

Factors Affecting the Decision Making Process of African American Students Regarding the
Choice of Hospitality Management as a Career

by

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B.S., Grambling State University, 1992
M.P.A., Grambling State University, 1996

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the
requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Hotel Restaurant Institutional Management and Dietetics
College of Human Ecology

KANSAS STATE UNIVERSITY
Manhattan, Kansas

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ABSTRACT

The purpose of this study was to identify factors affecting the decision process of African American students regarding the choice of hospitality management as a career. The significant influence of others, perception and awareness of the industry, resistance to servitude, and personal background were explored in the context of Omi and Winant's Racial Formation Theory

Focus groups were conducted with hospitality management and business students to investigate the above constructs in-depth. Questionnaires were administered to students enrolled in College of Businesses at 14 Historically Black Colleges and Universities who were majoring in hospitality management or some aspect of business. The results of the focus groups indicated that the students are aware that their race may determine what jobs they are offered in the hospitality industry, how rapidly they will be promoted, how society views them as individuals, and how society views an entire race when that particular race is found in low level jobs in large numbers or perception of an industry, and the pay scale.

The students indicated that servitude is when one person has more power than someone else or someone is in control. Hospitality students were more likely to support the idea that the industry provides opportunities for advancements ($\chi^2 = 33.64$, $df = 3$, $p < .001$) and offer balanced pay in terms of race and ethnicity ($\chi^2 = 14.49$, $df = 3$, $p < .01$). For each servitude measure hospitality students were less likely to support notions of servitude in the hospitality industry than non-hospitality students. Non-hospitality students had a strong association with the idea that hospitality jobs are demeaning ($\chi^2 = 10.16$, $df = 3$, $p < .05$) and include positions that typically involved housekeeping and kitchen work ($\chi^2 = 28.72$, $df = 3$, $p < .001$). In general the data for African Americans revealed significant relationships between the outcome

measure, career choice, and personal background ($r = -.118$, $p < .05$), awareness and perception of the hospitality industry ($r = .116$, $p < .05$) and significance of others ($r = .164$, $p < .01$) using two-tailed test.

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Major Professor
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To, Darlene, the Women of Alpha Xi Delta, and Linda Carlson I will never forget you; thanks for the memories!

If God does not remove an obstacle, He'll help you find a way around it.

Dedication

To my mother:

Mae Calahan Bradford

August 25, 1945 – September 14, 2002

CHAPTER I

INTRODUCTION

Nancy Bosch, a recruiter for Darden Restaurants stated, “Whether we are recruiting for restaurant level positions or corporate level positions concerns of African Americans are the same. Can I build a career here?”(King, 1998). This may be an indication that African Americans are not sure of the opportunities available to them in the restaurant industry. The key to recruiting more African Americans in the hospitality industry and hospitality programs may mean changing the perception that service jobs only involve menial labor.

The hospitality industry, including travel and tourism, is one of the fastest growing sectors of the economy. It is a multi-billion dollar enterprise that exists in all parts of the world. The hospitality industry includes lodging, foodservice, institutional facilities, travel, and recreational facilities (Campbell, 1999). In the United States (U.S.), economic indicators suggest over a 4.4% growth in excess of 2003 sales for the foodservice industry in 2004 (Lawn, 2004). In addition, the Hospitality Research Group and the Torto Research Group predicted the third quarter industry growth in 2003 will continue into 2005 (Hayward, 2004). One natural outcome is a concomitant growth in travel and tourism related jobs worldwide. By the year 2010, employment in travel and tourism is projected to total 355 million employees (Knutson & Schmidgal, 2001).

In the United States (U.S.), tourism is currently the third largest retail industry, behind automotive and foodservice. Travel and tourism is one of the largest employers in the U.S. to date. In 2003 the lodging industry grossed \$12.8 billion in pretax profits and paid \$159 billion in travel-related wages and salaries. The lodging industry employed more

than 1.8 million hotel workers resulting in direct support of 7.8 million travel and tourism jobs (American Hotel & Lodging Association, 2004)

Hotel Industry

The types of hotels and lodging operations are very diverse, often as diverse as their guests. The industry includes all types of lodging, from upscale hotels to recreational vehicle (RV) parks, motels, resorts, casino hotels, and bed-and-breakfast inns. An estimated 61,000 establishments provided overnight accommodations for an array of guests in 2002 (Nature of Industry, 2004). These establishments are often quite different in size and services provided. Hotels and motels provided overnight accommodations for the majority of guests. The Bureau of Labor categorizes hotels into five basic types: commercial, resort, residential, extended-stay, and casino (U.S. Department of Labor, 2004). Hotels and motels are normally considered commercial property and their target population is normally business travelers, tourists, and other travelers in need of overnight accommodations for a brief period of time. They also often provided various services, including but not limited to coffee shops, restaurants, entertainment, and fitness centers. Larger hotels and motels normally provide banquet rooms, exhibit halls, and large ballrooms to accommodate large conferences, business meetings, and social gatherings (Nature of Industry, 2004).

Food and Eating Accommodations

People have always dined out and traveled for business and pleasure (Gailliard, 1998). The National Restaurant Association's 2004 Restaurant Industry Forecast Executive Summary projects that more than 70 billion meals and snacks will be purchased in 2004. In 1999, the average American household spent \$2,116 a year on food away from

home. Industry forecasters predict that restaurant industry sales will reach a record \$440.1 billion in 2004. This will be the 13th consecutive year of growth. On a typical day the industry will post \$1.2 billion or more in sales. Full service restaurants alone are expected to reach the \$157.9 billion mark in 2004 and quick service restaurant are expected to post sales of no less than \$123.9 billion. Table 1 provides an overview of sales for 2001, 2003, and projected sales for 2004. With future sales at the nation's 878,000 restaurants predicted to reach the \$440.1 billion, the restaurant industry will continue to provide jobs (National Restaurant Association, 2004). As shown in Table 1.1 these rapid changes and continual growth indicate the potential for an increased need for well-trained employees in both entry and managerial positions.

Table 1.1
Actual and Projected Sales and Revenues for Eating and Drinking Establishments

Eating Places	2001 Sales	2003 Sales	2004 Sales Projected
Full-Service Restaurant	\$139,989,845	\$150,976,248	\$157,921,155
Quick-Service	111,647,666	119,253,105	123,903,376
Hotel Restaurants	17,598,039	17,906,919	18,999,376
Motel Restaurants	363, 013	374,306	376,178

Hospitality and tourism continue to provide fertile ground for both entry-level and long-term careers. With projections calling for massive increases in the number of employees needed, plans should be in place to address those workforce issues (Woods & Withiam, 1992; US Department of Labor 2003). The 2003 Lodging Industry Profile reported worldwide the expected growth in the industry will appear to outpace the ability to produce facilities. The lodging industry alone employs more than 2 million. The

lodging sector is the second or third largest employer in 30 states, employing more than 1.8 million hotel property workers (Lodging industry profile, 2004).

Hospitality Education in the U.S.

The first hotel administration program in the United States was established in 1922 at Cornell University. At that time Cornell was one of the few schools dedicated to the study of hospitality management. The increase in the number of hospitality management programs at the collegiate level has benefited the industry by producing a more educated and skilled worker (Sinoway & Hinkin, 1997). Currently there are over 300 institutions granting degrees in hospitality management registered with the International Council on Hotel, Restaurant, and Institutional Education (CHRIE, 2005).

Over the decades, the numbers of schools offering curricula in hospitality management continues to grow and gain respect. As the need for qualified employees increases, formal education and training have become prerequisites for hospitality employees (Walle, 1997). There are an estimated 300 undergraduate programs in the U.S. producing 18,000 graduates annually. Master's and doctoral programs are increasingly becoming part of these schools matriculation option (Chipkin, 2004). Although hospitality programs appear to be gearing up for the oncoming industrial growth, there are some major challenges, most notably, being able to recruit and maintain significant numbers of students of color. Unfortunately, the overwhelming fact is hospitality management programs have had trouble attracting and keeping students of color (King, 1998).

According to Gloria Tate of Central State University, in Wilberforce, Ohio, "African Americans that consider careers in hospitality management increase their

chances of owning and operating their own enterprises” (Manzo, 1994). Lee Dickson, associate dean of hospitality management at Florida International University (FIU), stated, “A degree in hospitality management gives African American students a strong background in management and provides them with the tools needed for employment in a major hotel, restaurant, or foodservice establishment” (Manzo, 1994).

In a recently published article, “Schools of Thought,” Harvey Chipkin (2004) reported that University of Nevada Las Vegas (UNLV) increased faculty diversity by 20 percent in a short period of time. UNLV works with Historically Black Colleges and Universities (HBCUs) to recruit students to transfer and complete their degrees at UNLV after two years. In 2003, when minority enrollment at UNLV was barely above 2 percent for African Americans, MGM Mirage provided a grant of \$500,000 to UNLV to increase minority enrollment (Chipkin, 2004).

Issues Related to a Diverse Workforce

In the 1990s, the hospitality industry was forced to become educated about multicultural values, flexibility, constructive communication about differences, stereotypes, and cultural assumptions. Examples of situations where a lack of multicultural values affected the hospitality industry are numerous.

In 1993, the National Football League refused to hold the 1993 Super Bowl in Phoenix after Governor Evan Mecham rescinded legislation making the Rev. Martin Luther King Jr’s birthday a state holiday. As a result, Phoenix was boycotted and lost \$300 million in tourism and convention spending. The industry there faced financial strains as conventions and families of color refused to stay overnight in the city. During this time, Phoenix was boycotted by most of the meeting industry (Cole, 2004).

Events occurring in 1990's have significantly affected African Americans seeking professional jobs in the hospitality industry. The National Association for the Advancement of Colored People (NAACP) initiated the "report card system." NAACP conducted a study to determine the amount of diversity in management positions in the lodging industry. Each hotel that was part of the study received a letter grade ranging from "A" to "F" with an "A" being the highest. They were graded in five areas: employment, property ownership, advertising/marketing, vendor relationships, and charitable giving in the African American community (Hotel Industry, 2002). As a result, several corporations implemented policies to recruit more minorities. The hospitality industry executives were advised to prepare themselves for a continuing changing diverse workforce. Industry leaders admit they have a way to go but holding people accountable who fail to recognize the value of diversity may be the first step (Misek, 2001).

Unfortunately, this trend has carried over in to the 21st century. Recently, a motel owner is under scrutiny in Perry, Florida, for discriminating against African American customers. The Southern Inn had separate rooms for African American customers that were considerably less desirable, poorly maintained, and less attractive than the rooms reserved for white customers. The motel owner Raj Patel is accused of placing African American customers in inferior rooms and prohibiting them from using the swimming pool. In 2001 Perry, Florida, also faced protest by African Americans after a bar customer was told that he could only be served in a back room.

DiversityInc also reported that in July, 2004, the U.S. Equal Employment Opportunity Commission (EEOC) filed suit against Omni Hotels Corporation on behalf

of an Arabic and Muslim hotel manager. EEOC claims the manager was fired because he opposed what he considered illegal practices. The employee feels he was retaliated against for refusing to assign Latino restaurant workers to less-public jobs (EEOC & Omni hotel, 2004).

Sodexo USA, a contract management company firm with 12,000 employees and operations across North America, has earned recognition as a leader in diversity and inclusion from media such as *Diversity Inc.* magazine, *Latina Style*, and *The Black Collegian*. At the same time, they are being confronted with a class action lawsuit from a group of approximately 2,600 current and former African American managers. The suit claims African American managers face a glass wall, as well as a glass ceiling, because they have been shunted into dead-end “black” accounts. In other words, Blacks are assigned to accounts that are supervised and serve mainly African Americans (Supreme Court, 2003). The Washington Post further reported that plaintiffs in the case alleged Sodexo has illustrated a past pattern of denying Blacks promotions and deserved advancement. In addition, the Post reported Black Sodexo employees filed over 21,000 discrimination lawsuits in federal courts in 2001 and approximately 5,000 promotion complaints with the Equal Employment Opportunity Commission (Tucker, 2002).

A May 2004 article in *Nations Restaurant News* reported that Applebee’s, ARAMARK, Cracker Barrel Old Country Store, Joe’s Stone Crab, McDonald’s, Palm Restaurant, and Ruby Tuesday, all recognizable names in the hospitality industry, had been recently penalized for discrimination ranging from \$32,000 at Ruby Tuesday to \$50,000 at the Palms. In addition, a Chinese restaurant in New York was recently fined by the Deputy Commissioner for Human Rights, Avery Mehlman, for requiring African

American patrons to pay for meals when they placed their orders while White patrons were not. Prior to being sued in 2003, Applebee's International did not have any type of written policy addressing discrimination on the bases of color and did not provide any type of training (Spector & Lockyer, 2004).

In a study of 600 foodservice employees conducted by Batrus Hollweg, a consulting firm in Plano, Texas, 39% of the workers admitted to teasing a co-worker regarding their age, accent, and physical appearance, and making derogatory remarks about a co-worker's race or gender. Respondents also admitted failing to help a co-worker because of the person's race. In this same report a respondent stated, "my ideal table would be four middleaged White guys on expense accounts" (Spector & Lockyer, 2004). According to Gerry Fernandez, president of MultiCultural/ Foodservice and Hospitality Alliance (MFHA's), discriminatory behavior among staff members is merely half the problem. Discriminatory practices often influence customer relations. According to Fernandez and Scott McTague, Vice-President of MFHA, it is not uncommon to find servers with the attitude that regardless of the level of service, certain cultures are better tippers (Spector & Lockyer, 2004).

Such mentioned incidents reflect the challenges that African Americans often face in the hospitality industry. The described behavior may discourage African Americans from pursuing careers in hospitality management. The incidents are all examples of discriminatory practices and challenges that serve as the impetus for this research.

Rachelle Hood, chief diversity officer for Denny's, stated in a 1995 survey, "We measured affinity of African Americans in 48 states toward Denny's; 50 percent associated Denny's with discrimination". However, there is evidence of improvement of

customer's attitude toward Denny's. Currently, only 13 percent of consumers link to Denny's with discrimination. Hood says Denny's sensitizes employees to discriminatory behavior. For example, not touching certain customers when giving them change or seating African American patrons near the kitchen is behavior that African Americans abhor (Spector & Lockyer, 2004).

Employment

The hospitality industry is somewhat unique in terms of racial, cultural, ethnic, and gender diversity. There is evidence of gender, racial, and ethnic diversity across lower levels of employment within hospitality. Statistics provided by the U.S. Bureau of Labor report that nearly 2 million of the foodservice employees are African American. However, it is extremely difficult to find persons of color in upper level management in most restaurant chains. Thus, there is still room for improvement to help ensure that minorities and women can build careers in the industry not just hold jobs (Hume, 2004).

Unfortunately, the situation is very similar in the lodging industry. In a 2004 news release, the American Hotel & Lodging Association (AH & LA) reported, "Diversity and inclusion have long been discussed, but have not been sufficiently implemented throughout the lodging industry". The American Hotel Motel Foundation's "Turnover and Diversity in the Lodging Industry Report" indicated a lack of diversity at the managerial level (Woods, 1998). Woods (1999) found that 75%, 9%, and 7% of the managers were White, Black, and Hispanic, respectively, while 44% were female. Blacks and Hispanics often are in managerial positions in departments such as housekeeping and laundry. Females are rarely promoted to managerial positions (Woods, & Viehkand, 2002). In addition Roberts reported that 88 percent of the participants in the

study identified themselves as Caucasian. The 12 percent that were non-Caucasian reported being Asian (4.9%), African American (4.4%), and Hispanic (2.7%). This is very different from the overall population, where African American and Hispanics comprise nearly 13% each and Asians 4.2% (Roberts, 2002).

