)		
0-1 Years of Experience	40	6.00
1-3 Years of Experience	141	21.00
3-5 Years of Experience	214	23.00
5-7 Years of Experience	121	18.00
7-10 Years of Experience	41	6.00
< Then 10 Years of Experience	94	14.00
Departments		
Housekeeping	31	13.13
Front Office	54	21.00

Table 7 cont.

Category	<i>n</i>	%
Food & Beverage Service	39	15.00
Food Production	10	4.10
Baking & Pastry	45	18.58
Sales & Marketing	24	8.50
Other	45	19.00

In the Financial Analysis Competency Subheading content area, participants identified competency 5 (analyzing reports) as the most important competency. Based on response means, competencies 3 (analyzing costs) and 4 (redirecting expenses) were also identified as being important competencies, while competency 1 (understanding accounting) was considered the least important. Competency 2 (analyzing techniques) had the most variability due to having the highest standard deviation.

In the Human Resource Management Competency Subheading content area, participants identified competencies 4 (quality standards) and 8 (corporate culture) as the most important competencies. Based on the response means, competency 3 (appraising performance) was also identified as being important, while competency 5 (access to information) was considered the least important. Competency 2 (assigning personnel) had the most variability due to having the highest standard deviation.

In the Communication Competency Subheading content area, participants identified competency 3 (clients and customers) as the most important competency. Based on response means, competencies 6 (team members) and 7 (channels of communication) were also identified as being important competencies, while competency 1 (other employees) was considered the least important.

Table 8*Competency Statistics by Subheading*

Subheading/Competency	Min	Max	\bar{x}	SD
Leadership Competencies				
1. Directing and supervising the work of others	1	5	3.82	0.927
2. Adapting to changing circumstances	1	5	3.92	0.970
3. Developing innovative ways to work (i.e., motivating, encouraging and empowering your team)	1	5	3.96	0.895
4. Making crucial decisions every day	1	5	3.91	0.890
5. Staying informed about industry practices and new developments	1	5	3.88	0.894
6. Maintaining professional appearance and poise	1	5	3.91	0.891
7. Making ethical decisions	1	5	3.98	0.900
8. Importance of service orientation (Having a desire to serve)	1	5	4.03	0.902
Financial Competencies				
1. Understanding the principles of financial accounting	1	5	3.76	0.939
2. Using financial analysis techniques	1	5	3.79	0.946
3. Analyzing factors that influence the controllability of profits (i.e., managing the cost of goods sold)	1	5	3.92	0.889
4. Using past and current information to predict future department revenues and expenses	1	5	3.86	0.857
5. Analyzing weekly, monthly, and annual financial and statistical reports	1	5	3.98	0.893
Human Resource Management Competencies				
1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	1	5	3.91	0.905
2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	1	5	3.90	0.940
3. Appraising employee performance	1	5	3.97	0.853
4. Defining and setting up quality standards for employees	1	5	4.00	0.878
5. The color of banana is red. Mark slightly important	1	5	2.95	1.148
6. Providing employees with access to information	1	5	3.83	0.871

Table 8 Cont.

Subheading/Competency	Min	Max	\bar{x}	SD
7. Ensuring employees have a positive personality to improve guest satisfaction	1	5	3.94	0.872
8. Leadership in articulating and enforcing corporate culture	1	5	4.00	0.853
Communication Competencies				
1. Communicating effectively with other employees, other departments, and other managers etc.	1	5	3.77	1.007
2. Communicating with written, spoken, visual, and digital modes	1	5	3.80	0.969
3. Communicating effectively with clients and customers	1	5	3.99	0.975
4. Promoting respect and appreciation for diversity and individual differences	1	5	3.86	0.968
5. Understanding guest problems with sensitivity	1	5	3.85	0.936
6. Communicating effectively as a member of a team	1	5	3.90	0.986
7. Knowing the proper channels of communication	1	5	3.90	0.900
Operational Knowledge Competencies				
1. Using front office equipment/computer effectively	1	5	3.67	1.005
2. Anticipating guest needs and wants of the guest	1	5	3.76	0.965
3. Working knowledge of products/services	1	5	3.81	0.962
4. Identifying and defining problems of operation	1	5	3.88	0.961
5. Meeting hygiene and safety regulations to ensure compliance by organization	1	5	3.84	0.948
6. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours)	1	5	3.72	0.908
7. Knowing the basic terminology used in the industry	1	5	3.90	0.956

In the Operational Knowledge Competency Subheading content area, participants identified competency 7 (basic terminology) as the most important competency. Based on response means, competencies 4 (problems of operations) and 5 (hygiene and safety) were also identified as being important competencies, while

competency 1 (front office equipment) was considered the least important and had the most variability due to having the highest standard deviation.

Differences in Perceptions by Personnel Category

Research question 2 investigated the differences between the competencies perceived to be most important for success by the personnel categories of hospitality students, hospitality faculty, and hospitality professionals. ANOVAs were used to analyze research question 2. See Table 9 for the ANOVA summary tables for the differences in perceptions by personnel category.

Results of the ANOVAs indicated there were statistically significant differences among hospitality personnel regarding Leadership Competency statements 2 and 3. For competency statement 2 (i.e., adapting to changing circumstances), the F value was 6.248 ($p < 0.001$). For question 3 (i.e., Developing innovative ways to work), the F value was 4.267 ($p < 0.005$). Results of the Tukey test indicated faculty rated 2 and 3 higher than the students and the professionals. See Table 9.

Results of the ANOVAs found there were statistically significant differences among hospitality personnel regarding Financial Analysis Competency (i.e., using past and current information to predict future department revenues and expenses). For statement 4, the F value is 2.868 ($p = 0.036$). Results of the Tukey test indicated participants who belonged to Other industries rated competency statement 1 at a higher level than hospitality professionals and faculty. See Table 9.

Results of the ANOVAs indicated there were statistically significant differences among hospitality personnel regarding Human Resource Management Competency Subheading in competency statement 1 (i.e., Motivating employees to achieve desired

performance). For competency statement 1, the F value was 3.014 ($p = 0.029$). Results of the Tukey test indicated that hospitality researchers rated competency statement 1 at a higher level than hospitality professionals. See Table 9.

For the Communication Competency Subheading, results of the ANOVA indicated there were statistically significant differences among hospitality personnel regarding Communication Competency Subheading statements 1, 3, and 5. In competency statement 1 (communicating effectively with other employees, other departments, and other managers etc.), the F value was 4.498 ($p = 0.004$). In competency statement 3 (communicating effectively with clients and customers), the F value was 6.933 ($p < 0.001$). In question 5 (understanding guest problems with sensitivity), the F value was 3.287 ($p = 0.021$). Results of the Tukey tests indicated hospitality faculty rated competency statements 1 and 3 at a higher level than hospitality students and professionals. Also, hospitality faculty rated competency 5 (understanding guest problems with sensitivity) higher than hospitality students. See Table 9.

Results of the ANOVAs indicated there were statistically significant differences among hospitality personnel regarding the Operational Knowledge Competency Subheading statements 2, 3, and 6. In competency statement 2 (anticipating guest needs and wants), the F value was 2.995 ($p = 0.031$). In statement 3 (working knowledge of products/services), the F value was 3.934, ($p = 0.009$). In statement 5 (meeting hygiene and safety regulations to ensure compliance by organization), F value was 3.004 ($p = 0.030$). Although there was a significant difference in the results of ANOVA, there were no pairwise comparisons that were significant. See Table 9.

Differences Between Responses by Gender, Area of Responsibility, Hospitality Personnel, and Years of Experience

I ran ANOVAs that included all competencies. Model statistics such as Wilks Lambda were statistically significant showing some groups differed on some competencies. I then ran follow-up Tukey tests to determine which groups were pairwise statistically significant. In the following competency subheadings, only those variables which were statistically significant are described. See Table 10 for the ANOVA summary tables by the competency items under each of the subheadings. See Appendix K for Tukey tables for significant finds for study variables.