There is also evidence that the industry struggles with equality in regards to gender. A 2002 study conducted by the University of Massachusetts's Hotel, Restaurant, and Travel Department suggested that women are out of the decision-making loop and are paid less than their male equivalents. According to Roberts the "sins of the fathers" have left an unhappy legacy. Hiring and promotions practices often result in White, American males, about age 40 and college educated, managing most hotels in the United States. Roberts suggested women are able to add a diverse viewpoint to traditionally gender-dominated positions (Roberts, 2002). In a recent article in *Restaurants and Institutions*, Diana Wynn, chairwoman of the Women's Foodservice Forum (WFF), stated her mission is to make constituencies in foodservice aware of the need for more female involvement in leadership roles. Wynn suggest, "It matters to the bottom line, further stating no business or industry can afford to ignore the political and economical clout of women". Women purchase 80% of consumer goods and services. Currently they comprise 46.5 % of the food industry workforce and are predicted to comprise 61.9% by 2015 (*Restaurants and Institutions*, 2003).

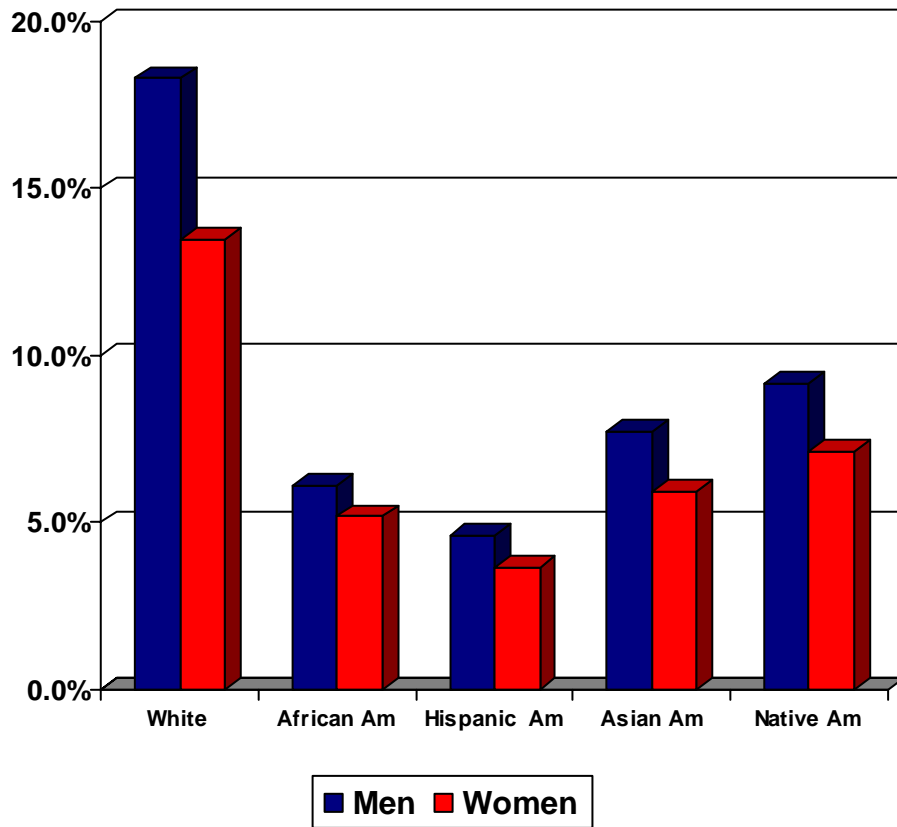
Woods and Viehland (1999) reported in their study, "Diversity in the Lodging Industry by Managerial Job Title", that the glass ceiling may be cracked in some places but it is not shattered. Woods and Viehland stated, "It is interesting to note female managers have made great inroads in some job titles but are still virtually shut out of

others”. They noted, “There is a high percentage of female managers in sales and marketing, housekeeping, and human resources and rarely do these managers become General Managers (GMs)”. The only management position in which minorities were the majority is housekeeping. Ethnic minorities comprise less than 10% of the general manager positions and 17.2 % of the food and beverage managers in the hotel industry (Costen, Farrar, and Woods, 2002). Costen, Farrar, and Woods (2002) also reported that ethnic minorities are less likely to work in positions that are considered critical to hotel operations.

They suggested that the industry may be practicing social closure. In their study, “social closure” was defined as a means by which those in power (usually males) control the most significant positions in the hotel. Costen, et al. (2001) suggested that the dominant group does not try to control all jobs, just the best ones. As a result, ethnic minorities are clustered in peripheral departments and are void of power and decision-making. These are often the departments first to be eliminated in financial crunches. In addition these departments rarely lead to the position of general manager (Costen, et al, 2002). Although this study will focus on African Americans, it is important to illustrate that women and other ethnic minorities face similar problems.

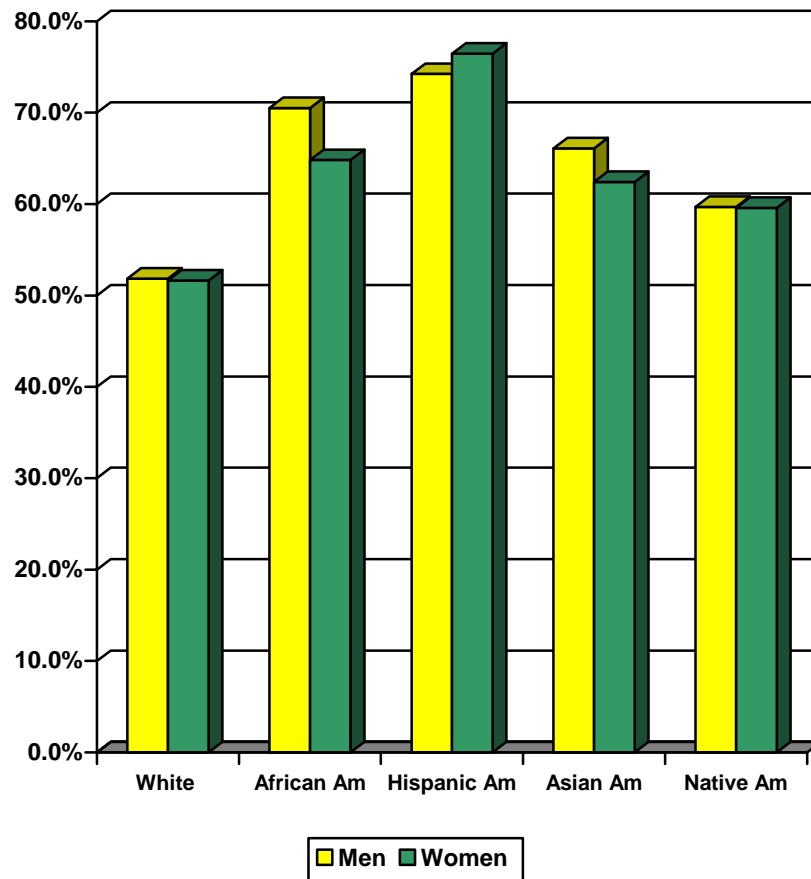
In February of 2004 the American Hotel & Lodging Association (AH&LA) announced they would be working toward creating a more diverse workforce. They plan to focus promoting, recruiting, and retaining qualified workers from an array of racial and special groups (AHMA, 2004). Fred J. Kleisner, member of the Multicultural Advisory Council formed by AH & LA, states “customers who check-in to our hotels want to be served and attended to by senior managers who look like them and are from their

background” (AHMA, 2004). The predicted growth in the hospitality industry, combined with an increasingly competitive employment arena, suggest that African Americans considering a career path in hospitality management may secure long-term career options and opportunities. African Americans should be on the front lines promoting services that are culturally sensitive and economical to the community. However, currently White females and White men hold a much larger percentage of managerial positions in comparison to ethnic minorities. Figures 1.1 and 1.2 below illustrate the disparities in managerial positions by race and gender.



Source: www.bls.gov/data/home.htm

Figure 1.1. Comparisons of Managerial Positions in Lodging Industry 2002 Controlling for Race and Gender.



Source: www.bls.gov/data/home.htm

Figure 1.2. Comparisons of Hourly and Non-decision Making Positions in Lodging Industry 2002 Controlling for Race and Gender.

As the industry grows and changes, so must its workforce needs, personnel planning, and workforce composition. Demographers estimate by the year of 2005, Blacks, Hispanics, Asians, and other minorities will account for over 25% of the workforce in the hospitality industry. The industry will continue to face increases in diversity in both the workforce and their clients (Casado, 1997). Maruiel Perkins-Chavis, Vice President for Diversity and Workforce Effectiveness, Marriott International, stated,

A company needs integrated policies and practices that focus on generating and developing diverse leadership talent. Not only does it strengthen your culture but

it also improves your ability to reach a changing market place. Being diverse is key from a competitive standpoint. One thing we have learned is that a more diverse workforce generates better business decisions. You are gaining a variety of perspectives within the organization (Hume, 2004, 23).

Although Asian Americans are often considered the model minority, the situation for them is very similar to that of African Americans. Asian Americans are less likely to be executives, or secure management positions, relative to their White counterparts despite more advanced educational levels.

A number of the leading casinos are taking the necessary steps to indicate their commitment to diversity. For example, Station Casinos feels a true diversity plan must include money and other resources. They participate in internship programs such as Summer Business Institute (SBI), Big Brother, Big Sisters, Urban Chamber, Latin Chamber, and Asian Chamber. In addition they hold membership with the NAACP and the Nevada Minority Purchasing Council. Station Casinos also contributed \$300,000 to the expansion of the Andre Agassi College to expand the preparatory school. This school is 80% African American (McKenzie, 2004).

To increase the number of African American managers in the field of hospitality, industry leaders are recruiting African Americans at Historically Black Colleges and Universities (HBCUs). In addition they are also building partnerships with these schools to have access to a steady flow of students (Manzo, 1994).

Demographers reported that 85% of all new entrants in the workplace in the 21st century will be members of a minority group. This has resulted in an increase in workforce diversity and a renewed interest in the impact of race on students' career perceptions (Delvecchio, et al, 2001). Attracting more students from diverse racial

groups to the hospitality industry will hopefully create a more diverse pool of hospitality management employees.

Trends in Travel

In a recent article (June, 2004), *Diversity Inc.* reported that the traveling American family can no longer be represented by a White family of four. Today traveling Americans include African Americans, Latinos, and Asian Americans with buying power that continues to grow. Hotels, convention centers, and tourist attractions would benefit by being attuned to the needs of this increasingly influential group of travelers. Like any discerning traveler, people of color expect to see faces of color owning businesses, standing behind counters and wearing suits, not just sweeping floors and leaving mints on the bed. African Americans, Latino, and Asian Americans combined made 171.2 million personal trips with a total value of \$86 billion from 1997 to 1999 (Cole, 2004).

African Americans are a major consumer force. They have a buying power of \$687.7 billion that is expected to increase to \$921.3 billion by the year of 2008 (Johnson, 2004). The Travel Industry Association (TIA) of America reported that African American travelers are more likely to attend cultural events, festivals, and go on group tours than White travelers. A 1999 study by TIA reported an average of 26%, 27%, 42%, and 32% of African Americans, Latino, Asian Americans, and White households, respectively, taking one trip per month (Cole, 2004).

Andy Ingraham, president of National Association of Black Hotel Owners, stated “Now, companies are realizing that if they’re going to reap the rewards growing multicultural tourism market, they’ve got to do things differently.” “Companies must understand what these new groups are looking for. It’s bad socially, immoral and

everything else. But it is just lousy business,” stated Dr. Christopher Muller, professor in the School of Hotel Administration at Cornell University. “You see the aberrations like Denny’s and from a business perspective if you are going to stay in business, customers are customers, regardless of their race or what they look like.” Furthermore, the allegation of discrimination contradicts the very notion of hospitality. (Spector & Lockyer, 2004, p. 56)

Statement of Problem

While the data shows there are countless opportunities available in the hospitality industry, many African American students view those opportunities as little more than jobs with limited advancement. Hospitality management has historically been a vocation learned on the job (Chipkin, 2004). Industry leaders are constantly challenged to recruit qualified African Americans in the labor pool. There are several specific problems faced by the hospitality industry as indicated by the literature.

- The hospitality industry has a problematic reputation among people of color, most notably African Americans
- The hospitality industry’s history of offering low paying jobs and relegating people of color to low level staff positions with little chance for real advancement has created a very negative image of the industry.
- The end result of the hospitality industry’s problematic history has been to foster a perception among African Americans that contrast with the hospitality industry’s employment goals and targets inconsistent with practices.

The questions that need to be addressed include: How can hospitality programs recruit African American students and encourage them to pursue careers in the industry? Why does the African American community continue to hold negative views despite recent changes in the hospitality industry? The influence of these problems on career selection of African-American students will be explored in this dissertation. Results of

the study will assist hospitality programs in developing recruitment strategies for African-American students.

Theoretical Background

Racial Formation Theory

Omi and Winant's Racial Formation Theory was utilized in this study to determine how personal background, perception and awareness of industry, significant influence of others, and resistance to servitude influenced career choice. Omi and Winant's theory encompasses three dimensions: historical, racial signification, and political. They argue that at all times these three factors may determine career choice, social economic status, political movements, and how ethnic minorities are perceived and often how they perceive themselves (Omi & Winant 1994). There is a more in-depth discussion of Omi and Winant's Racial Formation Theory in the chapter that follows

Purpose of Study

The purpose of this study was to identify factors affecting the decision making process of African American students regarding the choice of hospitality management as a career. Some elements examined in this exploratory study included influence of significant others, personal background, perception and awareness of the hospitality industry, and resistance to servitude.

Although there have been a number studies conducted in an effort to understand career choices of African Americans, very few have focused specifically on African Americans and careers in hospitality management. This along with the combination of so few African Americans in management positions has led me to my research interest. I am eager to understand the roles political factors, historical factors, racial signification

(consciousness), and racial consciousness plays in African American's career choices, related to the hospitality industry. This study will offer some insight into how career choices pertaining to the hospitality industry are developed among African Americans.

Research Questions

These concerns have led to the formulation of the following research questions: How does significant others influence career choice? Does the significant influence of others affect resistance to servitude? Does resistance to servitude affect African Americans' career decisions? Does awareness of "racial projects" or the salience of race in social issues, create or influence African Americans' resistance to a career in the service industry? How does awareness directly affect career choice? What is the effect of significant others' influence in career decisions of African Americans?

Hypotheses

In an effort to address these questions I have generated the following hypotheses:

Ho1: African American students majoring in hospitality management are likely to indicate that their career choice was not influenced by their resistance to servitude.

Ho2: African American students majoring in hospitality management will encounter negative reactions regarding career opportunities from friends and family members.

Ho3: The influence of family, friends, and community will be positively related to the decision of African Americans students to major in hospitality management, regardless of their initial perceptions of the industry.

Ho4: There is no significance difference between business majors' and hospitality majors' perception of positions held by African Americans in the hospitality industry.

Ho5: African Americans in hospitality management are likely to indicate that their career choice was not influenced by their perception of servitude.

From a timeline that dates back from 1890 to 1990, the U.S. Census has used terms ranging from "Black" to, "Negro" and again "Black" in 1990 (Lind, 2001).

Throughout my research, different terms were used by different authors during certain periods. In the United States the racial category of "black" evolved along with slavery (Omi & Winant, 1989). For the sake of my study, I will use the term African American

Definition of Terms

Back of the House – Operating department of a hotel in which the employees have little or no direct guest contact (Stutts & Wortman, 2001)

Front of the House Operating departments of a hotel in which the employees have extensive contacts with guests (Stutts & Wortman, 2001)

Hospitality Industry- A business that services people who are away from home, businesses including food and beverage services, such as restaurants, lounges, commercial and institutional services, and catering services: lodging services, casinos, recreation services, theme parks, and campgrounds (Jerris, 1999)

Hospitality Management- the study of lodging, food service, institutional facilities, travel and tourism, and recreation

HBCUs- Historically black colleges and universities are institutions whose traditional mission is to provide postsecondary opportunities for African Americans who might otherwise be denied access to college. The majority of these institutions are located in southern and Border States, and were founded during the mid-and late 1800's when most southern traditionally white institutions would not admit black students (Redd, 2000)

Modern Racism- a more subtle, complex, and indirect way to express negative feelings toward minority groups and opposition to change in dominant-minority relations (Healey, 1995)

Racial Projects – A racial project can be defined as racist if and only if it creates or produces structures of domination based on essentialist categories of race. Racial projects connect what race means in a particular discursive practice and ways in which both social structures and everyday experiences are racially organized, based upon the meaning of race (Omi & Winant, 1994)

Service Occupations- produce services, includes a highly varied array of occupations. At the low end often there is little chance for advancement and few if any benefits (Healey, 1995)

Service- The act of serving: performance of official or professional duties

Servitude- Slavery, bondage

Slavery- The practice of owning a slave

WFF-Women's Foodservice Forum – A 1,700 member professional group that fosters leaderships and career development for women in foodservice.

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CHAPTER II

LITERATURE REVIEW

The lack of qualified minority management prospects is a growing concern of the hospitality industry (Stanton, 1983). Statistics provided from the U.S. Department of Labor report minorities are employed in large numbers in hourly, non-decision making positions in the hospitality industry, whereas white men are employed in large numbers in managerial, key-decision making positions (EEO Aggregate report, 2004). In an effort to better understand the lack of minorities in management, specifically African Americans, this literature review will address diversity issues and African Americans in the hospitality industry. The first section of this literature review will address career choice and the decision-making process that African American students use when selecting a career. The second section, will explore race and the history of race as it relates to persons of color in the hospitality industry. The final section will discuss career theories and the specific theory used for this study.

Career Choice

The way a person perceives social and economic accomplishments often determines the career choice he or she can envision, plan, and achieve (Dillard, 1980). Although all students make career choice decisions, they are often pressured to do so for various reasons. A student may experience institutional, parental, or peer pressure to a make a particular career choice. Unfortunately, this may result in a premature commitment to a career choice, which may actually be more harmful to a student's success versus not committing to a career at all (Newman, et al, 1990).

A number of factors may influence the educational outcomes of African Americans and Hispanics. These include: 1) inadequate academic preparation 2) language, cultural, and matriculation patterns, 3) historical orientation to certain institutions, and 4) the degree of acceptance into and the satisfaction with the university community (McJamerson, 2002). In addition, African Americans may have experienced restricted opportunities due to historical indignities and restricted opportunities they have been subjected to (Murry & Mosidi, 1993). “Talented young African Americans who are starting the climb toward successful rewarding careers in America often discover that the ascent up the success ladders is plagued with pitfalls. Even when these individuals are prepared with excellent credentials, they find the climb is not necessarily easy” (Bridges, 1996, p748).

In addition to actually enrolling in college, major field may be the most important economic decision a college student will make. Socioeconomic literature indicates there is a strong relationship between academic major and status attainment. Research literature confirms that for white males, historical and present dominance of white males is due partially to their selection of more lucrative fields such as engineering and science (McJamerson, 2002). Historically, White males have had the luxury of having the greatest access and resources available to them. They have used these resources to award positions in the labor market as they see fit, often barring entry of women and non-whites and denying these individuals entry for higher paying jobs (Reskin, 1999). Job segregation is the result of racial discrimination on the part of the employer and workers. For example, minority workers may segregate themselves by sitting together at lunch and refusing to leave the “minority lunch table. African Americans often hold jobs that pay

lower wages due to the sector of the economy in which they are employed. Even when African Americans work in White majority jobs and reap similar benefits to their White counterparts, they have a greater chance of encountering race-based discrimination on the job (Reskin, 2000).

Women and ethnic minorities often find themselves in areas open to minorities and women but which do not enhance long-term career development opportunities for them. These areas historically offer lower salaries and fewer opportunities for career advancement for minority students. This leads to social and economic implications (McJamerson, 2004). African Americans often enter careers they perceive as protected and less racially discriminatory than financially rewarding. As a result African Americans may avoid careers in mathematics and science based. This may lead to lower career expectations due to the expectation of racism and sexism in the workplace for African American women (Murry & Mosidi, 1993).

Alfred (2001) reported that race, culture, and identity play a vital role in the career development of minority professionals. Career options available to students making the transition from high school to higher education in the U.S. today are endless. Students are faced with the decision of selecting an academic major and the type of institutions they will attend (e.g. private, public, four-year, two year). A 1991 study conducted by Arbona and Novy examined the career aspirations of Black, Mexican Americans, and White students. This study found that Blacks, Mexican Americans, and White participants did not differ much in terms of career aspirations. Although the focus of their study was race and culture, Arbona and Novy reported that gender was more likely to influence career choice and expectations than ethnicity. In addition Arbona and Novy

discovered that women often have career aspirations they do not expect to be able to pursue (Arbona & Novey, 1991). Sciarini, Woods, Boyer, Gardner & Harris (1997) conducted a study on college freshmen perceptions of hospitality careers in regards to gender and ethnicity in an attempt to understand the problem. To date very few studies have focused specifically on the factors that influence African American students' decision to major in hospitality management and the decision making process employed by these students.

Shipp (1999) conducted a study that explored the factors influencing the career choices of African Americans and the retention of minority teachers. In this study Shipp reported that non-education majors repeatedly placed less importance on salary than education majors. Non-education majors placed significantly more importance on advancement opportunities and prestige than education majors. Both groups rated contribution to society higher than any other factors; education majors rated it higher than non-education majors (Shipp, 1999).

A study published by Davies and Guppy (1997) reported that males are more likely than females to enter into high-payoff fields and selective schools. Students with the most resources more often enter selective schools. This is due in part to higher education being similar to a complicated mosaic, a highly differentiated tapestry, revealing a hierarchically arrayed system of institutions and programs. There are more than 3,600 institutions enrolling 15 million students. Students from lower social economic backgrounds are more likely to enter and attend less prestigious community colleges and two-year colleges. Students from higher socioeconomic backgrounds and more cultural resources most often enter into selective universities.

Measured ability is a powerful determinant of a student's chances of entering lucrative fields and universities (Davies & Guppy, 1997). The academic major students select or get selected into may be directly related to race and gender and inequality in the workforce. Race, gender, and education are direct determinants of economic status in the U. S. in today's society (Simpson, 2001). Educational attainment is clearly related to mean monthly income although disparities exist in comparisons to Whites. For example, Hispanics/Latinos with a masters' degree earn an average of \$2,840 per month and Whites earn \$3,428 monthly according to data from the U. S. Bureau of Census. (Fouad, 1994). A student's academic major is a function of monetary value of various college majors and the change in earning differentials over time and the association with these majors (Thomas, 1985). Often times there are few positive work-related experiences available to lower socioeconomic African Americans, persons who are limited in educational experiences and environmental information.

Research also indicated that the way a person perceives social and economic mobility may determine the career choices he or she can envision (Dillard, 1980). Unfortunately, fewer opportunities are generally available to lower socio-economic African American youth to view positive work habits in their adults and primary community. Their model adults may have occupational success but lack the necessary experience to help their children during the process of career choice (Dillard, 1980). This may be due in part to stereotypes that are constantly portrayed by the media. In a 1991 Gallup poll, one fifth of the White respondents and almost half of the African American respondents felt the majority of African Americans are trapped in inner-city poverty, living in ghettos, often in high-rise public housing projects, and receiving welfare. Yet in

reality in the same report 40 percent of the African Americans in the study considered themselves middle class, and owned their own homes (Thernstrom & Thernstrom, 2001).

African Americans are overrepresented in positions in service industries and occupations that require few skills. African Americans are employed in predominantly “Black jobs” that require little skill. Segmented economy theorists assume the market was never free in the sense of equal opportunity for all groups but may be determined by power differences among groups, races, classes and coalitions (Boston, 1989).

Due to the lack of model adults, African Americans in the media and other sources of information regarding career choice may influence students. Unfortunately, because of this, African American students may be unrealistic about the amount of time they will spend in college and the amount of money they will earn in entry-level positions. For example, past educational experience or race may have placed a student in vocational, general or non-college preparatory courses, thus causing them to lack the science and mathematical background needed for some degree programs. Many college and universities offer remedial courses to address the issue of coursework deficiencies, but the added time and expense may deter African Americans from majoring in certain degree programs (Simpson, 2001).

Fouad and Spreda conducted a study in 1995 to explore the under-representation of Blacks and Hispanics in math and science majors. In this study Fouad and Spreda (1995) reported key factors contributing to the under representation are: (1) lack of appropriate career guidance; (2) parents being unaware of college opportunities in math and science careers, and (3) fewer science experiences. Fouad also found that Blacks and women are more likely to choose majors and careers in which their race and sex are

adequately represented, those they perceive as less discriminating, and those that have a greater opportunity for achievement in the field. Fouad further reported the college major is often decided prior to attending college. For students of color, the type of institution they attend can also influence the academic major. For example, African American students are more likely to graduate with a technical degree (i.e. engineering, math) if they attend a Historically Black College or University (HBCU) than a predominately White university. Trent (1984) and Thomas (1985) reported that HBCUs provide a non-racist environment and qualified role models for African American students. Austin (1993) reported a college or university's orientation toward research or teaching also influences a student's choice of academic major. Students who attend institutions with strong liberal arts programs are more likely to major in a liberal arts program. Scott and Hatalla (1990) reported that women were more likely to be influenced by contingency factors on career pattern than chance patterns. Contingency factors were defined as awareness of skills, abilities, perception of interest, educational level, and awareness of intelligence. Additional contingency factors identified were family, community, cultural influence, awareness, and occupations open. The findings from this study also indicated the chance factor of unexpected personal events were quite influential in a person's career pattern. Data from this study strongly suggested that the chance factor of unexpected personal events could be influential for a significant proportion of female college graduates (Scott & Hatalla, 1990).

Race

Ethnicity is more than physical characteristics, the color of one's skin, the language one speaks, the songs one sings, or the manner in which one dances. Ethnicity

is personification of one's values, patterns of behavior, historical experience, aspirations, and worldview (Deng, 2001). As the 19th century ended, African Americans found themselves rural peasants, unskilled, and uneducated. After the Civil War they were forced into sharecropping and forbidden from industrial and manufacturing jobs in urban areas. African Americans were stripped of legal and civil rights briefly enjoyed during Reconstruction. Most African Americans had few occupational choices and few ways of expressing their views, concerns and grievances. At the close of the 20th century, however, African Americans became more urbanized and were represented in virtually all occupations. They were visible at all levels: Supreme Court, Governors, professional athletics, political leaders, etc. Although African Americans have made significant improvements considering their history, the disparities in racial equality are enormous and may continue to grow larger (Healey, 1995).

An individual's race and gender are often the first things we notice about people when we meet them. We often use race as an indicator to provide clues about who a person is. Our own preconceived notions influence our ability to interpret racial meanings from a racialized social structure. Temperament, sexuality, intelligence, athletic ability, aesthetic preferences, and other attributes are presumed to be fixed and directly related to race. The change in conceptualization of race has been somewhat an embattled struggle; however, scholars have reached the point of fairly general agreement that race is not a biological given, but rather a socially constructed way of differentiating human beings (Omi & Winant, 1994). In today's society, skin color has been connected to personal worth, intelligence, eligibility for friendship, and perhaps career choice. Diversity is the presence of differences in culture or ethnic background, race, nationality,

or spoken language (Jerres, 1999). The work of the Human Genome Project, which includes the mapping of all human genes, has pointed that actual differences among the races is less than one percent of our genetic code. In other words, current data refutes the notion that race is genetically distinct to human population (Bonham, Warshauer-Baker, and Collins, 2005).

In his study *Minority Education and Caste*, Ogbu (1978) argues American society treats blacks as a caste minority, that Black education does not necessarily serve as a bridge to the same adult roles as those available to whites when based on education. Black Americans have historically received inferior education which forces them to take inferior jobs. As a result blacks are over represented in the least desirable jobs because the job markets often considers them to be the most qualified for these type of jobs (Ogbu, 1978).

Race, at its most basic level, can be defined as a concept that signifies and symbolizes socio-political conflicts and interests in reference to different types of human bodies (Winant, 2000). In order to celebrate the uniqueness of each student in a culturally pluralistic society, it is important that career counselors understand the cultural identity of the student (Ibrahim, Ohnishi, & Wilson, 1994). Future job markets will require greater education and increased language and reasoning skills (Johnston, 1987). Minorities are overrepresented among the impoverished and high school dropouts. If current conditions do not change, minorities will face great likelihood of unemployment or employment in lower paying jobs. This presents a unique challenge for educators and counselors in providing career and educational interventions to prepare minority students for productive occupational roles (Hawks & Muha, 1991).

In an effort to help minorities improve in school performance and eliminate barriers, Ogbu suggests schools respond by altering policies and practices and training Blacks as effectively as they train Whites. These changes will afford Blacks the same desirable opportunities as Whites socially and professionally. In an effort to understand the decision making process, career choice, academic major, and African Americans, several theories were explored.

Theories

Theories of Career Development

Nadoo, Bowman, and Gersteing (1998) argue career choice is a function of career maturity of the individual, cultural conceptualization and beliefs of the individual's reference group in regards to opportunities in the job market and societal barriers such as racism and sexism. Nadoo, et al (1998) conclude that it is important to note that an individual's racial identity development unfolds within the family, and racial identity may influence career development in both subtle and obvious ways: choice of career, choice of university, salience of roles and value expectations of the work role. In addition, racial identity often serves as a mediator between the objective racial stressors and an individual's vocational choice in response to circumstances (Helms & Piper, 1994). In S.W. Osipow's book *Theories of Career Development*, the author stated, "The process of career choice is so deeply imbedded in cultural and economic factors that it is unreasonable to try to develop a theory of career development without including those variables" (Osipow, p112, 1983). Previous career development theories of African Americans have omitted the role of race and, as well as career choice, adjustment of racial identity and ethnic minorities in general, and particularly African Americans.

Helms and Piper (1990) theorize that African Americans in the United States move through a series of ego-statuses in the process of understanding what it means to be African American in the United States. They argue that there are five well defined ego statuses: 1) pro-White and anti-Black; 2) Dissonance (when African Americans question their previously held beliefs); 3) Immersion/Emersion (this is when African Americans become pro African American and anti-White embracing, African American culture and withdrawing from White interaction); 4) acceptance of being African American and living in the United States; and the final stage, 5) Internalization- commitment (very similar to the fourth status with the exception that the individual becomes politically involved in the process of changing and solving social injustices).