Leadership Competency Subheading

The ANOVAs on the Leadership Competency Subheading had competency statements that were statistically significant by gender and area of responsibility. See Table 10 for the Leadership Competency Subheading ANOVAs.

Gender

In regard to Leadership Competencies, three competency statements had the highest mean value across gender. In competency statement 2, women were likely to find adapting to change more important ($\bar{x} = 4.142$) than men ($\bar{x} = 3.847$). In competency statement 3, women were also likely to find innovative ways to work more important ($\bar{x} = 4.073$) than men ($\bar{x} = 3.974$). In competency statement 7, women were likely to find making ethical decisions more important ($\bar{x} = 4.209$) than men ($\bar{x} = 4.020$). See Table 10 for the ANOVA results.

Area of Responsibility

In regard to Leadership Competencies, three questions had the highest mean value across the areas of responsibility as a variable. In competency statement 2,

hospitality faculty were likely to find (adapting to change) most important ($\bar{x} = 4.280$) followed by Sales and Marketing ($\bar{x} = 4.149$), and then Food Production ($\bar{x} = 4.035$). In competency statement 4 (making crucial decisions everyday), Housekeeping as an area of responsibility was more likely to find most important ($\bar{x} = 4.346$) followed by Food and Beverage Service ($\bar{x} = 4.237$), and Food Production ($\bar{x} = 4.316$).

After running the Tukey analysis, in competency 2, Academia was pairwise significantly different from Front Office, Housekeeping, Food and Beverage Service, Information Technology, and Human Resources. See Table 10 for the ANOVA table Leadership Competencies significant for the four study variables results of gender, level of schooling, years of experience and area of responsibility. See Appendix K, Table K1 for significant findings for area of responsibility

In competency statement 5, Academia ($\bar{x} = 4.375$) were most likely to find staying informed of industry practices important followed by Food Production ($\bar{x} = 4.259$), and Sales and Marketing ($\bar{x} = 4.089$). There were pairwise statistical differences in the Tukey analysis between Academia and Food and Beverage Service, Baking and Pastry, Information Technology, and Human Resources. Table 10 contains the ANOVA summary tables for the Leadership Competencies with significant differences found by gender and area of responsibility.

Financial Analysis Competency Subheading

The ANOVAs for the Financial Analysis Competency Subheading had competency statements that were statistically significant by gender and hospitality personnel. See Table 11 for the ANOVA results.

Table 9*ANOVA Summary Tables for Differences in Perception by Personnel Category*

Subheading/Competency	Group	df	SS	MS	F	p
Leadership Competency						
1. Directing and supervising the work of others	Between Groups	3	2.682	0.894	1.042	0.374
	Within Groups	691	593.194	0.858		
	Total	694	595.876			
2. Adapting to changing circumstances	Between Groups	3	17.258	5.753	6.248	0.000
	Within Groups	691	636.230	0.921		
	Total	694	653.488			
3. Developing innovative ways to work (i.e., motivating, encouraging and empowering your team)	Between Groups	3	10.112	3.371	4.267	0.005
	Within Groups	691	545.839	0.790		
	Total	694	555.951			
4. Making crucial decisions every day	Between Groups	3	2.890	0.963	1.217	0.302
	Within Groups	691	546.843	0.791		
	Total	694	549.732			
5. Staying informed about industry practices and new developments	Between Groups	3	3.192	1.064	1.333	0.263
	Within Groups	691	551.599	0.798		
	Total	694	554.791			
6. Maintaining professional appearance and poise	Between Groups	3	2.557	0.852	1.073	0.360
	Within Groups	691	548.732	0.794		
	Total	694	551.289			

Table 9 Cont.

Subheading Competency	Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
7. Making ethical decisions	Between Groups	3	5.719	1.906	2.365	0.070
	Within Groups	691	556.957	0.806		
	Total	694	562.676			
8.Importance of service orientation (Having a desire to serve)	Between Groups	3	5.451	1.817	2.246	0.082
	Within Groups	691	558.915	0.809		
	Total	694	564.365			
Financial Analysis						
1. Understanding the principles of financial accounting	Between Groups	3	2.721	0.907	1.029	0.379
	Within Groups	686	604.300	0.881		
	Total	689	607.020			
2. Using financial analysis techniques	Between Groups	3	2.597	0.866	0.968	0.407
	Within Groups	686	613.351	0.894		
	Total	689	615.948			
3. Analyzing factors that influence the controllability of profits	Between Group	3	2.233	0.744	0.942	0.420
	Within Groups	686	542.383	0.791		
	Total	689	544.616			
4. Using past & current information to predict future department revenues and expenses	Between Groups	3	6.268	2.089	2.868	0.036
	Within Groups	686	499.813	0.729		
	Total	689	506.081			

Table 9 Cont.

Subheading Competency	Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
5. Analyzing weekly, monthly, and annual financial and statistical reports	Between Groups	3	0.578	0.193	0.241	0.868
	Within Groups	686	549.138	0.800		
	Total	689	549.716			
Human Resource Management						
1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	Between Groups	3	7.344	2.448	3.014	0.029
	Within Groups	679	551.385	0.812		
	Total	682	558.729			
2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	Between Groups	3	5.297	1.766	2.009	0.111
	Within Groups	679	596.732	0.879		
	Total	682	602.029			
3. Appraising employee performance	Between Groups	3	1.611	0.537	0.737	0.530
	Within Groups	679	494.860	0.729		
	Total	682	496.471			
4. Defining and setting up quality standards for employees	Between Groups	3	1.099	0.366	0.474	0.701
	Within Groups	679	524.901	0.773		
	Total	682	526.000			
	Total	682	899.406			
5. Providing employees with access to information	Between Groups	3	0.197	0.066	0.086	0.968
	Within Groups	679	516.776	0.761		
	Total	682	516.972			

Table 9 Cont.

Subheading Competency	Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
6. Ensuring employees have a positive personality to improve guest satisfaction	Between Groups	3	1.782	0.594	0.781	0.505
	Within Groups	679	516.511	0.761		
	Total	682	518.293			
7. Leadership in articulating and enforcing corporate culture	Between Groups	3	0.276	0.092	0.126	0.945
	Within Groups	679	495.724	0.730		
	Total	682	496.000			
Communication Competency						
1. Communicating effectively with other employees, other departments, and other managers etc.	Between Groups	3	13.326	4.442	4.498	0.004
	Within Groups	397	392.105	0.988		
	Total	400	405.431			
2. Communicating with written, spoken, visual, and digital modes	Between Groups	3	6.396	2.132	2.294	0.078
	Within Groups	397	369.040	0.930		
	Total	400	375.436			
3. Communicating effectively with clients and customers	Between Groups	3	18.912	6.304	6.933	0.000
	Within Groups	397	360.998	0.909		
	Total	400	379.910			
4. Promoting respect and appreciation for diversity and individual differences	Between Groups	3	1.779	0.593	0.631	0.595
	Within Groups	397	373.119	0.940		
	Total	400	374.898			

Table 9 Cont.