Major Field and Person-Environment Theory

In an attempt to understand the career choices of African Americans, Holland uses the theory Major Field and Person-Environment as a basis for explaining why African Americans pursue certain career paths. Holland's theory assumes most people can be classified as one of six personality types based on abilities, attitudes, and interests. Holland's theory offers three general propositions relating to college students and their development throughout their collegiate experience: 1) students search and select academic environments that match their distinctive patterns of abilities, interests, and personality profiles; 2) students are socialized differently toward acquisition of distinctive patterns of abilities, interests, and values that are often reinforced and rewarded by the respective environments of their dominant personality type and academic environment; and 3) student achievement is a function of fit between their dominant personality type and the academic environment. Holland contends that environments are a major

influence on the educational and vocational behavior of students (Smart, Feldman, & Ethington, 2000). In Alfred's (2001) study *Expanding theories of career development: Adding the voices of African American women in the White academy*, she found race, culture, and identity play a vital role in the career development of minority professionals in a number of professions. She further suggests traditional theories should offer alternate views of how careers are formed and developed. Alfred (2001) argues that this is crucial in hearing the voices of minorities and women. In Howard Winant and Michael Omi's Racial Formation Theory they attempt to improve and develop a more effective racial theory. Winant expressed race theories in the past were obsolete because they addressed race issues that were no longer prevalent. These theories were created prior to the Civil Rights movement and prejudice and overt racism were exposed. They also fail to explain or address 1) new racial policies, 2) racial conscious programs designed to eliminate racial discrimination 3) and racial injustices that were less visible (Winant, 2000).

Racial Formation Theory

Winant argues that as we move into the 21st century, there is a need to create a new race theory. Winant believes there are a number of classical and traditional theories that can be applied to racial matters. However, racial theories now need to address why racial inequality and bias still exist post Jim Crow and the abolition of apartheid. Winant (2000) believes that to properly address the themes of race and racism, sociology must develop more effective racial theories. Winant argues that because racial theories are a product of their time and place, it is appropriate to develop a race theory for today (2000). This led Winant, along with, Michael Omi, to develop what they refer to as the "Racial

Formation Theory”. Omi and Winant’s Racial Formation Theory includes three dimensions: (1) historical dimension of race; (2) the micro-and-macro aspects of racial signification and racialized social structure; and (3) newly pervasive forms of politics in recent times (political) or racially significance (Winant, 2000). The first dimension of Omi and Winant’s (1994) racial formation theory is historical. Race is often imposed by constraints and opportunities of their own time and place. Omi and Winant argue that in order to accurately understand race today the historical factors must be included.

In support of Omi’s and Winant’s theory, historical factors contribute to socioeconomic status and status attainment, so that educational structures often reproduce the social order; therefore parents’ socioeconomic status is an important determinant in the educational attainment of their children (Blau & Duncan, 1967; Coleman 1966, Sewell, Haller, & Ohlendorf, 1970; Sewell & Shah, 1967). Ogbu (1978) argues that the sociohistorical inequality of a group affects their success and contributes to their “oppositional identity”. Ogbu (1978) defines oppositional identity as the process by which dominant groups’ values and cultural traits are rejected. This is found to be especially true for African Americans, who did not voluntarily enter the United States. As a result, voluntary minorities are often more successful at crossing cultural boundaries and assimilating into the dominant culture.

Slavery viewed through the eyes of the white community is often portrayed as respectable and necessary. As a result, accounts of slavery frequently fail to capture the essence of the life of slavery from a slave’s prospective (Miller, 2003). Black and white culture consistently assigns differently roles to men and women. During slavery times black women were more likely to be house servants than field hands. There may have

been the result of whites fearing black men. In today's society black families have responded to this by encouraging their daughters to pursue formal education, thus avoiding domestic type work (Ogbu, 1978). Whites in the south began to take great interest in formal education around 1835. However, formal education for blacks at this time was not considered necessary. It was believed that formal education for blacks would result in a threat to social order. In fact in some places it was illegal to teach Blacks to read (Ogbu, 1978).

In the early 1900's blacks were most likely to be found in one of the three occupations: agriculture, domestic, and unskilled common labor. These jobs were repeatedly referred to as "negro jobs". They composed primarily of domestic, home laundering; types of service of service occupation, helpers in stores, and unskilled workers. Most of these jobs were rejected by whites and considered unacceptable. In addition, they had the social stigma of low wages and being physically labor intense (Ogbu, 1978).

With the number of working women increasing, particularly married women there was an increase in the demand for nannies, housekeepers, and housecleaners. Although there was a great demand domestic work had the stigma as been less than employment. Sociologist, Mary Romero feels this is because domestic work takes place in private homes. Pierrette Hondagneu-Satelo (2001) also found domestic jobs are not considered real employment. She shares that when interviewing women for her study women often made statements like she (nanny, housekeeper) was with my for x number of years and then she left for a real job (Sotelo,2001). These findings and others are described in Hondagneu-Satelo's book *Dom'estica*.

In her study “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproduction Labor,” Evelyn Glenn explores the complex relationship between race and gender oppression. Activities such as serving food, laundering repairing clothes, and cleaning are considered reproductive labor (Glenn, 1992). Glenn argues that historically reproductive labor has been divided along racial and gender lines. Racial-ethnic women in the past have been employed in white house holds in the first half of the century and as service workers the second half of the century. Racial ethnic women now find themselves in labor reproductive jobs. In other words they have gone from the private home to public settings but with the same low level jobs. An example of this is preparing food in homes and working as a short order cook in a fast food restaurant.

White women often hired other women, normally a recent immigrant or women of color to perform hard labor or household duties or the “dirty work”. However, it varies regionally who performs the duties. For example, nannies are normally white, fair haired hailing from Iowa or Australia. Whereas, African-Americans and darker complexion women are hired as maids, Anglo women are referred to as housekeepers and blacks are referred to as servants and cooks (Sotelo, 2001). In regards to region in the Northeast the “dirty work” is performed by European immigrant women. In regions with large concentrations of people of color the reproductive work force mirrors it. For example, in the South it is African-American women, Mexicans in the Southwest and Japanese people in northern California and Hawaii (Glenn, 1992).

Often times in the South black domestic workers were expected to perform reproductive work and induct their daughters into domestic jobs. Almost every middle-

class housewife employed at least one African-American woman to clean and provide child care. Although domestic workers, particularly Black, were expected to initiate their daughters into the service domestic arena, their mothers often expressed they did not want their daughters to do domestic work. In fact they often expressed they were doing it so their daughters would not have to. They frequently found themselves faced with conflicting values and sending mixed messages. On one hand they discouraged their daughters from becoming domestic workers but their job would hopefully help them reach certain financial goals and provide the daughter with better options (Darake & Clayton, 1945.) In the South in the 1980's, Black women were twice as likely to be employed in service occupations as white women.

In her doctoral study (1976) *An analysis of the visual of a stereotype: The media's portrayal of Mammy and Aunt Jemima as symbols of black womanhood*, Karen –Warren-Jewell argues the continual portrayal of mammy performing domestic or menial duties to some degree suggest there is satisfaction with this type of work. Historically, mammy has been the symbol of black women. Mammy has been portrayed historically as one who possesses capabilities suitable solely for domestic work. Jewell expresses the mass media's portrayal of black women as mammies and Aunt Jemimas and the negative connotations associated with these roles have resulted in the mistreatment of black women. She feels this has historically denigrated their image and as a result society has an extremely negative and distorted view of black women and their capabilities (Jewell, 1976).

Even in the education system minority students were blocked from entering certain fields of study and encouraged to enter tracks preparing them for homemaking

and domestic service. Racial-ethnic women are very much aware they are often trapped in domestic, service type jobs as a result of racism and not due to the lack of skills or intelligence (Glenn, 1992). Public settings often mirror division of labor in homes. Racial ethnic women are often stuck doing cooking, serving food in restaurants, cafeterias, and cleaning hotel rooms. In addition they are often found working in hospitals and nursing homes cleaning rooms, making beds, and changing bed pans. In the United States Black and Hispanic women find themselves overrepresented in these types of jobs (Glenn, 1992). The question is, does one race progress or improve their status when they transcend from domestic worker to low-level service worker?

European-American parents, Asian-American parents, and parents of voluntary minorities teach their children that if they persevere in school they will be rewarded with desirable social positions and jobs. In contrast those who were victims of involuntary immigration have seen that perseverance does not bring about the same social and occupational rewards for their group. This group may not encourage children to work as hard in school because it has seen little reward when tradition and European-American authority will prevent participation in certain jobs and social circles (Simpson, 2001).

From a historical perspective, a student's perception of major may play a critical role in the career development of African Americans (Fouad, 1995). Ogbu (1978) further suggested that there may be the perception or sense that a job ceiling exists from an occupational level above which African Americans historically have not been able to rise above. He provided math and science careers as examples, and suggested that this may explain why African Americans often avoid those career options and do not prepare themselves academically (Ogbu, 1978).

It is commonplace to note the centrality of racial slavery in the development of the notion of freedom and democracy in the United States (Fredrickson, 1987). Racialization and political categories were codified by the time the U. S. was founded. Connections between race and class may be traced back to the contradictory relationship between enslaved and “free” labor (Winant, 1994). Winant (1994) argues that in the United States, following the aftermath of the Civil War there has always been a tense relationship between nonwhite and White identities. It was not until after World War II that the United States constituted the denial of basic democratic rights to racially defined minorities. In the present, post civil rights era, racial identity still causes tension.

Winant (1994) argues the paradox of racial identity is that it is an illusion and an obvious truth simultaneously, and that we live in a racialized society in which race is engraved upon our beings, perceptions, and our identities. To Winant, the second dimension of the racial formation theory, racial signification or racialization, is best explained by these concepts. Winant states, “race is ubiquitous and is present in both the smallest level and largest feature of social relationships, institutions, and identities” Winant, 2000, p. 181). Buttny (1999, p.259) reported, “African Americans cited preserving group identity as a justification for boundaries.” He indicated that his findings were evidence of racial signification because participants admitted to self-segregation: people tend to socialize with those they have more in common with. In addition, Buttny also reported that his findings fit with racial formation theory “In that participants are partaking in different discourses so as to articulate, explore, or criticize different positions on interracial matters”. Buttny further explained racial signification was most apparent in

African Americans that expressed the need for boundaries regarding race in fear losing their ethnic identities (1999, p.247).

Another example of racialization is what Steele (1992) reported in his study, *Race and the schooling of Black Americans*. He noted that African Americans are always under “suspicion of inferiority”. Although White men may not blame affirmative action for poor outcomes, they tend to credit positive outcomes of women and minorities to their race and gender (Fouad, 1995).

The third theoretical dimension of the racial formation theory is political. This involves the recognition of the newly pervasive forms of politics that have developed in recent times. This may be regarded as a racially conscious conception of action or agency. The driving force in the United States behind the reconceptualization of politics has been from racially based and anti-racist social movements (Winant, 2000).

In recent years the political dimension of race has contributed to the development of conservative politics. This era has produced the Far Right, the New Right, and neo-conservatism. The New Right’s objective was to dismantle the political gains of racial minorities. They did not necessarily reverse the gains of minorities: they simply rearticulated them. Their strategy is to limit the gains of racial minority movements (Omi & Winant, 1994). In the mid eighties, a new mood of social meanness permeated. Americans began to resent providing for the underprivileged (i.e. Affirmative Action, set asides). The majority began to feel they were victims of deprivation and racial minorities were receiving unjust preferential treatment. This is viewed by some religious leaders, in particular the Rev. Joseph E. Lowery, former president of the Southern Christian

Leadership Coalition, as “turning back the clock of racial history” (Omi & Winant, 1994).

As stated above, conservative groups have gained political power by rearticulating racial ideology. For example, they express that they are not opposed to busing because they want to maintain segregation, but they view it as an attack on the community and the family (Omi & Winant, 1994). The New Right does not generally display overt racism, but rather more subtle forms, now known as institutional racism. The New Right is defined as a loose movement of conservative politicians and general purpose political parties that emerged in the 1970’s (Omi & Winant, 1994). Further more institutional racism is a subtle form of discrimination against students of color in education systems (Simpson, 2001). Institutional racism is popular as a descriptive and explanatory concept but has proven to be a nebulous analytic abstraction in social science (Simpson, 2001). Due to its covert qualities, researchers often have difficulty measuring institutional racism, thus creating ambiguity. However, there is one point of agreement among analysts on the conceptualization of institutional racism: this is its impediment to people of color (Rex, 1986; Williams, 1985). Although institutional racism is difficult to measure, Keleher and Johnson (2001) suggest rather than analyzing the intention of institutional racism, its impact should be measured. They further argue that institutional racism involves complex factors such as funds and resources being unequally distributed, and fewer black and brown faces in the best schools and classes. Keleher and Johnson (2001) provide additional examples of institutional racism by suggesting outdated textbooks and lack of proper ventilation and bathrooms in schools are concentrated in urban areas and areas serving people of color. Every conception of institutional racism

emphasizes the benefits that are afforded to Whites as a result of racist ideologies and institutional practices. Due to the nature of institutional racism it is defined by its consequences: there are advantages for Whites and disadvantages for non-Whites (Simpson, 2001).

Previously Omi and Winant's theory has been used to gain a better understanding of the position that Latinos hold in the racial hierarchy. Haymes, Kilty, and Haymes applied Omi and Winant's Racial Formation Theory in "Another Kind of Rainbow Politics" (2000) as a basis to argue that the experience of Latinos in the U.S. has resulted in racialization. Throughout history they have tried to respond to the many labels regarding their race and ethnicity used by the Census Bureau. In this particular study their theory was used to understand the meaning of race as it is defined in society. Omi and Winant's theory has also been used in an effort to understand race and politics, particularly as White supremacy came under scrutiny during the Civil Rights movement (Winant, 2002). Omi's and Winant's theory has not been limited to understanding race relations in the United States. It has also been applied to understand the history of Brazil's slavery, Black inequality, and the myth of racial democracy (Winant, 2002). Present day politicians are aware of the fact race remains to be a powerful tool when making political statements. Recently when addressing a group of Black voters during a speech Democratic National Committee Chairperson Howard Dean joked "You think the Republican National Committee could get this many people of color in a single room? Only if they had the hotel staff in here." Opposing Republican J.C. Watts responded by saying "This kind of backward thinking reminds us of a horrible time in history when blacks were only seen as servants." However, Democratic leaders in Dean's defense

argued he was simply trying to drive home the point Republicans lack racial and ethnic diversity. (Does Dean Need Diversity, 2005, p.1).

Engelen-Eigles' (2002) applied Omi's and Winant's racial formation theory to her study White Racial Formation on Usenet, at the micro-level analyzing the contributions of individuals to newsgroups. In addition the media often exercises their power by defining and determining how society views race. Engelen-Eigles argues that it is crucial to understand the changing significance of race in American society if one is to understand power of speech, social differentiation, and how whiteness continues to dominate across the political spectrum. Engelen-Eigles applies Omi and Winant's theory to her study to gain a better understanding of cultural representation and social structure as they relate to race. She uses the theory as a basis for the framework in understanding how history provides an opening for race, gender, class and social differentiation.

Although Omi and Winant's theory has not been used in career development studies specifically in the area of hospitality management, I will apply it to my study. I have selected Omi's and Winant's Theory of Racial Formation (RFT) for two specific reasons. First, this theory is more appropriate for addressing career choices because it allows for the three dimensions of race, political factors, and historical epoch to be considered simultaneously, something that is not done in the other theories examined. Second, Omi's and Winant' theory offers a comprehensive perspective for addressing the issues in this dissertation, something that could not be done considering the current state of theoretical thinking about these issues in the hospitality industry. The Racial Formation Theory will allow me to illustrate how the hospitality industry has been impacted by historical and political factors, along with the significance of race and

important elements of racial history in America. Omi and Winant's theory presents an added enhancement of insight into how an individual's view of how his or her own race affects their ultimate perception of events.

Traditional theories relating to African Americans have employed personality approaches and trait factors. The traditional bases of these approaches have assumed that African Americans' individual background and opportunities are not inherent to African American communities. These theories have emphasized individual characteristics and needs without demonstrating how factors such as politics, history, and socio-economic factors may also affect African American students' career choice. The way a person perceives social and economic mobility may determine the career choices he or she envisions. In addition, these theories attempt to shed light on the interrelationship of individual personality and behavior with work and careers. However, the downfall of these theories is that most of them were based solely on research on White males from middle-and-upper class backgrounds, and are thus not applicable to women, people of color, and other socioeconomic groups (Kerka, 1998).

This dissertation will use a modified version of a theory based on the historical legacy of race relations in the United States. Essential to this study is to use the theoretical constructs as an acknowledgment of how the dimensions of history, race, social structure, and politics intersect to produce the racialized atmosphere present in today's society. This goes along with previously stated reasons I have selected to use Omi and Winant's construct of the Racial Formation Theory. It is closely aligned with my ideas and can be readily linked to the hospitality industry. Some of the primary ideas from the racial formation theory are that race, by itself, has no fixed meaning, that race is

constructed and transformed socio-historically through competing political projects, or in this case, perceived industrial needs and demands. How race is envisioned and how it has colored the perceptions of the hospitality industry, and in turn provided a view to outsiders, is at the heart of this project. In short, I am interested in finding out how African American students' perceptions of the hospitality industry are formed vis-à-vis both their personal and public influences. Winant's and Omi's theory will allow me to illustrate how race and race-related issues impacted the hospitality industry.

I have formulated five hypotheses that will be tested in this study. These hypotheses, along with Omi's and Winant's theory, will allow me to test the variables that influence African American students to major in hospitality management. The hypotheses are listed below following the theoretical model used for this study (Figure 2.1).

A much more detailed and full discussion of the theoretical considerations used in this dissertation are addressed in the theory section of this chapter.

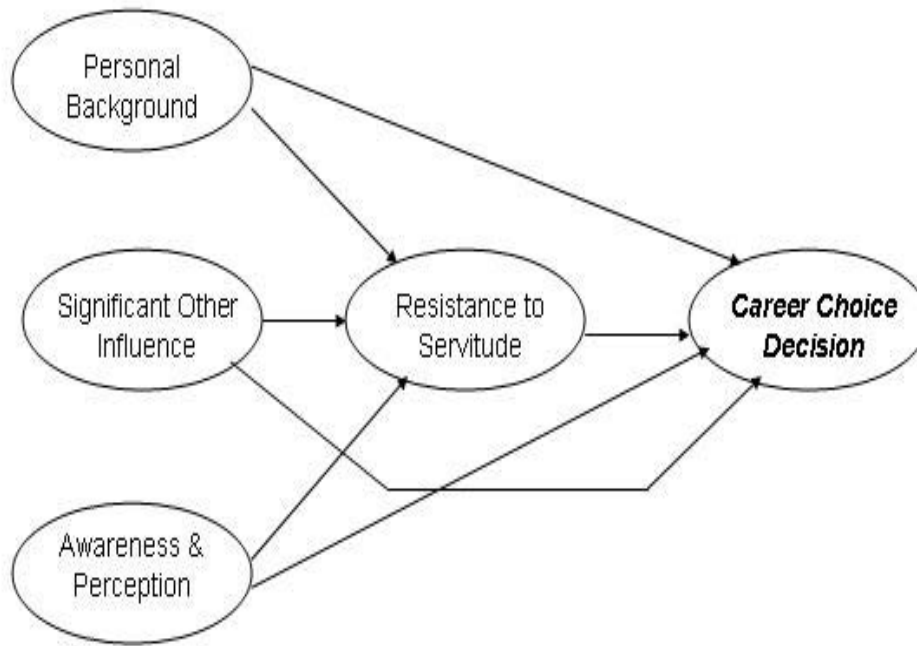


Figure 2.1. Theoretical Model of Career Choice Decision Making by African American Students.

Hypotheses

In an effort to address these questions I have generated the following hypotheses:

Ho1: African American students majoring in hospitality management are likely to indicate that their career choice was not influenced by resistance to servitude.

Ho2: African American students majoring in hospitality management will encounter negative reactions regarding career opportunities from friends and family members.

Ho3: The influence of family, friends, and community significantly influenced the decision of African Americans students to major in hospitality management regardless of their initial perception of their industry.

H04: There is no significant difference between business majors' and hospitality majors' perception of positions held by African Americans in the hospitality industry.

H05: African Americans in hospitality management are likely to indicate that their career choice was not influenced by their perception of servitude.

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CHAPTER III

METHODOLOGY

RESEARCH DESIGN AND INSTRUMENT DEVELOPMENT

This study investigated factors that influenced African American students to major in hospitality management. Both qualitative and quantitative data were collected for the purpose of exploring the relationship between the significant influence of others (SOI), perception of the hospitality industry, and resistance to servitude, and, within the context of Omi and Winant's Racial Formation Theory.

Sessions were conducted with groups of business and hospitality management students to refine a question guide for use with focus groups. These focus groups were conducted to obtain data for development of the quantitative instrument used in this study. The focus group sessions revealed that students did not have a clear understanding of the concept of servitude. Although the students could not define "servitude", the comments they provided gave valuable insight into their views of the types of jobs they linked with servitude. This illustrates the value of using both qualitative and quantitative data collection methods. Qualitative methods also allowed exploration of concepts related to the racial formation theory and gain greater depth of understanding about the other variables investigated (Babbie, 2001). Research protocol was approved by the university's Human Subjects Committee prior to data collection.

Sampling and Sampling Methods

The populations for this study were students enrolled in business courses and students majoring in hospitality management at Historically Black Colleges and Universities (HBCUs). Schools participating in the study were those with the largest

enrollments in hospitality and business programs and who granted accessibility to their students.

During the spring semester of 2004, the researcher presented the research proposal to a group of program directors from HBCUs attending the National Society of Minorities in Hospitality 15th Annual Conference in St. Louis, Missouri. This presentation provided the researcher an opportunity to obtain commitments from some of the program directors to participate in the study. The success of the study depended upon full participation from HBCUs due to the low numbers of African American students majoring in hospitality management at Traditionally White Institutions. Program directors provided their contact information, student enrollment, and invaluable feedback regarding the study. In addition, they also agreed to encourage their students to participate.

After reviewing the information provided by the program directors at the conference, the researcher identified the three institutions with the highest student enrollment. The HBCUs with highest enrollments in hospitality management were asked to participate. Table 3.1 shows the universities and colleges that participated in the pilot study and the actual data collection. While three HBCUs were actually visited by the researcher for data collection purposes, other HBCU faculty administered and collected surveys from their students and submitted this information to the researcher.

The researcher planned visits to the three institutions by contacting program directors by telephone to establish dates and times for each visit. A few days after the telephone calls, each program director received an e-mail and a fax verifying the time, date, and purpose of the visit.

Table 3.1
Participating Colleges and Universities Data Collection Matrix

College or University & Location	University Description	Quantitative Data	Qualitative Data
Alabama A & M University* Normal, Alabama	Established in 1887. Land Grant University Degrees: Baccalaureate, Masters, Doctorate	A	
Bethune Cookman College** Daytona Beach, Florida	Established in 1904, affiliated with the United Methodist Church offering Baccalaureate degrees. Private.	A	A
Central State University* Wilberforce, Ohio	Established in 1856. Degrees: Baccalaureate	A	
Delaware State University* Dover, Delaware	Established in 1891 –Land Grant (1890) Degrees: Baccalaureate, Masters, Professional	A	
Grambling State University** Grambling, Louisiana	Established in 1901 Degrees: Baccalaureate Masters, Ed.D, Professional	A	P
Howard University Washington D.C. *	Established in 1866, Degrees: Baccalaureate, Masters, J.D., M.D. Doctoral. Private.	A	
Johnson C. Smith University** Charlotte, North Carolina	Established in 1867, Private Presbyterian Degrees: Baccalaureate.	A	
Kansas State University Manhattan, Kansas	Land Grant University. Established in 1863. Degrees: Baccalaureate, Masters, Doctorates	P	P
Morgan State University** Baltimore, Maryland	Established in 1867 Methodist Episcopal Church. Degrees Baccalaureate, Masters, Doctorates	A	A
Norfolk State University* Norfolk, Virginia	Established in 1935 during the Great Depression Degrees: Baccalaureate, Masters	A	
North Carolina Central University** Durham, North Carolina	Established in 1910. First liberal arts college established for African Americans. Degrees: Baccalaureate, Masters, Professional Programs and selected doctorates	A	A
University of Arkansas, Pine Bluff* Pine Bluff, Arkansas	Established in 1873. Land Grant University Degrees: Baccalaureate, Masters, selected Doctorates	A	
Virginia State University* Petersburg Virginia	Land-grant established in 1882, Degrees: Baccalaureate, Masters, Doctoral, and Post-Masters certificates	A	
Wiley College* Marshall, Texas	Established in 1873 – Methodist Episcopal Church primarily Liberal Arts. Degrees: Baccalaureate. Private.	A	
Xavier University* New Orleans, Louisiana	Established in 1915, Affiliated with Roman Catholic Church. Degrees: Baccalaureate, Masters, Pharmacy. Private.	A	

A= Actual Data Collection

P = Pilot test

**Researcher visited and collected data

*Data collected via mail

In February, 2005, the researcher attended the 16th Annual National Conference of Minorities in Hospitality Management (NSMH) in Charlotte, NC. Hospitality management students attending the conference were recruited to complete the survey. The conference planners granted the researcher access to these students who might have been otherwise difficult to reach. The researcher also made arrangements with Dr. Lynn Fox of Johnson C. Smith University (JCSU) in Charlotte, NC to administer the survey to JCSU business students while the researcher was in town for the NSMH conference. JCSU was selected as a survey site because it is a HBCU institution.

Pilot data for the qualitative portion of the study were collected from African American business and hospitality students at Kansas State University (KSU) and Grambling State University (GSU). Quantitative data were collected from a total of 14 HBCUs. Qualitative data were collected from four HBCUs (see Table 3.1).

Instrument Development

The questionnaire (Appendix A) used in this study was developed from existing survey instruments and also from the data collected during the practice and pilot focus group sessions previously discussed. The instrument developed by Sciarini, Woods, Boger, Gardner, and Harris (1997) was modified after obtaining permission from the researchers. In addition, questions were also adapted from a questionnaire developed by Beverly Bryant of North Carolina Central University and Clorice Thomas-Haysbert of Delaware State University (personal communication, 2004). Finally, questions were used from the doctoral dissertation of Zelia Wiley-Holloway (1996). The final survey instrument for this study included both open-ended and close-ended questions as well as Likert-scale questions.

The instrument was divided into eight sections A – H. Sections A and B measured the student’s general knowledge of the hospitality industry and their perceptions about the industry. Students also were asked to select the most appropriate answer from a list of statements. The Likert scale ranged from 1 *strongly disagree* to 5 *strongly agree* (Appendix A).

Section C of the instrument measured the significant influence (SOI) of others construct. In this portion of the instrument, students were provided with a list of individuals who may have influenced their career choices. The students were asked to respond by circling the appropriate category ranging from 1, *not applicable* to 4, *very influential*. The SOI measure was designed to ascertain those individuals having the most influence on the career/academic choices made by the student. SOI could be a family member, a friend, a teacher, or anyone that the student considered significant.

Section D measured additional factors that may have influenced the student’s career choice. The Likert scale ranged from 1, *very unimportant* to 5, *very important*. Section E of the instrument measured the student’s perceptions of ethnic and gender issues related to job title and management positions within the hospitality industry. In section E, students were provided with a job category (i.e. *Housekeeping* or *General Manager*) as well as the description of an individual (i.e. *African American female* or *White male*). Students were asked to indicate which individual they believed would most likely be employed in different hospitality industry positions. Sections F and G were designed to measure the student’s general interest in hospitality management, their knowledge of the industry, and their understanding of the concept of resistance to servitude.

Section H obtained demographic and background information from the students. Personal background information consisted of a series of measures that describe an individual. Elements included items such as gender, race, age, educational level of mother and father, grade point average, and classification in college (i.e. freshman, sophomore, etc).

Because business students (non-hospitality majors) were included as subjects in the sample, a separate interview guide and questionnaire were developed for use with this group. The questionnaires were identical with the exception of Section F, questions 29 and 30. These questions were written to correspond to the student's major.

The researcher also developed an interview guide for the qualitative portion of the study. Existing literature was reviewed and two focus groups were conducted by the researcher. The interview was composed of both open-ended and closed-ended questions. The questions solicited information about the student's perception of the hospitality industry, the significant influence of others, and their opinions regarding resistance to servitude (Appendix B).

Pilot Test for Survey Instrument

The questionnaires developed for hospitality management majors and business majors were pilot tested with minority undergraduate students majoring in either hospitality management or business management at KSU. Comments from the students and from the researcher's advisory committee were used to refine the instrument.

Focus Groups for Instrument Development

Two focus groups were conducted for the purpose of developing an interview guide. One focus group was with a group of undergraduate students enrolled in the hotel/restaurant management program at Grambling State University. A second focus group was conducted with a group of African American business majors at KS U.

Practice Focus Group Session

The researcher conducted a practice focus group during the summer of 2004. The practice focus group was conducted with a group of four minority undergraduate business majors at KSU. The practice focus group allowed the researcher to become more familiar with how to conduct a focus group; get a feeling for the ebb and flow of questions; develop questions about servitude to be used in subsequent focus group sessions; and provide the researcher with feedback about the process.

Pilot Test Focus Group

The researcher conducted two focus groups in July 2004, one at KSU and one at Grambling State University in Louisiana. The KSU focus group consisted of five African American students majoring in business. The focus group at Grambling State consisted of seven undergraduates majoring in Hotel/Restaurant Management. These two focus groups were critical to the refinement of the interview guide used in subsequent sessions.

Actual Focus Group Sessions

The researcher conducted five focus groups in November, 2004. One focus group was conducted at North Carolina Central University (NCCU) in Charlotte, NC. Two focus groups were conducted at Bethune-Cookman College (BCC) in Daytona Beach, FL, and two focus groups were conducted at Morgan State University (MSU) in

Baltimore, MD. For the hospitality management focus groups at all three institutions, the majority of the participants were juniors or seniors who had completed at least one internship or were currently employed in the hospitality industry.

The focus group at NCCU consisted of six hospitality students. All the participants were African American, both males and females, who were participating in a senior seminar class. Due to technical problems with the tape recording equipment, the researcher was unable to use the data from this focus group.

BCC is affiliated with the United Methodist Church and offers degrees in liberal arts as well as professional fields such as business education and nursing. Five students participated in the hospitality focus group session and seven students participated in the business focus group session. All students in both sessions were undergraduates, and the majority was African American. A few of the students were Black/Caribbean.

MSU in Baltimore, MD is part of the University of Maryland system and is a public baccalaureate degree-granted institution, founded in 1867 as Centenary Biblical Institute. Seven students participated in each of the two focus group sessions. Six of the students were African American, some Black/Caribbean, and some Hispanic/Latino.

Data Collection

The researcher visited NCCU, BCC, and MSU in November 2004, and JCSU was visited in February 2005. At each of these institutions, the researcher was allowed to administer the survey instrument either during a class or at a club meeting. The one exception was MSU, where the contact requested to administer their survey instrument prior to the arrival of the researcher. Quantitative and qualitative data were collected at all these institutions.

The researcher also obtained quantitative data from 10 other HBCUs. Program directors were contacted by telephone, e-mail or U.S. mail about participating in the research project. Upon receiving confirmation of participation, packets containing a cover letter describing the study and the appropriate number of surveys for the institution's students were mailed to the program director (Appendix C).

Data Analysis

Qualitative

Focus group sessions were tape-recorded. The tapes from the focus group sessions were transcribed and typed into Microsoft Word. The researcher created a series of matrices and identified initial themes emerging from the data. Student statements were organized and inserted into the matrices according to the appropriate theme(s) addressed. Once the general themes were identified, the data were condensed to a more manageable size and exported into NUD*IST software. The researcher then created free nodes and trees nodes (Appendix D).