Subheading Competency	Groups	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
5. Understanding guest problems with sensitivity	Between Groups	3	8.492	2.831	3.287	0.021
	Within Groups	397	341.922	0.861		
	Total	400	350.414			
6. Communicating effectively as a member of a team	Between Groups	3	2.783	0.928	0.953	0.415
	Within Groups	397	386.424	0.973		
	Total	400	389.207			
7. Knowing the proper channels of communication	Between Groups	3	0.631	0.210	0.258	0.856
	Within Groups	397	323.379	0.815		
	Total	400	324.010			
Operational Knowledge						
1. Using front-office equipment/computer effectively	Between Groups	3	4.344	1.448	1.440	0.231
	Within Groups	391	393.211	1.006		
	Total	394	397.554			
2. Anticipating guest needs and wants of the guest	Between Groups	3	8.237	2.746	2.995	0.031
	Within Groups	391	358.431	0.917		
	Total	394	366.668			
3. Working knowledge of products/services	Between Groups	3	10.688	3.563	3.934	0.009
	Within Groups	391	354.072	0.906		
	Total	394	364.759			
4. Identifying and defining problems of operation	Between Groups	3	5.799	1.933	2.109	0.099
	Within Groups	391	358.368	0.917		
	Total	394	364.167			

Table 9 Cont.

Subheading Competency	Groups	df	SS	MS	F	p
5. Meeting hygiene and safety regulations to ensure compliance by organization	Between Groups	3	7.981	2.660	3.004	0.030
	Within Groups	391	346.287	0.886		
	Total	394	354.268			
6. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours)	Between Groups	3	0.561	0.187	0.225	0.879
	Within Groups	391	324.360	0.830		
	Total	394	324.922			
7. Knowing the basic terminology used in the industry	Between Groups	3	2.001	0.667	0.729	0.535
	Within Groups	391	357.949	0.915		
	Total	394	359.949			

Note. Significance Level = .05

Gender

Under the Financial Competency Subheading, only competency statement 4 had a high mean score as well as statistical significance across gender. In competency statement 4, women were likely to find using past and current information to predict future department revenues and expenses more important ($\bar{x} = 4.132$) than men ($\bar{x} = 4.008$). See Table 11 for the ANOVA results.

Hospitality Personnel

In the Financial Analysis Competency Subheading, competency statement 5, individuals in the Other category (business, nursing, foreign language majors)

($\bar{x} = 4.162$) were more likely to find analyzing weekly, monthly, and annual financial and statistical reports important followed by hospitality faculty ($\bar{x} = 3.939$), and hospitality students ($\bar{x} = 3.971$). There were no significant differences for competency 4 for hospitality personnel after the Tukey analysis was run. Table 11 contains the ANOVA summary tables for the Financial Competencies for gender and hospitality personnel as categories.

Human Resource Management Competency Subheading

The ANOVAs for the Human Resource Management Competency Subheading had competency statements that were statistically significant by gender, experience, level of schooling, and area of responsibility. See Table 12 for the ANOVA summary tables for Human Resource Management Competencies that were found to be significant for the four study variables.

Gender

Related to the Human Resource Management Competency Subheading, six competency statements had high means across gender. In competency statement 1, women were likely to find motivating employees to achieve desired performance more important ($\bar{x} = 4.045$) than men ($\bar{x} = 3.853$). In competency statement 2, women were likely to find selecting and assigning personnel more important ($\bar{x} = 4.036$) than men ($\bar{x} = 3.852$). In competency statement 3, women were likely to find appraising employee performance more important ($\bar{x} = 4.096$) than men ($\bar{x} = 3.894$).

Table 10

ANOVA Summary Tables for Leadership Competencies Significant for the Study Variables

Competency	Category	SS	df	MS	F	p
2. Adapting to changing circumstances	Gender	12.513	1	12.513	15.118	0.000*
6. Maintaining professional appearance and poise	Gender	5.860	1	5.860	7.804	0.005*
7. Making ethical decisions	Gender	5.142	1	5.142	6.979	0.008*
2. Adapting to changing circumstances	Area	16.315	9	1.813	2.190	0.021*
4. Making crucial decisions every day	Area	19.463	9	2.163	2.794	0.003*
5. Staying informed about industry practices and new developments	Area	22.226	9	2.470	3.230	0.001*
7. Making ethical decisions	Area	15.939	9	1.771	2.403	0.011*

Note. *Significance Level = .05 Area = area of responsibility

In competency statement 5, women were likely to find providing employees with access to information more important ($\bar{x} = 3.925$) than men ($\bar{x} = 3.658$). In competency statement 6, women were likely to find positive personality to improve guest satisfaction more important ($\bar{x} = 4.218$) than men ($\bar{x} = 3.963$). In competency statement 7, women were likely to find articulating and enforcing corporate culture more important ($\bar{x} = 4.144$) than men ($\bar{x} = 3.962$). See Table 12.

Table 11

ANOVA Summary Tables for Financial Analysis Competencies Significant for the Study Variables

Question	Category	SS	df	MS	F	p
4. Using past and current information to predict future department revenues and expenses	Personnel	8.294	3	2.765	3.822	0.010*
5. Analyzing weekly, monthly, and annual financial and statistical reports	Gender	5.254	1	5.254	6.642	0.010*

Note. *Significance Level = .05

Experience

In regard to the Human Resource Management Competency Subheading, only competency statement 1 was statistically significant across experience levels and had the highest mean value. In competency statement 1, there were pairwise statistical significance in the Tukey analysis between more than 10 years of experience and 1-3 and 3-5 years of experience. There was no pairwise statistical differences in the Tukey analysis between more than 10 years of experience and 7-10 years. See Table 12 for ANOVAs for study variables. See Appendix K, Table K2 for Tukey significant differences for years of experience in hospitality.

Level of Schooling

Related to the Human Resource Management Competency Subheading, one competency statement had the highest mean value across the level of schooling. In competency statement 4, participants with doctoral degrees ($\bar{x} = 4.281$) found defining and setting up quality standards for employees more important than those with master's degrees ($\bar{x} = 4.023$), and bachelor's degree ($\bar{x} = 4.011$).

There was a pairwise statistical significance in the Tukey analysis between participants with a doctoral degree to those with a bachelor's degree in college (4-year). The Tukey p value was (0.019) for the pairwise statistical significance in the Tukey analysis between participants with a doctoral degree to participants with a bachelor's degree in college (4-year). See Table 12.

Area of Responsibility

In relation to the Human Resource Management Competency Subheading, four competency statements had the highest mean value across the areas of responsibility. In competency statement 2, Academia ($\bar{x} = 4.288$) participants found selecting and assigning personnel more important than the Information Technology ($\bar{x} = 4.072$) area.

In competency statement 5, Academia ($\bar{x} = 4.088$) was likely to find providing employees with access to information more important than Front Office ($\bar{x} = 4.028$) and then Food Production ($\bar{x} = 4.020$). There were pairwise statistical significance in the Tukey analysis between the area of Housekeeping ($p = .020$), Baking and Pastry ($p = .005$), and Sales and Marketing ($p = .041$). See Appendix K, Table K1 for Tukey results.

There was a pairwise statistical significance between Academia participants and both Food and Beverage Service and Information Technology in competency statement 6 (employees who had a positive personality). There were also pairwise statistical differences in the Tukey analysis between the area of Academia ($p = .020$), Sales and Marketing ($p = .005$), Information Technology ($p = .005$), and Food and Beverage Service ($p = .016$). Table 12 contains the ANOVA summary tables for the Human Resource Management Competencies with significant differences found by the four variables of gender, level of schooling, years of experience, and area of responsibility.

Communication Competency Subheading

The ANOVAs on Communication Competency Subheading had competency statements that were measured across hospitality personnel, gender, experience, and area of responsibility. See Table 13 for the ANOVA table for the Communication Competencies by the four study variables of gender, level of schooling, years of experience, and area of responsibility.