Quantitative Data Analysis

Quantitative data were collected, coded, and entered into a spreadsheet. SPSS version 11.5 was used to analyze the data. Univariate, bivariate, and multivariate statistics were used for data analyses. Path analyses also were conducted to determine the variables that most likely influenced the student's decision to major in hospitality management. Specific statistical procedures are discussed below.

Univariate Statistics. Hypotheses 1 – 4 are interconnected in that specific descriptive data were used as the basis for the analysis. In other words, variables that were not nominal or ordinal were described and analyzed. The descriptive measures used were

frequency distribution and measures of association, e.g. mean, median, mode, and standard deviation. Statistics such as these are often used to describe populations and samples. They are required for advanced analyses for any kind, particularly correlation and regression.

Bivariate Statistics. The variables in this investigation all lend themselves to basic bivariate analyses, particularly where gender and type of student (hospitality vs. non-hospitality) were involved. Simple t-tests, Chi-square, and correlations pertaining to the theoretical constructs were used to examine relationships necessary for hypotheses testing.

Multivariate Statistics. In order to test the relationship as modeled in this dissertation, Multiple Regression Analysis (MRA) was used. Because the criterion factor was dichotomous (hospitality vs. non-hospitality major), ANOVA was not used. In the first stage of theory development, the means test, Chi-square, and correlation analyses were particularly useful. During the second phase, MRA in the form of Path Analysis was utilized. In its most simple form, path analysis is a method that permits the analyst to use explicit causal assumptions in the analysis of the data. Path analysis is based on the general equation used in regression:

$$Y = A + X_1\beta_1 + X_2\beta_2 + \dots X_i\beta_i + \varepsilon$$

Where A = intercept term

β = standardized regression coefficient

 X = variable

 i = ultimate number of variables

ε = error term

Causal assumptions were incorporated into a set of multiple regression equations and the coefficients were estimated in the usual way. The explicit statement of assumptions about the causal structure underlying the correlations is known as a causal model (Mueller, Schuessler, and Costner, 1977). The path model allows one to state not only the causal ordering of the variables but also to display the assumptions about what were the important direct and indirect paths by which the variables have an effect on each other. Additionally, the final path model was decomposed utilizing the methods described by Hellevik (1984). The decomposition process allows for a more thorough investigation and explanation of the final results.

Each of these techniques, in combination with the others, provided a comprehensive basis for analyses and prediction, two important elements in data mining. The hypotheses are multivariate in nature. To that extent, statistical techniques considered appropriate for hypothesis testing must be employed. It was also important that univariate statistics also be used to provide adequate description of the data. Theory building, in this investigation, required the use of bivariate measures to test simple paired relationships that were necessary in order to develop a comprehensive multivariate model.

Operational Definitions

Personal Background: A series of measures that describe the individual completing the survey. Elements included are gender, race, age, educational level of the mother, education level of the father, and classification.

Significant Influence of Others (SOI): Defined as those individuals who had a significant influence on the academic or career choice of the student. SOI may affect the student's choice of college.

Awareness and Perception of the Hospitality Industry: A series of measures designed to determine what the student thought about the hospitality industry. These measures attempted to reveal the student's beliefs such as whether jobs in the hospitality industry are demeaning or whether jobs in the industry are high-paying.

Resistance to Servitude: A series of measures used to determine if students avoided the hospitality management major because they were resisting servitude. Statements such as, "*When I think of jobs in the hospitality industry, I think of waiting on people,*" or "*When I think of jobs in the hospitality industry, I think of slavery,*" were presented.

Career choice: A series of measures designed to determine what factors were considered by students when selecting a career. Items, such as *salary, opportunity for advancement,* and *opportunity to use leadership skills,* were presented.

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CHAPTER IV

SERVICE VERSUS SERVITUDE: THE PERCEPTION OF HOSPITALITY MANAGEMENT AMONG AFRICAN AMERICAN STUDENTS

Abstract

This study explored factors affecting the decision making process of African American students regarding their choice of hospitality management as a career. Perception of the industry, influence of significance others, awareness of the industry and resistance of servitude were explored to determine if any of these variables affected the student's decision to pursue a career in hospitality management. In addition, the variables service and servitude were explored to determine how students viewed service and servitude in relations to the hospitality industry. Omi and Winant's (1994) Racial Formation Theory was utilized as the theoretical framework for this study. Data were collected from five focus group sessions conducted on the campuses of three Historically Black Colleges and Universities. Participants were majoring in business or hospitality management in a College of Business. Findings from this study indicate students with positive views of the hospitality industry were more aware of the opportunities available to them. The students also reported that minorities working in the hospitality industry are often labeled by society as lazy, uneducated, and poor.

KEYWORDS: hospitality management, diversity, African Americans, servitude

SERVICE VERSUS SERVITUDE: THE PERCEPTION OF HOSPITALITY MANAGEMENT AMONG AFRICAN AMERICAN STUDENTS

Introduction

The hospitality industry represents a sundry of employees from different racial, cultural, ethnic, and gender backgrounds. The U.S. Bureau of Labor Statistics indicates that nearly 2 million foodservice employees are African American (U.S. Dept. of Labor, 2004). These employees are most often found in low level non-decision making jobs. However, persons of color are rare in upper level management in most restaurant chains. Thus, there is opportunity in the industry for minorities and women to build careers in the industry rather than perform routine jobs (Hume, 2004.)

Sodexo USA, a contract management company with 120,000 employees and operations across North America, has earned recognition as a leader in diversity and inclusion from media, like *Diversity Inc.* magazine, *Latina Style*, and *The Black Collegian*. At the same time, however, Sodexo faces a class action lawsuit from a group of approximately 2,600 current and former African American managers. The suit claims African American managers are often trapped into certain management positions, because they have been shunted into dead-end “black” accounts. In other words, African Americans are assigned to accounts that are supervised by and serve mainly African Americans (Supreme Court, 2003). The Washington Post further reported that plaintiffs in the case alleged Sodexo has illustrated a past pattern of denying Blacks promotions and deserved advancement. In addition, the Post reported African American Sodexo employees filed over 21,000 discrimination lawsuits in federal courts in 2001 and approximately 5,000 promotion complaints with the Equal Employment Opportunity Commission (Tucker, 2002).

Sodexo is not the only offender. A May, 2004 article in *Nations Restaurant News* reported that Applebee's, ARAMARK, Cracker Barrel Old Country Store, Joe's Stone Crab, McDonald's, Palm Restaurant, and Ruby Tuesday, all recognizable names in the hospitality industry, had paid discrimination penalties ranging from \$32,000 at Ruby Tuesday to \$50,000 at the Palms. In addition, a Chinese restaurant in New York was recently fined by the Deputy Commissioner for Human Rights, Avery Mehlman, for requiring African American patrons to pay for meals when they placed their orders while white patrons were not. Moreover, prior to being sued in 2003, Applebee's International did not have any type of written policy addressing discrimination on the basis of color and did not provide any type of training (Spector & Lockyer, 2004), a lack that is not uncommon in the industry.

In a study of 600 foodservice employees conducted by Batrus Hollweg, a consulting firm in Plano, Texas, 39% of the workers admitted to teasing a co-worker about their age, accent, and physical appearance and making derogatory remarks about a co-worker's race or gender. Respondents also admitted failing to help a co-worker because of the person's race. In this same report, a respondent stated, "my ideal table would be four middle-aged white guys on expense accounts" (Spector & Lockyer, 2004). If this behavior continues, minority employees may be hesitant to pursue employment opportunities within the hospitality industry. In addition this could also send the message management shares the views held by the employees and the only customers welcome in these establishments are white men.

According to Gerry Fernandez, president of MultiCultural/ Foodservice and Hospitality Alliance (MFHA), discriminatory behavior among staff members is merely

half the problem. Discriminatory practices often also influence customer relations. According to Fernandez and Scott McTague, Vice-President of MFHA, it is not uncommon to find servers who think that regardless of the level of service, certain cultures are better tippers (Spector & Lockyer, 2004).

Such information reflects the challenges that African Americans often face in the hospitality industry. Discriminatory behavior may discourage African Americans from pursuing careers in hospitality management. These examples of discriminatory practices and challenges serve as the impetus for this research. Recent studies indicate diversity leads to the retention of minority employees and retention reduces management turnover resulting in increased profits. In addition, it allows organizations to tap into growing diverse populations of customers, workers, and restaurants (Ruggless, 2004).

Not only are industries disadvantaged directly because of the lack of diversity among employees but also indirectly because the public tends to be aware of discriminatory practices. Rachelle Hood, chief diversity officer for Denny's, stated in a 1995 survey, "We measured affinity of African Americans in 48 states toward Denny's; 50 percent associated Denny's with discrimination," although, there is evidence that customer attitudes toward Denny's are improving. Currently, only 13 % of consumers link Denny's with discrimination. Hood says Denny's sensitizes employees to discriminatory behavior: for example, not touching certain customers when giving them change or seating African American patrons near the kitchen, a behavior that African Americans abhor (Spector & Lockyer, 2004).

The lodging industry faces diversity issues that are very similar to those in the food industry. In a 2004 news release, the American Hotel and Lodging Association (AH

& LA) reported, “Diversity and inclusion have been long discussed, but have not been sufficiently implemented throughout the lodging industry.” The American Hotel Motel Foundation’s “Turnover and Diversity in the Lodging Industry Report” indicated a lack of diversity in management (Woods & Viehland, 1998). Woods& Viehland (1999) found that 75%, 9%, and 7% of the managers were White, Black, and Hispanic, respectively, while 44% were female. Blacks and Hispanics often have managerial positions in departments such as housekeeping and laundry, but females are rarely promoted to managerial positions that are on a career path that lead to the position of general manager (Woods& Viehland 1999).

It would be good public relations and improve the image of the industry to tap into more diverse pool of human talent. Moreover, it is imperative for the lodging industry. By 2010, the U.S. lodging industry will require an additional 7,000,000 employees. These are not line level positions but professional entry- level jobs. A diverse staff brings more and different information to the organization and often exceeds their targets, repeatedly exceeding performance goals (American Hotel & Lodging Association, 2005).

Career Decisions

A number of studies have been conducted to understand career choices of African Americans (Costen, Farrar, and Woods, 2002). Very few studies have focused specifically on African Americans and careers in hospitality management. This spurred along with the limited number of African Americans in management positions this study.

Theoretical Background

Racial Formation Theory

Omi and Winant's Racial Formation Theory was applied to this study in an effort to understand what role social, historical, and political factors played in the participants decision to major in hospitality management (Omi and Winant , 1994). In Winant and Omi's Racial Formation Theory, the researchers argue that race is always present and affects individuals as a result of social, historical, and political backgrounds. In addition they argue race is used as an indication of how intelligent you are, where you work, and even something as simple as you can dance (Omi and Winant, 1994). They further argue society as a result has a way of using race to determine certain boundaries for individuals based upon their race and ethnicity.

Historically, a student's perception of a particular academic discipline may play a critical role in the career development of African Americans (Foud, 1995). This perception is often the result of historically factors. For example, African Americans may not have been able to rise above certain jobs or job ceilings (Ogbu, 1978). For examples in the early 1900's Blacks were most likely to be found in one of the three occupations: agriculture, domestic, and unskilled common labor. These jobs are often referred to as "negro jobs" composed primarily of domestic work. As a result most Whites rejected these jobs and considered them to be unacceptable, largely because they carried the social stigma of low wages and being physically labor intense (Ogbu, 1978).

Winant (1994) argues the paradox of racial identity is that it is an illusion and an obvious truth simultaneously, and that we live in a racialized society in which race is engraved upon our beings, perceptions, and our identities. The second dimension of the

racial formation theory, racial signification or racialization, is best explained by these concepts. Winant states, “race is ubiquitous and is present in both the smallest level and largest feature of social relationships, institutions, and identities (Winant, 2000, p.181)”. In a 1999 study Buttny reported race is often used as justification for boundaries. African Americans often self-segregate and socialize with those they have more in common (Buttny, 1999, p. 259).

Another example of racialization is what Steele (1992) reported in his study, *Race and the schooling of Black Americans*: he noted that African Americans are always under “suspicion of inferiority”. Although White men may not blame affirmative action for poor outcomes, they tend to credit positive outcomes of women and minorities to their race and gender (Fouad, 1995).

The third theoretical dimension of the racial formation theory is political. This involves the recognition of the newly pervasive forms of politics that have developed in recent times and often referred to as a racially conscious conception of action or agency. Reconceptualization of politics in the United States resulted from racially based and anti-racist social movements (Winant, 2000). Political gains of minorities may not have necessarily reversed the gains of minorities: they simply rearranged them. Their strategy has been to limit the gains of racial minority movements (Omi & Winant, 1994).

They did not necessarily reverse the gains of minorities: they simply rearticulated them. Their strategy is to limit the gains of racial minority movements (Omi & Winant, 1994). Overt racism is generally not displayed; instead more subtle forms are utilized. This is now known as institutional racism. Institutional racism is a subtle form of discrimination against students of color in education systems (Simpson, 2001). Although

institutional racism is difficult to measure, Keleher and Johnson (2001) suggest rather than analyzing the intention of institutional racism, its impact should be measured.

They further argue that institutional racism involves complex factors such as funds and resources being unequally distributed. An example of institutional racism is fewer black and brown faces in the best schools and classes.

Keleher and Johnson (2001) provide additional examples of institutional racism by suggesting outdated textbooks and lack of proper ventilation and bathrooms in schools that are concentrated in urban areas and areas serving people of color. Every conception of institutional racism emphasizes the benefits that are afforded to Whites as a result of racist ideologies and institutional practices. Due to the nature of institutional racism it is defined by its consequences: often resulting in advantages for Whites and disadvantages for non-Whites (Simpson, 2001).

In recent years the political dimension of race has contributed to the development of conservative politics. This era has produced a number of ultra conservative political parties. The objective of these new ultra conservative parties has been to dismantle political gains of racial minorities.

Omi and Winant's Racial Formation Theory has not been used in the past in career development studies. However, it has been used in a number of race related studies. Omi and Winant's racial formation theory was utilized by Engelen-Eigles (2002) to analyze how the media defines and determines how society views race. Engelen-Eigles chose it as the framework to understand how history provides an opening for race, gender, class, and social differentiation. Omi and Winant's theory was also used in a study conducted by Haymes, Kilty, and Haymes (2002) to gain a better understanding of

the position Latinos hold in the racial hierarchy. They argue that the Latino racial experience in the United States has resulted in racialization. In Steele's (1992) study *Race and the schooling of Black Americas*, the author concluded that racialization has resulted in African Americans being under constant suspicion of inferiority.

This theory was applied in this study to determine if these factors influenced student decision when they selected their academic majors. The themes emerging from responses support Omi and Winant's Racial Formation Theory. This theory also allowed the researcher to present an enhancement of insight into how an individual views his or her own race.

Purpose of Study

The purpose of this study was to identify factors affecting the decisions making process of African American students regarding the choice of hospitality management as a career. The specific objectives were to explore factors that influenced hospitality and business students to select their specific major and to investigate students' perceptions of the hospitality industry. Some of the essential elements that were examined in this exploratory study included 1) influence of significant others, 2) awareness of industry, 3) perception of industry, and 4) resistance to servitude.

Methodology

Instrument Development

After an in-depth review of the literature to identify gaps in research and a practice focus group session, the researcher developed a focus group guide. The practice focus group session was held during the summer of 2004. The practice focus group session was conducted with a group of minority undergraduate students majoring in

business at Kansas State University (KSU). There were four students in the practice focus group session. The practice focus group session allowed the researcher: 1) to become more comfortable with the idea of conducting a focus group, 2) to become familiar with the interview schedule, 3) get a feel of the flow of questions, 4) develop servitude questions that would be used in the actual focus group guide, and 5) finally provide the researcher with needed feedback regarding the focus group.

The guide addressed four areas: perception of industry, awareness of industry, significant influence of others, and resistance of servitude. The focus group guide was pilot tested with a group of seven African American students majoring in hospitality management and a group of six minority business students. Changes were made in the focus group guide based on feedback received from the students.

Data Collection

Qualitative data were collected during five focus group sessions, three with hospitality management students and two with business students. The focus group sessions were conducted on the campuses of three Historically Black Colleges and Universities (HBCUs). The focus group guide developed by the researcher was used to obtain the sample data during each focus group. A total of 31 students participated in the five focus groups (see Table 4.1). Most of the participants (90%) were African Americans who were either juniors or seniors majoring in either hospitality or business in College of Businesses. Males and females were represented equally (see Table 4.1). The participants in the focus group sessions were recruited by the program directors prior to the researchers' arrival on the campuses.

Table 4.1
Basic Demographics of Participants

Characteristic	North Carolina Central	Bethune Cookman College	Morgan State University
Gender			
Male	3	7	6
Female	4	5	9
Major			
Hospitality	7	5	7
Non-Hospitality	0	7	7

Data Analysis

Tape recorded sessions from the focus groups were transcribed into a Word document and imported into the NUD*IST software program. Data were coded and emerging themes were identified.

Results and Discussion

The following themes emerged from the data: negative perceptions of the industry, positive perceptions of the industry, resisting the industry, embracing the industry, education, professionalism, recruiting, knowledge, and undesirable jobs. These themes are discussed in the text that follows along with related direct quotes from the students.

Awareness and perception of major

This section deals with how the students perceive the hospitality industry. The students were asked a series of general questions to help establish their perception of the hospitality industry. Overall hospitality students have a more positive perception of the industry than non-hospitality students. In general all students participating in the study are aware that society holds a negative view of the hospitality industry.

Most (80%) of the hospitality students indicated that a friend recruited them into hospitality management. Five of the students also indicated that a college recruiter played a key role in their decision to attend the university and in their decision to major in hospitality management. More than half of the students were introduced to hospitality management as an academic major and career almost by accident. One student was doing some research in an area of hospitality and realized he could major in hospitality management. None of the students were introduced to hospitality management by either family members or industry representatives. The students expressed they had almost stumbled upon the major from roommates or friends or through hospitality majors they met on their campuses. The following excerpts illustrate how the hospitality students were introduced to the major.

“I found out about it from my roommate. She was hospitality major and she encouraged me to try the major and ever since then I have been in it and enjoy.”

“I went to a college career fair and so a recruiter kind of talked me into it.”

“I honestly did not know the major existed until the end of my sophomore year and we had freshman orientation and the program director came to my class and he spoke about it and that is how I found out about the major.”

“I actually did not know about hospitality management as a major, I was previously a biology major. I was doing research on culinary schools and realized that hospitality management was a major.”

Approximately half (10) of the hospitality students said that they had to educate family members and friends about opportunities in hospitality management. Afterwards their family and friends seemed to have a different view of the major. Most often they went from being unsure and discouraging, perhaps even negative, to being genuinely interested and supportive.

Students said that family members did not encourage them to major in hospitality management. Three female students stated that members of their families discouraged them from majoring in hospitality management. Negative comments tended to focus on the idea of being a servant or the lack of opportunities for advancement. Examples of negative feedback the hospitality students received from family members included the following statements.

“My sister will joke sometimes when we are talking and she would say oh go cook or clean somebody’s house.”

“My family asked me if there were opportunities for Black people in it?”

“My grandfather basically said why don’t you just do something else?”

“Don’t go to school for that because you will be wasting your time.”

“A lot of people conceive like that you know as being a servant why would you want to go to four years of college to come out and be a servant to someone?”

“I worked in the military food service and people are like laughing, I am not going over to the dining hall don’t make me work there and all of that stuff and I would say what is wrong with y’all?”

Although the hospitality students admitted that they had received negative comments, they were very happy with their decision to major in hospitality management. The above-mentioned comments illustrate that the student’s family members do not perceive hospitality management as a viable career option. Comments made by the student’s grandfather illustrate Omi and Wiant’s argument that historical factors play a role in minorities’ lives and may set boundaries (Omi & Wiant, 1994).

However, the negative comments were not limited to hospitality students. Although business students did not indicate they were discouraged from pursuing their chosen career paths because they family members feared they would be perceived as

servants, they had also received negative comments from family and friends about their major. Two of the business students expressed that their family members had encouraged them to major in another discipline, such as biology or computer science, rather than business. In fact, one of the business majors said that family members had suggested that business was an easy major. Although they had received negative comments from family members and friends, they all were very satisfied with their decision to major in business. This statement that this business student's cousin said to him illustrates lack of family support for the student's major.

“One of my cousins was very negative. He was like majoring in biology. When I told him I was majoring in business he said to me, what is business? Everybody does business. You should be majoring in something like Computer Science.”

What is Service?

It appears that students at all institutions in both business and hospitality immediately think of service as giving of yourself. In general approximately 10% of the business students felt that as long as you are not producing a finished product it is considered service. For example if you sell computers the finished product is the computer. In other words they think of everything as tangibles (finished product) and intangibles (unfinished product). In addition one of the business students stated service is sacrificial. The statements listed below illustrate the definitions business students provided for service.

“Service could be giving of yourself to other whether it be for money or whether it be from the goodness of your heart.”

“Service is identifying a need of a person and whatever needs you try to fulfill that need, if it is a product of intangible or tangible. Sacrificing of the self to supplement someone else.”

“Giving, like providing for someone like it is not a product.”

“Providing a need for somebody.”

“Doing something out of the goodness of your heart.”

“Service is not a commodity or a good. So it is just providing intangibles.”

Hospitality students had a similar view of service, but they did not perceive it in terms of tangibles and intangibles. The hospitality students viewed service as an opportunity to help someone or assist someone. Here again one student mentioned sacrifice. Below are definitions of service that hospitality students provided.

“Helping each other out is my definition of service.”

“Meeting customers, meeting expectations.”

“Sacrificing time to make someone else comfortable.”

The hospitality students think of service more in terms of guests or customers and employees. A few of them appeared to take great pride in taking care of guests. One student even indicated not everyone is capable of providing service. This student felt that providing a service is almost a gift and not a learned behavior.

“Serving people but not just like one on one serving a lot of people, but it takes skill.”

In general the hospitality students also seem to take pride in providing service or what could be considered quality service. The hospitality students appeared to approach service from a positive standpoint.

What is Servitude?

The students had some very fascinating views regarding servitude. The contrast between the student’s definitions of service and servitude as opposed to service is quite

interesting. Overall business students appear to think of service and servitude as synonymous. In addition the business students appear to think of specific duties, whereas the hospitality students think of specific jobs within the hospitality industry. The response pattern revealed that they either understood exactly what servitude was or they were totally unfamiliar with the concept.

Moreover, fewer than half of the students who were familiar with the term thought that working in the hospitality industry was not exactly servitude because one is compensated and had the power to quit whenever he/she wanted. However, most of the students (75%) in both academic disciplines admitted they thought of the hospitality industry when asked about jobs involving servitude. The students appear to equate power or earning potential with servitude. Approximately 90% of the business students believed that any form of service was servitude and were unable to distinguish between service and servitude. Examples of hospitality students' definitions of servitude included:

“Servitude is like somebody telling you what to do and everything.”

“Servitude is more hard.”

“I think of retail.”

“I am not trying to sound stupid but it is my first time hearing the word.”

“I don't know why but I think of catering, like a caterer or something.”

The statements below were made by the business students. It is evident by a few of the statements waiting on someone is viewed negatively. Approximately 50% of the students referenced waiting on someone.

“Servitude is like having service mentality.”

“I think of a cook.”

“The act of providing a service.”

“I think you people waiting on people.”

“People waiting on people.”

“Anytime you are doing something for someone else technically it is a servitude.”

“The image to wait on people.”

Most (90%) of the students, both hospitality and business students, held a very negative view of housekeeping. Some of the students stated they did not want to be associated with any aspect of housekeeping even in a managerial role. One student indicated an unwillingness to be a manager because at some point cleaning guest rooms might be necessary. However, being a bus boy and cleaning tables was not considered as bad a job as being a housekeeper. The students stated that a busboy’s position was not servitude, but identified housekeeper and waitress positions or valet parking attendants as examples of servitude. It appears the students believed if you had to take direct orders from a guest or if you were cleaning “behind, or up after” someone, (i.e. housekeeper) that is more degrading than cleaning a table in a restaurant where you had no or limited contact with the guest. Students constantly referred to housekeeping as the image they visualized when they thought of hotels. One student even indicated he would have a better image of the lodging industry if he could get past the physical pictures he visualized. Hospitality students often provided examples of jobs that are traditionally back of the house when asked to provide an example of servitude jobs. Additional examples of jobs the hospitality students described as involving servitude are illustrated in the following statements.

“I think of housekeeping.”

“I would link it to housekeeping chores, cleaning and stuff like that.”

“People who work in restaurants.”

“Housekeeping.”

“A valet driver.”

“A runner’s job going up and down delivering toothbrush and toothpaste.”

“A caterer.”

“Front desk clerk.”

“Slinging hamburgers.”

“Bellboy at a hotel.”

“I am gonna say foodservice.”

Business students, however went further, providing examples of any job where someone is being waited on. The students also seemed to feel that pride would keep them from being associated with certain hospitality jobs. The business students did not care how much money could be made in the hospitality industry. They were more concerned about being in a servitude type position described as “being at someone’s beck and call”. These positions were definitely viewed negatively. There seems to be a real problem for them “waiting on someone”. Additional examples of servitude provided by business students are listed below.

“I don’t want to say thank you sir, how are you sir, may I get your bags sir. Here you go, Benson. I can’t take that.”

“I think of hospitality.”

“A housekeeping manager.”

“Someone who is being a waiter or waitress.”

“Waitress, attendants.”

“I think of waitress.”

Students in both academic majors expressed that the military and police are servitude type jobs. During the focus groups, the students seemed to struggle with the real meaning of servitude. Although they were able to provide appropriate examples of jobs, they could not clearly articulate a definition of or concepts related to servitude. In summary, students indicated that servitude is when one person has more power than someone else and someone is in control. Once again the results support Omi and Winat’s theory in that students’ provided examples of jobs traditionally held by minorities and these jobs are perceived to be negative. In addition the students comment regarding “Benson” is definitely an indication that historically Blacks have been perceived as servants.

Perception of Industry

Hospitality students also had different perceptions of different jobs within the industry. Some students stated that working in foodservice was more degrading than working in lodging and vice versa. Moreover, many students described the positions of front desk, bellman, and waitress as servitude. Bellman and waitress were consistently given as examples of servitude type jobs by both business and hospitality students. Apparently, the students identified most with the positions that are visible to customers.

Even though they also shared a negative view of certain jobs in the industry, all students were confident that they would be able to avoid these jobs. However, unlike business students, hospitality students considered positions such as housekeeping

managers as an opportunity to learn and be promoted. All business students viewed these positions negatively and described individuals in these positions as unsuccessful.

Most (85%) of hospitality and business students believed in common that entry-level jobs might be required to advance in a career. They did not believe that minorities should be embarrassed to hold these jobs. Over half of the students participating in the study indicated that most entry-level hospitality positions are perceived negatively by society once you see certain people (i.e. race) working in these jobs. In other words, people tend to believe that individuals work in these jobs because this was all these individuals could do or they were underachievers. Although the students in this study reported they were not resisting servitude, they do however; appear to resist the stigma that is often associated with what they considered servitude type jobs.

Once again in support of Omi and Winants theory students participating in this study have allowed society to define what jobs are desirable and what jobs are not based upon historical and social factors. The perception of others, however, appeared more important to business students than to hospitality students. Business students shared much information regarding the perception of the industry. The business students appeared to believe minorities should take advantage of the opportunities available to them within the hospitality industry, however, they also indicated some jobs are worse than others and they could understand why people working in those positions could be ashamed. The statements below indicate these students feel perhaps the jobs may lead to a better position but at least you have a job.

“No, I don’t think they should be embarrassed.”

“Absolutely not, it is an opportunity for minorities to better themselves and they should take advantage of it.”

However, these comments made by the business students indicate they have a very negative view of the traditionally servitude type jobs. These students also expressed they would be embarrassed if they had to work in servitude type positions.

“Certain types of hospitality jobs are embarrassing to me...they are cleaning a room, housekeeping.”

“Because of what other people would think or maybe it’s the job most people wouldn’t want to do.”

“It is a low end job because they are cleaning rooms and don’t expand their minds.”

“It has a lot to do with society view of the job as it reflects social economic. So the person doing the simple job like washing dishes, while providing a service, society starts to think okay, this is all this person does, it’s extended to that entire class of people which makes it even worse. You see a Hispanic guy washing dishes and see a couple of his friends washing dishes and they think, okay, this is all they can do.”

“I think it would be embarrassing to them from society’s perspective and even their (the individuals) perspective of themselves some people just don’t feel they are above cleaning behind somebody or doing certain things.”

The hospitality students appeared to be split on their perception of positions in hotels and restaurants. In other words, they tended to love one and resist the other. This was the general attitude of the entire program at selected HBCUs. Programs appeared to promote either lodging or food and beverage. The students were most often more loyal to one area of the industry than they were to the other. In contrast, business students had little regard for either area. Unlike the business students, hospitality students are willing to leave their comfort zone if it meant they would be able to take advantage of a management opportunity.

The hospitality students at all three institutions appeared to be aware of the opportunities available to them, although they admitted prior to majoring in hospitality management, they were not aware of all the opportunities provided. Hospitality students' level of awareness, however, was much better than the business students. At least 75% of the hospitality students had industry experience and this may have contributed to their level of awareness.

The business students admitted that they were somewhat naïve and ill informed regarding employment opportunities in the hospitality industry. Approximately 10% of the business students indicated they only became aware of the opportunities after they participated in the focus group session. Some business students indicated they now have a different view (more positive) of the industry than they had prior to the focus group. Before participating in the focus group session, they viewed the hospitality student's major as cooking and cleaning. However, there were a few who still felt a degree in hospitality management would exclude them from certain jobs, whereas, a degree in business would make them more marketable. In other words, business graduates could work in the hospitality industry, but hospitality students did not have the same luxury of working outside the industry. For example, a hospitality student would not be able to get a job working in marketing. In contrast, the hospitality students indicated that a degree in business is too broad.

Over 90% of business and hospitality students indicated the hospitality industry needed to do a better job of portraying itself as a profession and promoting the industry in a more positive way. They felt the industry was only marketed as service area rather than what the industry can do for you. Both groups of students noted that when you entered

hotels and restaurants, you normally had contact with low-level employees. These employees are most often minorities, so these positions become associated with minorities and while management was assumed to be white.

The students involved in the focus group sessions thought that although they found most positions in the hospitality industry as servitude type jobs, those positions are not really servitude because employees are compensated and have the power to leave. The hospitality students also noted that most positions provide advancement opportunities. Students from both academic majors agreed that employees in these positions should not be embarrassed. However, embarrassment would be understandable because of the social stigma associated with the jobs. The hospitality students seemed to be less concerned with this perception. A few of the business students said they would not want their friends to know they held certain positions. As a matter of fact, a few of them stated that they would not take the jobs no matter how much money was involved. The business students, especially the males, stated that when they think of the hospitality industry all they can think of is “May I help you?” Over half of the business students expressed concern about providing a service as a job. In contrast, the hospitality students believed that service is somewhat a gift they were born with.