Hospitality Personnel

Related to the Communication Competency Subheading, three competency statements had the highest mean value across category of hospitality personnel as a variable. In competency statement 1, the Other category (business, nursing, foreign languages majors, etc.) was likely to find communicating effectively with other employees, managers, and other departments more important ($\bar{x} = 4.280$) than Hospitality Faculty ($\bar{x} = 4.149$), followed by Hospitality Students ($\bar{x} = 4.035$). In competency statement 3, the Other category (business, nursing, foreign language majors, etc.) was likely to find communicating effectively with clients and customers more important ($\bar{x} = 4.703$) than Hospitality Faculty ($\bar{x} = 4.403$) and Hospitality Students ($\bar{x} = 4.009$). In competency statement 5, the Other category (business, nursing, foreign language majors, etc.) was more likely to rate understanding guest problems with sensitivity important ($\bar{x} = 4.963$) significantly higher than both Hospitality Professionals ($\bar{x} = 4.073$), and Hospitality Students.

In competency statement 1, there was pairwise statistical significance in the Tukey analysis in which the Other category (business, nursing, foreign language major, etc.) was higher than Hospitality Students and Hospitality Professionals. In competency

statement 3, there was also a pairwise statistical significance in the Tukey analysis in which Hospitality Faculty was significantly higher than Hospitality Professionals.

In competency statement 5, under the Communication Competency Subheading, there was a pairwise statistical significance in the Tukey analysis between hospitality faculty and hospitality professionals and a pairwise statistical significance also existed between hospitality professionals and the Other category. See Table 13. See Appendix K, Table K3 for significant findings for Tukey results for Hospitality Personnel.

Gender

In regard to the Communication Competency Subheading, six competency statements received the highest mean values across the category of gender. In competency statement 1, women ($\bar{x} = 4.033$) were more likely to find communicating effectively with other employees, managers, and other departments more important to achieve desired performance than men ($\bar{x} = 3.835$). In competency statement 2, women ($\bar{x} = 4.170$) were likely to find communicating with written, spoken, visual, and digital modes more important to achieve desired performance than men ($\bar{x} = 4.013$).

In competency statement 3, women ($\bar{x} = 4.519$) were likely to find communicating effectively with customers and clients more important to achieve desired performance than men ($\bar{x} = 4.197$). In competency statement 4, women ($\bar{x} = 4.060$) were likely to find promoting respect and appreciation for diversity and individual differences more important to achieve desired performance than men ($\bar{x} = 3.855$). In competency statement 5, women ($\bar{x} = 4.375$) were likely to find understanding guest problems with sensitivity more important to achieve desired performance than men ($\bar{x} = 4.167$). In competency statement 7, women ($\bar{x} = 4.279$) were likely to find knowing the proper

channels of communication more important to achieve desired performance than men ($\bar{x} = 4.021$). See Table 13.

Experience

In relation to the Communication Competency Subheading, one competency statement had a high mean value across the variable of years of experience. In competency statement 1, participants with more than 10 years of experience were likely to find communicating effectively with other employees, other departments, and other managers ($\bar{x} = 4.315$), more important to achieve desired performance than those with 7-10 years of experience ($\bar{x} = 4.104$), than participants with 3-5 years of experience ($\bar{x} = 3.823$). There were pairwise statistical significance in the Tukey analyses between more than 10 years of experience and all of the other experience categories except 7-10 years. See Table 13. summary tables for Occupation Knowledge competencies significant for the four study variables. See Appendix K, Table K2 for Tukey results.

Area of Responsibility

In the Communication Competency Subheading, two competency statements were statistically significant across the area of responsibility. In competency statement 5, Academia ($\bar{x} = 4.562$) found understanding guest problems with sensitivity more important to achieve desired performance than Housekeeping ($\bar{x} = 4.500$), and Food Production ($\bar{x} = 4.392$).

There were pairwise statistical differences in the Tukey analysis between Academia and three other areas: Food and Beverage Service, Baking and Pastry, and Information Technology.

Table 12

ANOVA Summary Tables for Human Resource Management Competencies Significant for the Study Variables

Category	Question	SS	df	MS	F	p
Gender	1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	5.273	1	5.273	6.778	0.009*
Gender	2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	4.828	1	4.828	5.726	0.017*
Gender	3. Appraising employee performance	5.831	1	5.831	8.251	0.004*
Gender	6. Providing employees with access to information	10.280	1	10.280	14.665	0.000*
Gender	7. Ensuring employees have a positive personality to improve guest satisfaction	9.332	1	9.332	13.213	0.000*
Gender	8. Leadership in articulating and enforcing corporate culture	4.745	1	4.745	6.985	0.008*
School	4. Defining and setting up quality standards for employees	10.579	6	1.763	2.411	0.026*
Experience	1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	10.513	5	2.103	2.703	0.020*
Area	2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	18.463	9	2.051	2.433	0.010*
Area	6. Providing employees with access to information	20.087	9	2.232	3.184	0.001*
Area	7. Ensuring employees have a positive personality to improve guest satisfaction	12.387	9	1.376	1.949	0.043*
Area	8. Leadership in articulating and enforcing corporate culture	13.937	9	1.549	2.279	0.016*

*Notes. *Significance level = .05 Area = area of responsibility*

Table 13

ANOVA Summary Tables for Communication Competencies Significant for the Study Variables

Category	Question	SS	df	MS	F	p
Personnel	1. Communicating effectively with other employees, other departments, and other managers etc.	8.106	3	2.702	3.232	0.022*
Personnel	3. Communicating effectively with clients and customers	9.165	3	3.055	3.593	0.014*
Personnel	5. Understanding guest problems with sensitivity	9.404	3	3.135	3.807	0.010*
Gender	1. Communicating effectively with other employees, other departments, and other managers etc.	5.590	1	5.590	6.687	0.010*
Gender	2. Communicating with written, spoken, visual, and digital modes	3.581	1	3.581	4.394	0.036*
Gender	3. Communicating effectively with clients and customers	14.828	1	14.828	17.439	0.000*
Gender	4. Promoting respect and appreciation for diversity and individual differences	6.061	1	6.061	6.734	0.010*
Gender	5. Understanding guest problems with sensitivity	6.237	1	6.237	7.574	0.006*
Gender	7. Knowing the proper channels of communication	9.530	1	9.530	11.819	0.001*
Experience	1. Communicating effectively with other employees, other departments, and other managers etc.	12.020	5	2.404	2.876	0.014*
Area	5. Understanding guest problems with sensitivity	16.978	9	1.886	2.291	0.016*
Area	7. Knowing the proper channels of communication	14.834	9	1.648	2.044	0.033*

Note. *Significance level = .05 Area= area of responsibility

In competency statement 7, Sales and Marketing ($\bar{x} = 4.305$) found knowing the proper channels of communication more important to achieve desired performance followed by Academia ($\bar{x} = 4.291$), than Food Production ($\bar{x} = 4.194$). There was one pairwise statistical significance in the Tukey analysis between Academia and Food and Beverage Service. See Table 13. See Appendix K, Table K1 for significant findings for area of responsibility.

Operational Knowledge Competency Subheading

The ANOVAs on the Operational Knowledge Competencies Subheading had competency statements that were statistically significant. See Table 14 for the ANOVA summary tables for Occupational Knowledge competencies significant for the four study variables of gender, years of experience, level of schooling, and area of responsibility.

Gender

Related to the Operational Knowledge Competency Subheading, three competency statements were statistically significant by gender. In competency statement 4, women were likely to find identifying and defining problems of operation ($\bar{x} = 4.237$) more important to achieve desired performance than men ($\bar{x} = 4.074$). In competency statement 6, women were likely to find meeting hygiene and safety regulations to ensure compliance by organization ($\bar{x} = 4.480$) more important to achieve desired performance than men ($\bar{x} = 4.236$). In competency statement 7, women were likely to find understanding the scope and extent of work conditions ($\bar{x} = 4.103$) more important to achieve desired performance than men ($\bar{x} = 3.868$). See Table 14.

Experience

In the Operational Knowledge Competency Subheading, one competency statement was statistically significant across experience. In competency statement 2, participants with 7-10 years of experience ($\bar{x} = 4.407$) were likely to find anticipating guest needs and wants of the guests more important to achieve desired performance than those with 5-7 years of experience ($\bar{x} = 3.961$), and those with 3-5 years of experience ($\bar{x} = 3.944$).

There was a pairwise statistical significance in competency statement 2, in the Tukey analyses between more than 10 years of experience, 1-3 years of experience, and 3-5 years of experience. There was a pairwise statistical significance in competency statement 2, in the Tukey analysis between more than 10 years of experience and 7-10 years. See Table 14. See Appendix K, Table K2 for years of experience in hospitality.

Level of Schooling

In relation to the Operational Knowledge Competency Subheading, one competency statement was statistically significant across the levels of schooling. In competency statement 2, participants with a vocational degree were likely to find anticipating guest needs and wants more important ($\bar{x} = 4.674$) to achieve desired performance than doctoral candidates ($\bar{x} = 4.084$), followed by those with an associate degree ($\bar{x} = 4.007$).

There were pairwise statistical significance in the Tukey analyses between the doctoral degree and the master's degree and the doctoral degree and the bachelor's

degree holders. Doctoral degree holders scored significantly higher than both the masters and bachelors participants. See Table 14.

Area of Responsibility

In the Operational Knowledge Competency Subheading, one competency statement was statistically significant across the area of responsibility. In competency statement 7, Housekeeping found understanding the scope of the work conditions ($\bar{x} = 4.282$) more important to achieve desired performance followed by Front Office ($\bar{x} = 4.112$), and by Food Production ($\bar{x} = 4.392$).

Hospitality Personnel

Related to the Operational Knowledge Competency Subheading, one competency statement had the highest mean value across categories of hospitality personnel as a variable. In competency statement 2, anticipating the guest needs was considered to be more important by hospitality faculty ($\bar{x} = 4.380$) in comparison to hospitality professionals ($\bar{x} = 4.159$), hospitality students ($\bar{x} = 4.030$) and the Other category ($\bar{x} = 4.001$). See Appendix K, Table K3 for Tukey significant findings for hospitality personnel.

Table 14

ANOVA Summary Tables for Operational Knowledge Competencies Significant for the Study Variables

Category	Question	SS	df	MS	F	p
Gender	4. Identifying and defining problems of operation	3.804	1	3.804	4.449	0.035*
Gender	6. Meeting hygiene and safety regulations to ensure compliance by organization	8.538	1	8.538	10.228	0.001*
Gender	7. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours)	7.939	1	7.939	10.128	0.002*
School	6. Meeting hygiene and safety regulations to ensure compliance by organization	13.364	6	2.227	2.668	0.015*
Experience	2. Anticipating guest needs and wants of the guest	10.922	5	2.184	2.844	0.015*
Area	7. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours)	14.389	9	1.599	2.040	0.033*

Note. *Significance Level = .05, Area = area of responsibility

Chapter 5

Summary, Conclusions, Implication, and Recommendations for Future Research

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students. The parts of this chapter include a summary of the study, conclusions, implications, and recommendations for future studies.

Summary of the Study

This study utilized hospitality personnel (hospitality students, hospitality professionals, and hospitality faculty) who identified the competencies needed to be successful in the hospitality industry. This study used a quantitative survey to gather data. The steps to develop the questionnaire included a focus group panel, a validation panel, a pilot study, and the final study questionnaire. The study was conducted because there was a gap in the research in the United States regarding the competencies important to be successful in the hospitality industry using the viewpoints of all the stakeholders involved (i.e., hospitality students, hospitality faculty, and hospitality professionals).

The questionnaire was sent to 800 participants, of which 670 participants responses were valid for use in the study. After the data were collected, I conducted descriptive statistics and analysis of variance tests followed by post-hoc Tukey tests to answer the three research questions. After analyzing the results, service orientation was considered to be the most important competence needed to be successful in the

industry. Inter- and intra-departmental communication, along with following the appropriate channels of communication, were also considered highly important. Empowering the employees with access to information was found to be important as well. Understanding Financial Analysis and Operational Knowledge were not considered to be essential by the participants. The results of the tests also indicated faculty and students tended to agree on the importance of a few common competencies while the hospitality professionals did not agree with either of the other groups. Women tended to place more emphasis on the importance of communication than men. Professionals did not place as much importance on communication and the sensitivity involved in certain competencies.

Conclusions of the Study

The following paragraphs discuss the conclusions of this study. In research question 1, I investigated the competencies perceived to be most important for success. The Human Resource Management Competency Subheading was identified as the highest subheading based on the average mean scores. Competency number 4, knowledge of job expectations, was rated as the highest competency. Competency number 3 was rated as the second most important competency, which dealt the importance of appraising the performance of the employees.

The Leadership Competency Subheading was marked as the second highest subheading based on the average mean scores of competencies among all other competency subheadings. Competency statement 8, service orientation, overall was marked as the most important competency in the entire survey.

Communication Competency Subheading is the third highest subheading based on the average mean scores of competencies among all other competency subheadings. The two competencies that were found to be most important were related to communication expectations. Communicating internally and externally and knowing the proper channels of communication were important for smooth operations.

The least important competency was Operational Knowledge Subheading. Under this subheading, competency 1 (using Front Office equipment) had the overall lowest mean score. It may be because this competency did not apply to all the participants, which might explain the low score.

Human Resource Management and Communication subheadings are more involved with people interaction, whereas Financial Analysis and Operational Knowledge subheading

In research question 2, the differences in competencies perceived to be important across hospitality personnel (hospitality students, hospitality faculty, and hospitality professionals) were investigated. Under the Leadership Competency Subheading, adapting to change and finding innovating ways to work was considered important by faculty, but not by hospitality professionals. Under the Financial Analysis Competency Subheading “Other” participants marked financial competency statements higher than hospitality students and faculty.

Under the Human Resource Management Subheading, motivating employees was rated higher for hospitality faculty than hospitality students and hospitality professionals. Under the Communication Competency Subheading, communicating internally and externally was marked as more important by hospitality faculty in

comparison to hospitality students and hospitality professionals. Hospitality faculty also found being sensitive and open to diversity more important than hospitality professionals did. Hospitality Faculty tended to rate some items higher than Hospitality students and Hospitality Professionals.

Research question 3 investigated the variables of hospitality personnel, level of schooling, years of experience, gender, and area of responsibility. The intent of this question was to observe any differences in responses by the participants based on the levels within each variable.

The participants with more than 10+ years of experience tended to rate some of the competencies higher than the less experienced participants.

Women tended to score some of the competencies higher than males did. Most of the Communication Competencies were rated higher by females than males. There was a similar result in the Human Resource Management Competencies.

Level of schooling appeared to have little effect on the ratings of the competencies.

The area of responsibility overall had some effect on the ratings for most of the subheadings. The Human Resource Management Subheading had numerous competencies where the Academia participants rated some competencies higher than the other areas of responsibility. The hospitality personnel variable was only important under two of the subheadings: Communication and Financial Analysis. The Other category rated several competencies under the Communication Subheading. Other only rated one competency higher in the Financial Analysis Subheading. All variables

had at least some minimal differences by individual questions. Level of schooling and years of experience differences were minimal.

Implications

This study contributes to the knowledge of competencies needed to be successful in the hospitality industry. Therefore, the implications for practices for hospitality students, hospitality faculty and hospitality professionals are presented below.

1. Hospitality faculty could review their curriculum to ensure the competencies identified as the most important are covered in the course outcomes. Faculty could ensure the important competencies are covered throughout their courses in the program curriculum
2. Professional organizations can look at the identified competencies and develop continuing education programs for hospitality professionals. Organizations such as Florida Lodging and Restaurant Associations could develop certificate courses for hospitality professionals in continuing education.
3. Faculty and professionals need to have an open conversation about what each feels important for students to learn. This can be conducted through round table discussions that are common at conferences where both professionals and faculty are in attendance.
4. Additional emphasis could be placed on financial analysis. Hospitality students probably need to know more about the financial aspects of the hospitality business. Since the hospitality students and faculty did not rate Financial Analysis as important; conversations could be encouraged between hospitality professionals and the hospitality faculty and hospitality students.

5. Individuals with more years of experience could find ways to share their knowledge with younger professionals and students. This could be achieved with mentorship programs where young hospitality professionals could be mentored by older more experienced professionals.
6. Since women reported more importance for the Communication competencies, more focus could be put on having men and women share communication skills. This could be accomplished by having women and men practice communication skills through mock hospitality scenarios. Training could be provided to men and women to recognize differences between communication styles.
7. Professional organizations could ensure that academics are in sync with industry professionals and the needs of the industry through panel group discussions, which could have panelists from the hospitality industry and hospitality Academia.
8. Since levels of schooling and the area of responsibility were not perceived to be as important, investigation and consideration into these two variables might not be warranted. These two variables most likely will not warrant more investigation into differences in the responses.
9. Perhaps faculty could begin a dialogue with the other two groups, hospitality students and hospitality professionals, to develop a means to engage in a dialogue between the three groups or come to a consensus about what is important for all groups.

Recommendations for Future Research

Some studies, which could be interesting for future from this research, are mentioned below.

1. Targeted research could investigate the reasons why women tended to rate most of the competency statements higher than men and whether responsibilities within their department differed on job profiles based on gender.
2. Since hospitality professionals rated Financial Analysis higher than the Other category of individuals (business, nursing, foreign language majors, etc.), additional attention to the reasons behind these differences could be researched.
3. Hospitality students and faculty tended to respond in a similar manner; however, the hospitality professionals did not. More in-depth research could be used to uncover possible reasons for the differences.
4. Responses from individuals with 10+ years of experience tended to be different than personnel with fewer years of experience. Research more specifically into what aspects of longer experiences could be identified and potentially shared with those individuals with less experience.
5. Subsequent research could investigate differences in responses related to the three variables found to be statistically significant by using multiple regression to determine the impact of each variable.
6. Additional research could identify the reason academics and the rest of the industry have different perceptions of some of the competencies. Again, are these competencies based on job profiles or other characteristics?

7. Future research could investigate why the importance of Financial Analysis was not considered to be important by hospitality students and hospitality faculty compared to hospitality professionals.
8. In-depth interviews with hospitality professionals could be used search for future or changing needs within the industry.
9. Identifying some of the reasons faculty rated individual items higher than hospitality professionals and hospitality students could reveal underlying differences between the three groups in an attempt to improve communication skills.
10. Differences in 4-year university programs and vocational technical programs (including programs such as the Culinary Institute of America) might study the perceptions of the competencies to determine if the perceptions of the identified importance are similar or different than this study.

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Appendices

Appendix A: Marneros et al.'s Survey (2020)

COMP 1: Leadership
1. Directing and supervising the work of others
2. Adapting to changing circumstances
3. Developing innovative ways to work
4. Making decisions under pressure or in crisis-situation
5. Staying informed about industry practices and new developments
6. Maintaining professional appearance and poise
7. Acting in an ethical manner
COMP 2: Financial Analysis
1. Using financial analysis techniques
2. Analyzing factors that influence the controllability of profits
3. Using past and current information to predict future dept. revenue and expense
4. Analyzing weekly, monthly, and annual financial and statistical reports
COMP 3: Human Resources Management
1. Motivating employees to achieve desired performance
2. Selecting and assigning personnel
3. Appraising employee performance
4. Defining and setting up quality standards for employees
5. Providing employees with access to information
COMP 4: Human Relations – Communication
1. Communicating effectively with other employees
2. Communicating effectively with clients and customers
3. Communicates effectively both in writing and orally
4. Interacts smoothly with a wide variety of people
5. Promoting respect and appreciation for diversity and individual differences
6. Managing guest problems with understanding and sensitivity
7. Working as a member of a team
COMP 5: Operational Knowledge (7 items)
1. Using front-office (computer) equipment effectively
2. Anticipating guest wants and needs to provide service
3. Working knowledge of product-service
4. Identifying and defining problems of operation
5. Follows hygiene and safety regulations to ensure
6. compliance by organization
7. Knowing the realities involved in this type of work

Appendix B: Correspondence with Marneros

From: Angad Dang <angad1@ust.edu>
Sent: Monday, May 16, 2022 2:13 AM
To: Stelios Marneros <S.Marneros@euc.ac.cy>
Cc: Wayne James <wjames@usf.edu>
Subject: Request to Include a copy of Your Survey for my Dissertation

Dear Dr. Marneros,

I hope this email finds you well!

I would like to ask for permission to include a copy your survey in my dissertation for *Identifying key success competencies for the hospitality industry: the perspectives of professionals*. Your article is a seminal article that covers the five competency domains with different gender, educational background, managerial level, functional areas.

I look forward to hearing from you.

Thank you
Warm Regards

Angad Singh Dang, MS, Ph. D Candidate
Chef Instructor 1, Hospitality Learning Lab (*The Café*)

From: Stelios Marneros <S.Marneros@euc.ac.cy>
Sent: Monday, May 16, 2022 8:00 AM
To: Angad Dang <angad1@usf.edu>
Cc: Wayne James <wjames@usf.edu>
Subject: RE: Request to Include a copy of Your Survey for my Dissertation

Dear Mr. Singh,

You have my permission to 'include a copy of my survey in your dissertation'.

I wish you good luck with your dissertation.

Regards,

Stelios

Dr. Stelios Marneros
Assistant Professor
Hotel and Hospitality Management
School of Business Administration
T: +357 22713169 | F: +357 22590539 | E: S.Marneros@euc.ac.cy
W: www.euc.ac.cy

Appendix C

Final Questionnaire

Directions: Please mark the competencies you think are important.

Dear Participant

Instructions

As an individual who is working in the field of hospitality, your participation as an expert in the field is very valuable to this study and will add knowledge to the field. The purpose of the study is to solicit input from hospitality personal who can help identify competencies important for success in hospitality related positions.

1. It should take you only 10-15 minutes to complete the survey.
2. It is optional and you may discontinue the survey at any time. You should only take part in this study if you want to volunteer; you are free to participate in this research or withdraw at any time.
3. You will be asked to rate the importance of each competency need for success in the field of hospitality

Alternatives / Voluntary Participation / Withdrawal You have the alternative to choose not to participate in this research study. In addition, you may take as much time as needed on the survey as it will be untimed. There will be no penalty if you stop taking part in this study.

Benefits and Risks

Your benefit will be your contribution to research in helping this field advance. The risks involved are minimal, and no more than the risks you face in your day to day life.

- Yes I consent
- No I do not consent

Appendix C Cont.

Leadership competencies- Using the 5-point scale rate the importance of each competency needed for success in the hospitality field

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. Directing and supervising the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adapting to changing circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Developing innovative ways to work (i.e., motivating, encouraging and empowering your team)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Making crucial decisions every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
5. Staying informed about industry practices and new developments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Maintaining professional appearance and poise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Making ethical decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Importance of service orientation (having a desire to serve)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C Cont.

Financial Analysis- Using the 5-point scale rate the importance of each competency needed for success in the hospitality field

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. Understanding the principles of financial accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Using financial analysis techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Analyzing factors that influence the controllability of profits (i.e., managing the cost of goods sold)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
4. Using past and current information to predict future department revenues and expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Analyzing weekly, monthly, and annual financial and statistical reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication- Using the 5-point scale rate the importance of each competency needed for success in the hospitality field

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. Communicating effectively with other employees, other departments, and other managers etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Communicating with written, spoken, visual, and digital modes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Communicating effectively with clients and customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Promoting respect and appreciation for diversity and individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
5. Understanding guest problems with sensitivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Communicating effectively as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Knowing the proper channels of communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C Cont.

Human Resource Management- Using the 5-point scale rate the importance of each competency needed for success in the hospitality field

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. Motivating employees to achieve desired performance (i.e., enthusiasm and energy, commitment, compassion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Selecting and assigning personnel (i.e., scheduling, and making duty rosters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Appraising employee performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Defining and setting up quality standards for employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
5. The color of banana is red. Mark slightly important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Providing employees with access to information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ensuring employees have a positive personality to improve guest satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Leadership in articulating and enforcing corporate culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Operational Knowledge- Using the 5-point scale rate the importance of each competency needed for success in the hospitality field

	Not at all important	Slightly important	Moderately important	Very important	Extremely important
1. Using front-office equipment/computer effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Anticipating guest needs and wants of the guest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Working knowledge of products/services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identifying and defining problems of operation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not at all important	Slightly important	Moderately important	Very important	Extremely important
5. The color of Apple is yellow. Mark slightly important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Meeting hygiene and safety regulations to ensure compliance by organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Understanding the scope and extent of work conditions (i.e., working holidays, weekends, and unusual hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowing the basic terminology used in the industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C Cont.

Q16

Here is your completion code: AD-`{e://Field/mturkcode}`-DS
Thank you for taking the survey!

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

Appendix D:

Focus Group Invitation Letter

You have been invited to participate in a focus group. Your expertise is needed to help complete a research study identifying competencies important for success in hospitality-related positions. You are an individual who can add tremendous value and information for this study. If you are willing to participate, please let me know by return email, as well as if it is okay to use your name as an expert. Information of this research project is provided below for your reading.

Purpose of the Study

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students.

Angad Singh Dang, M.S.

Graduate Assistant

Doctoral Candidate

University of South Florida

Muma College of Business, School of Hospitality and Tourism Management

4202 E. Fowler Avenue, BSN 3403, Tampa, FL 33620-5500

Phone: 813.974.7900 Direct: 813.974.2898

Email: angad1@usf.edu

Appendix E: Focus Group Panel of Experts' Directions and Questions

Dear Panel member,

Procedure

As part of this focus group panel of experts, you will be placed in a group of 6 individuals. A moderator will ask you several questions while facilitating the discussion. Your responses will remain confidential, and no names will be included in the final report. You can choose whether or not to participate in the focus group, and you may stop at any time during the course of the study.

Instructions

Please note that there are no right or wrong answers to focus group questions. The purpose of conducting a focus group is to hear the many varying viewpoints and for everyone to contribute their thoughts. Out of respect, please refrain from interrupting others. However, feel free to be honest even when your responses counter those of other group members.

Questions

1. What is the most important competency for success in the Hospitality industry?
2. Please mention any competency that may have been missed in this instrument.?
3. What practices did you adopt during COVID era, and how can those be related to competencies?
4. Do you anticipate any new changes Post-COVID era?

I as the principal investigator want to thank you for your time in participating in this focus group.

Thank you

Warm Regards

Angad Singh Dang, M.S.

Graduate Assistant, Doctoral Candidate

University of South Florida

Muma College of Business, School of Hospitality and Tourism Management

4202 E. Fowler Avenue, BSN 3403, Tampa, FL 33620-5500

Phone: 813.974.7900 Direct: 813.974.2898

Email: angad1@usf.edu

Appendix F: Names of Experts in the Focus Group

Name	Gender	Position	Expertise
John Horne	M	Owner, Anna Maria Oyster Bar	Restauranter
Katherine Moulton	F	President, Hospitality Advisory Services	Lodging Management
Dr. Gail Sammons	M	Professor	Lodging Operations
Garry Colpitts	M	Instructor	Food and Beverage Production
Dr. Ernest Boger	M	Professor	Hospitality Management
Dr. Joe Askren	M	Instructor III	Hospitality management

Note. Individual gave permission to use their actual names.

Appendix G: Invitation Letter with Instructions for the Validation Panel

Dear Panel Member,

Your expertise is needed to help complete a research study identifying competencies important for success in hospitality-related positions. You are an individual who can add tremendous value and information for this study. If you are willing to participate in the validation panel, please let me know by return email.

Information of this research project is provided below for your reading.

Here are a few instructions:

1. This study on hospitality competencies will assess the perceived importance of the items, please evaluate the core component items in terms of whether you think these items might be important to hospitality programs.
2. Please make notes on the form regarding, inclusion, exclusion, missing items, language, spelling, terminology, or any other feedback you find important in your opinion.
3. Questions will be answered as to inclusion in the final survey as follows: extremely important, somewhat important, moderately important, slightly important, or Not at all important to include in the final survey.

Angad Singh Dang, M.S.

Graduate Assistant
Doctoral Candidate
University of South Florida
Muma College of Business, School of Hospitality and Tourism Management
4202 E. Fowler Avenue, BSN 3403, Tampa, FL 33620-5500
Phone: 813.974.7900 Direct: 813.974.2898
Email: angad1@usf.edu

Appendix H: Validation Panel Names and Expertise

Name	Gender	Position	Expertise
Paul Matisson	M	Chef & Proprietor, Mattison's	Restauranter
Ken Edwards	M	CEO/President, Tristar Hotel Group	Lodging Management
Elliott Falcione	M	Executive Director, Bradenton Gulf Islands	Hospitality & Tourism
Dr. Cihan Cobanoglu	M	Professor	Hospitality Management Research
Dr. Trishna Mistry	F	Assistant Professor	Hospitality Management Human Resource Management
Dr. Muhittin Cavusoglu	M	Assistant Professor	Hospitality Management Adult Education & Research

Note. Individual gave permission to use their actual names.

Appendix I: Demographic Form

Please indicate your level of study

- A current student in an associate degree program
- A current student in a 4-year bachelor program
- A current student in a graduate program
- Other

gender

What is your gender?

- Male
- Female

What year were you born?

Page Break

school

What is the highest level of school you have completed or the highest degree you have received?

- High School or equivalent
- Associate degree in college (2-year)
- Bachelor's degree in college (4-year)
- Master's degree
- Doctoral degree
- Vocational degree
- Other please specify

Appendix I Cont.

What is/was your major of study?

- Hospitality and Tourism
- Business
- Other

[+ Add page break](#)

race

What is your Race/ethnicity?

- Native American or Alaska Native
- Asian
- Black or African American
- White
- Native Hawaiian or Pacific Islander
- Hispanic or Latino or Spanish Origin
- Not Hispanic or Latino or Spanish Origin

How many years of experience in hospitality do you have?

- 0-1 years
- 1-3 years
- 3-5 years
- 5-7 years
- 7-10 years
- more than 10 years

Appendix I Cont.

Which department of Hospitality do you **primarily** work in?

- Front office
- Housekeeping
- Food and Beverage Service
- Food Production (Hot Kitchen, Garde manger etc.)
- Baking and Pastry
- Information and Technology
- Sales and Marketing
- Human Resources
- Accounting
- Academia/Educational Institution
- Other Please specify

Please select the most appropriate option for each question.

typeofrespondent

which of these categories best describe you?

- Hospitality Student
- Hospitality Professional
- Hospitality Faculty/Researcher
- Other Please specify

Appendix J: Letter of Invitation and Informed Consent

Your expertise is needed to help complete a research study identifying competencies important for success in hospitality-related positions. You are an individual who can add tremendous value and information about this study. If you are willing to participate, please let me know by return email. Information of this research project is provided below for your reading.

Informed Consent to Participate in Research

Information to Consider Before Taking Part in this Research Study:

Researchers at the University of South Florida (USF) study many topics. To do this, we need the help of people who agree to take part in a research study. This form tells you about this research study. We are asking you to take part in a research study that is called: *Assessing Required Hospitality Competencies Among Students, Industry Professionals, and Faculty*. The person who is in charge of this research study is Angad Singh Dang. This person is called the Principal Investigator. Dr. Wayne B. James is the Advising Professor for the study.

Purpose of the Study

The purpose of this study was to identify the competencies important for success in the hospitality industry based on the perceptions of hospitality faculty, hospitality professionals, and hospitality students.

Appendix J Cont.

Study Procedures

If you take part in this study, you will be asked to complete an online survey that assesses your perceptions of competencies and the core components of those programs considered important to be successful in the hospitality industry. The online survey should take approximately 12-20 minutes to complete. The data will be collected anonymously through the Qualtrics system where responses cannot be linked to your identity.

Alternatives/Voluntary Participation/Withdrawal

You have the alternative to choose not to participate in this research study. In addition, you may take as much time as needed on the survey as it will be untimed. It is optional and you may discontinue the survey at any time. You should only take part in this study if you want to volunteer; you are free to participate in this research or withdraw at any time. There will be no penalty if you stop taking part in this study.

Benefits and Risks

Your benefit will be your contribution to research that can help the field.

Compensation

We will not pay you for the time you volunteer while being part of this study.

Appendix J Cont.

Privacy and Confidentiality

We must keep your study records as confidential as possible. It is possible, although unlikely, that unauthorized individuals could gain access to your responses because you are responding online. Certain people may need to see your study records. By law, anyone who looks at your records must keep them completely confidential. The only people who will be allowed to see these records are:

- The research team, including the Principal Investigator, the Advising Professor, and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study might need to review your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety. These include:
 - The University of South Florida Institutional Review Board (IRB) and the staff that work for the IRB. Other individuals who work for USF that provide other kinds of oversight may also need to look at your records.

Appendix K Tukey Tables for Significant Findings

Table K1

Tukey Table for Significant Findings for Area of Responsibility

Dependent Variable	(I) Department of Hospitality	(J) Department of Hospitality	Mean Difference (I-J)	Std. Error	Sig.
Leadership competencies		Front office	.45*	0.127	0.016
		Housekeeping	.65*	0.179	0.011
2. Adapting to changing circumstances	Academia/Educational intuition	Food and Beverage Service	.59*	0.127	0.000
		Information and Technology	.78*	0.115	0.000
		Human Resources	.50*	0.139	0.013
4. Making crucial decisions every day	Academia/Educational intuition	Information and Technology	.38*	0.111	0.024
Human Resource Management					
2. Selecting and assigning personnel (scheduling, and making duty rosters)	Information and Technology	Academia/Educational intuition	-.39*	0.116	0.025
5. Providing employees with access to information	Housekeeping	Baking and Pastry	.73*	0.211	0.020
		Information and Technology	.63*	0.163	0.005
		Sales and Marketing	.58*	0.178	0.041
6. Ensuring employees have a positive personality to improve guest satisfaction	Academia/Educational intuition	Food and Beverage Service	.41*	0.117	0.016
		Information and Technology	.41*	0.106	0.005
Communication					
5. Understanding guest problems with sensitivity	Academia/Educational intuition	Information and Technology	.52*	0.115	0.000
		Food and Beverage Service	.52*	0.126	0.002
7. Knowing the proper channels of communication	Academia/Educational intuition	Baking and Pastry	.76*	0.186	0.002
		Food and Beverage Service	.40*	0.125	0.048

Appendix K Cont.

Table K2

Tukey Tables for Significant Findings Years of Experience in Hospitality

Dependent Variable	(I) years of experience in hospitality	(J) experience in hospitality	Mean Difference (I-J)	Std. Error	Sig.
Human Resource Management					
1. Motivating employees to achieve desired performance	more than 10 years	0-1 years	.51*	0.158	0.017
		1-3 years	.48*	0.117	0.001
		3-5 years	.52*	0.109	0.000
		5-7 years	.63*	0.119	0.000
		7-10 years	0.30	0.160	0.424
Communication					
1. Communicating effectively with other employees, other departments.	more than 10 years	0-1 years	.55*	0.164	0.011
		1-3 years	.57*	0.121	0.000
		3-5 years	.52*	0.112	0.000
		5-7 years	.55*	0.124	0.000
Operational Knowledge	more than 10 years	0-1 years	.66*	0.157	0.000
		1-3 years	.51*	0.116	0.000
		3-5 years	.53*	0.108	0.000
		5-7 years	.64*	0.118	0.000
		7-10 years	0.43	0.159	0.075

Appendix K Cont.

Table K3

Tukey Tables for Significant Findings for Hospitality Personnel

Dependent Variable	(I) Categories	(J) Categories	Mean Difference (I-J)	Std. Error	Sig.	
Communication 1. Communicating effectively with other employees, other departments, and other managers etc.	Hospitality Student	Hospitality Professional	0.00	0.095	1.000	
		Hospitality Faculty	-0.25	0.101	0.067	
		Other	-.76*	0.257	0.017	
	Hospitality Professional	Hospitality Student	0.00	0.095	1.000	
		Hospitality Faculty	-.24*	0.079	0.011	
		Other	-.76*	0.250	0.013	
	Hospitality Faculty/Researcher	Hospitality Student	0.25	0.101	0.067	
		Hospitality Professional	.24*	0.079	0.011	
		Other	-0.51	0.252	0.177	
	Other Please specify	Hospitality Student	.76*	0.257	0.017	
		Hospitality Professional	.76*	0.250	0.013	
		Hospitality Faculty	0.51	0.252	0.177	
	3. Communicating effectively with clients and customers	Hospitality Student	Hospitality Professional	0.07	0.096	0.887
			Hospitality Faculty	-.34*	0.102	0.004
			Other	-.67*	0.259	0.049
Hospitality Professional		Hospitality Student	-0.07	0.096	0.887	
		Hospitality Faculty	-.41*	0.080	0.000	
		Other Please specify	-.74*	0.252	0.018	
Hospitality Faculty/Researcher		Hospitality Student	.34*	0.102	0.004	
		Hospitality Professional	.41*	0.080	0.000	
		Other	-0.33	0.254	0.570	
Other Please specify	Hospitality Student	.67*	0.259	0.049		
	Hospitality Professional	.74*	0.252	0.018		

Appendix K Cont.

Table K3

Dependent Variable	(I) categories	(J) categories	Mean Difference (I-J)	Std. Error	Sig.
5. Understanding guest problems with sensitivity	Hospitality Professional	Hospitality Faculty	-0.24	0.100	0.074
		Others	-.75*	0.255	0.018
		Hospitality Student	0.09	0.094	0.788
		Hospitality Faculty	-0.15	0.079	0.201
		Other	-.66*	0.248	0.037
Operational Knowledge	Hospitality Faculty	Hospitality Student	.75*	0.255	0.018
		Hospitality Professional	.66*	0.248	0.039
		Hospitality Faculty	0.51	0.250	0.179
2.Anticipating guest needs and wants of the guest					

About the Author

Angad Dang is an Assistant Professor of instruction at the School of Hospitality and Tourism Management (SHTM) at the University of South Florida Sarasota-Manatee campus. He is also running the USF Hospitality Learning Lab, which is a hands-on student run restaurant. His teaching responsibilities focus on food & beverage courses including Restaurant Operations and International Food & Culture. Angad has taught as a Chef Instructor at Manatee Technical College in Florida. Angad received his bachelor's in hospitality and Tourism Management from India in 2010, and his master's from University of South Florida Sarasota-Manatee in 2017. He also holds a graduate certificate in evaluation.