The general tone of the business students is that they are better than and more marketable than the hospitality students. The general tone and attitude of the hospitality students is that they know the business students look down on them mostly because they are uninformed. Nearly 95% of the students expressed that if society viewed these jobs and the profession differently more people would pursue hospitality management.

Further supporting Omi and Winant's theory, two of the business students said they would not consider working in the industry under any conditions because of how they feel they would be perceived. In addition to this more than half of the hospitality students felt at times they must defend their major.

“At first my parent's were like hospitality management what kind of major is that? Both of my parent's are professors at Howard, and when they found out Howard had it (hospitality management major) they were like okay if Howard has the major it must be okay.”

“I had to tell my grandfather about my internships and job opportunities and after that he was like okay I see. Once he realized I could get professional jobs, he was okay but at first he was like, this (hospitality industry) is no place for a black woman.”

There are historical and social factors present in the two above statements that relate to Omi and Winant's theory. Howard is a very prestigious school so the students' parents felt if Howard offered the major it must be okay. From a historical perspective, the other student's grandfather's had not seen successful black women in the hospitality industry and was somewhat concerned that majoring in hospitality management was not a viable career option for his granddaughter.

Although the students are aware of the general stigma associated with working in the hospitality industry some jobs are worse than others. Students felt certain jobs are more embarrassing than others. Housekeeping seemed to be consistently referred as an embarrassing job. Student's greatest concern was often what others think. Students felt the jobs were okay as long as you don't get stuck. “You need the money then go ahead and do what you need to do. But I don't think we should get comfortable in those positions,” or “I think we should use those kinds of positions as a stepping stone”. Another theme that emerged was that equation of servitude with a lack of money. When

asked to provide an example of a servitude type job, one student stated, “I was going to say a professional athlete but they make millions, and they bring millions in.” The hospitality students felt that if you work in the hospitality industry, society views you as being uneducated. For example, they shared the following thoughts.

“Just because you earn a living cleaning rooms, some people are embarrassed because they are not behind a desk or in a management positions” or “I think that it is the perception that you don’t have an education on the job and stuff.”

“I think people think less of them about doing jobs that help people.” A few of the hospitality student’s felt that their family members and friends were more uneducated than actually view the industry as negative. “

“It is not really negative it is just they are un-informed and because it is not a popular major like business or administration or marketing”

“I told my family and they said are you sure and they did not know much about it but I explained it to them (family members).”

“My friends really didn’t know so I had to educate them.”

The students are also very aware of how their friends view the major. The statements listed below are comments the hospitality students made when asked how their friends viewed their decision to major in hospitality management. The students shared that once their friends are informed about the major and the opportunities available in hospitality management, the hospitality industry is perceived in a more positive manner. They also stated they were aware of the fact some of their friends do not take hospitality management serious as a major.

“They think hospitality management is lower, kind of not that important of a major.”

“Perception is better and they don’t look at our (major) as something really serious.”

“I don’t think the students are bias just un-informed.” The students seem to think education is the key.”

“The field is too broad for people to know about it.” “I think exposure; graduates need to get involved more in the minority community.”

“ If minorities did not hold these jobs they (society) would consider it an honest hard working job or they would say they’re (white people) working there it has to be good.”

The business students hold a more negative view than the hospitality students. They also appear to be focused more on the financial rewards than the hospitality students.

However, like the hospitality students they relate the disparities to race.

“They pay low wage income and why would you want to work somewhere with grease and all that for low wages?”

“I believe if white people dominated that field (hospitality) the salary would probably be higher definitely like salaries would be higher.”

“If white people worked the salaries would be like \$60,000.00 a year.”

The above statements made by both groups of students continue to support the theory used as the groundwork for this study. The students comments illustrate they feel race plays a major role in what employees are paid.

What Can Industry Do?

Students indicated that education about career opportunities in the hospitality industry is key. The students noted that if the African American community were more educated about opportunities their perception would be different.

“I think that if people were more educated, there would be a lot more people getting involved, reason being, I think the perception when you think of hospitality one of the first things that comes in their minds it is just a job and not a career.”

“I think honestly the perception would be different and people would get involved if they could look beyond the physical eye. There are a lot of opportunities that people don’t normally see when they come to the front desk. People may even start to take more pride in their work.”

Students had very limited knowledge of the hospitality industry prior to arriving on their campuses. The students indicated they knew very few people who worked in the industry. Several indicated hospitality management was not their original major. Although they admitted to knowing little about the major, the hospitality students were confident about the immense opportunities that awaited them. The hospitality students also indicated that they were not totally aware of all opportunities available to them even now and that the industry needed to do a better job promoting hospitality management as a career.

“Maybe heavier recruiting and getting some classes in some high schools or something like that.”

“Definitely have more circulation in colleges and universities.”

“Offer the major in more colleges and universities.”

“I think more people should be informed because there are so many possibilities and opportunities out there in this field.”

Summary and Conclusion

Omi and Winant (1994) argued in their Racial Formation Theory that not only are there three dimensions of race: historical, racial signification (racialization), and political significance but that race is ubiquitous and always a factor at all time. Omi and Winant state that because race is always present that African Americans in the United States are affected daily by historical, political, and social factors (racialization). Omi and Winant also state that inequality and success are affected by these three dimensions for minorities specifically, African Americans (1994).

The results of this study indicate the students are aware that their race may determine 1) what jobs they are offered in the hospitality industry, 2) how rapidly they

will be promoted, 3) how society views them as individuals, 4) how society views an entire race when that particular race is found in low level jobs in large numbers or perception of an industry, and 5) pay scale. These results support all three dimensions of Omi and Winant's theory.

Historically, African Americans have been employed in low paying, low level domestic jobs. As a result, the students feel there is stigma associated with working in any type of domestic job (e.g. housekeeping manager). This is also what Omi and Winant refers to as racialization when certain boundaries and identities are imposed on specific groups. Additional support comes from family members such as the student's grandfather who was concerned that the hospitality industry was no place for a Black woman. This statement alone shows there are historical and social factors being considered. The student's grandfather more than likely considered the fact that historically Black women were only allowed to clean hotel rooms and prior to that, private homes. There could also be political factors present; depending upon the grandfathers' age he may remember a time when Blacks were allowed in hotels only to clean them (e.g. Jim Crow).

Additional social dimensions that emerged from the data are students did not want to be considered poor, lazy, or uneducated. The students indicated that these are the type of labels given to minorities when they work in low paying entry-level jobs. Omi and Winant's theory is further supported because the students admitted they would be embarrassed to hold these types of jobs regardless of the pay because of how society would view them. This supports Omi and Winant's dimension of racialization.

The students noted when they travel they only see minorities working low paying, entry-level jobs (e.g. bellman, housekeepers, bus boys). The students admitted that, as a result, they assumed management was White. These statements encompass all three dimensions of Omi and Winant's theory: historical, political, and racialization. Historically, they had only seen whites in management positions in the hospitality industry, and they assumed this was still the case. From a social standpoint, they have racialized both black and white employees. Although historical and social factors were present and may have influenced the students thought pattern, the result may be political: as a new form of discrimination often called institutional racism, one that is not covered by legal definitions.

The literature reviewed for this study indicates that African Americans may be hesitant to enter the hospitality industry out of fear they will not be promoted or given good job opportunities (Campbell, 1998). Business students in this study expressed the same concerns, especially the non-hospitality management students. The non-hospitality students indicated they did not want to get "stuck" cleaning rooms and being labeled as uneducated and lazy. In addition, previously published literature indicated minority students often pursue careers where minorities have traditionally been successful and are less likely to be discriminated against, such as education and social work (Alfred, 2001). Austin (1993) reported a college or university's orientation toward research or teaching also influences a student's choice of academic major. The researcher also found this to be true in specific segment of the industry (i.e. food, tourism, or lodging) that students pursued. The hospitality students enrolled in programs where lodging was promoted appeared to be anti food industry and pro lodging industry.

Previously published literature regarding career choice also states that students often select the major they are socialized or recruited into (McJamerson, 2002). Data collected in this study further supported this literature; over half of the hospitality students in this study reported they were recruited into the major.

And finally, previous literature reports women and ethnic minorities often find themselves in areas open to minorities and women but which do not enhance long-term career development opportunities for them. These areas historically offer lower salaries and fewer opportunities for career advancement for minority students. This has a number of social and economic implications (McJamerson, 2004). Over half of the students participating in this study admitted they were reluctant to enter the hospitality industry because they did not perceive it as a profession instead they perceived the hospitality industry as somewhere to work until you can do better.

Most (80%) of the students, regardless of academic major, race, gender, or classification, said they were unaware of hospitality management as an academic major prior to arriving on their respective campuses. They also admitted they learned of the major from a friend or program director at their university. In addition over half of the hospitality students said they had received negative comments from family members or friends about hospitality management as a career. The hospitality students, however, expressed although they had received negative comments and would intently avoid certain jobs within the industry that they are very comfortable with their decision to major in hospitality management.

However, the story is different with business students. Most of the business students strongly opposed even the thought of pursuing a career in hospitality

management. In fact, they appeared to be almost insulted by the idea. A large number of the business students said that they thought a degree in hospitality management would make them less marketable and limit them to being eligible for jobs only in the hospitality industry. On the other hand, a marketing degree would allow them to secure a marketing position in any industry.

Unfortunately over 50% of both groups of students viewed the hospitality industry as an unattractive career option because minorities continue to be employed in the low level, low paying jobs, and they fear this could happen to them. Although they are aware that minorities are often in the least attractive jobs, 90% of the students believed minorities should use the positions as a starting point and aim for promotion.

In addition, business students tended to think in terms of tangibles and intangibles. In other words they felt transaction meant that someone should walk away with something in their hands. However, this only applies to the hospitality industry. In contrast a plumber does not work in the service industry even though he/she is providing a service. If you asked the students to explain why a plumber is not performing a service and a waitress is performing a service they simply say, "It's just not service. That's different". Although this was not totally clear nor was it the focus of this research, this may be indication of a gender issue emerging.

Overall 90% of the business students participating in this study admitted they were not aware of opportunities available to them in the hospitality industry. Sadly over half of the business students indicated they always thought all hospitality students do is cook. In addition, less than 10% of the business students held a favorable or positive view of the hospitality industry. Although at least 80% of the business students admitted

they would be embarrassed to work in a hotel or restaurant in an entry-level position or as a housekeeping manager, they expressed minorities working in these positions should not be embarrassed. The majority (90%) of the business students indicated they would never consider majoring in hospitality management. However, the same students admitted they would readily accept a job working in the hospitality industry in relation to their academic major (i.e. marketing, accounting).

Approximately 80% of the hospitality students participating in this study indicated their level of awareness has increased regarding hospitality management as result of majoring in hospitality management, completing internship, obtaining industry experience, and meeting someone who works in the industry. All of the hospitality students who participated in this study expressed that they are aware of the negative social stigma associated with being a minority and working in the hospitality industry. The hospitality students in this study appeared to be very comfortable with their decision to major in hospitality management. In addition at least half of the hospitality students expressed they felt the negative perception of hospitality management as a career choice is due to a lack of knowledge of opportunities for advancement. A large percentage (75-80%) of the hospitality students indicated industry does a poor job of promoting the industry as a profession and the general public assumes there is little opportunity for promotion and advancement.

Recommendations

It is very important that industry leaders take note that minorities may hesitant to pursue a career in hospitality industry out of fear of being stuck in certain positions. Industry leaders also carry the burden of promoting the hospitality industry as a

profession versus low paying, low-level positions for the unskilled, uneducated, and poor. Education, recruitment, and promotion of minorities are essential if the hospitality is serious about hiring qualified career minded minorities.

University officials, recruiters, and educators must do a better job when promoting hospitality management to potential students in the recruitment process. All of the students participating along in the focus groups were student enrolled in a college of business. It is obvious that non-hospitality students enrolled in the same college with hospitality programs have not been exposed in a positive manner to the opportunities available in the hospitality industry. University representatives could host career days and information sessions and invite industry leaders to interact with the students and provide them with information regarding careers in the hospitality industry for both hospitality and non- hospitality majors.

The hospitality industry has a huge burden in improving the perception of the industry that African American students and the African American community hold. The sad truth is that at least half of the students in this study view the hospitality industry as a place where minorities are at a disadvantage. They recognized there is a negative social stigma associated with being a minority and working in the hospitality industry. As a result the students, in this study, even the hospitality students are somewhat reluctant to enter the hospitality field.

The participants in this study revealed that they are very familiar with the general concept of servitude type jobs and the stigma associated with working in these positions. However, they did not have a clear understanding of the literal meaning of the word. This may be in large part due to their age, social economic status, and life experiences. The

participants in this study have lived their entire lives post Civil Rights and Jim Crow and are far removed from the actual concept of servitude and blatant racism. The students in this study however are very familiar with issues of race and how race often plays a role in workforce issues. In summary the results in this study provided evidence for industry leaders that the hospitality industry has done a poor job in terms of making the hospitality industry appealing and welcoming to ethnic minorities, especially African American non-hospitality students.

Future Studies

Although this study focused primarily on African Americans, future research on this topic with other ethnic minority groups may reveal similar results. Future studies could also focus on gender related issues in the hospitality industry. In addition to focusing on other ethnic minorities and gender issues, future studies should investigate specific sectors of the hospitality industry that African Americans are less likely to enter. Results of this study could provide industry leaders with more precise reasons African Americans; particularly non-hospitality majors tend to view specific jobs in such a negative manner. Finally, this will also allow industry representatives and university recruiters with information that can assist them with more appropriate recruitment strategies resulting in attracting more minorities into the hospitality industry

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CHAPTER V^a

EXPLORING THE CONCEPT OF SERVITUDE ON CAREER CHOICES AMONG AFRICAN AMERICAN STUDENTS

Abstract

The purpose of this study was to explore how perceptions of African American students perceive hospitality management and to ascertain differences in gender and academic major. Participants were enrolled in Colleges of Business at Historically Black Colleges and Universities (HBCUs) and were majoring in either hospitality management or an area of business, such as marketing. The students in this study did not equate the hospitality industry with servitude. Career choice was found to be influenced by personal background, significant influence of others, and awareness and perception of the industry ($R^2 = .105$). Results also indicated as the student's level of awareness of the industry increased their perception of the hospitality industry became more positive. The key elements in improving the image of the hospitality industry and increasing the level of awareness in the African American community are education, recruitment, and promotion of minorities into key positions and managerial level positions.

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EXPLORING THE CONCEPT OF SERVITUDE ON CAREER CHOICES AMONG AFRICAN AMERICAN STUDENTS

Introduction

Hospitality industry executives have come to realize that they must prepare themselves for a continuously changing and diverse workforce. In the past decade the hospitality industry awakened to the demands of a new workforce that required a new focus on multicultural values, flexibility, constructive communication about differences, stereotypes, and cultural assumptions (Ruggless, 2004). Examples of situations where a lack of multicultural values has affected the hospitality industry are numerous. Failure to recognize and adapt to a changing world has proven to be disastrous for the hospitality industry. For example, in 1993, the National Football League refused to hold the Super Bowl in Phoenix when the Arizona legislature rescinded Martin Luther King Jr.'s birthday as a state holiday. As a result, Arizona lost \$300 million in tourism and convention spending (Cole, 2004). Although this was a legislative issue, the hospitality industry realized how important issues of diversity are to the African American community as well as the financial repercussions that could be generated if the industry were perceived of as promoting negative images.

The hospitality industry is unique in racial, cultural, ethnic, and gender diversity with evidence of gender, racial, and ethnic diversity across lower levels of employment within hospitality. Statistics provided by the U.S. Bureau of Labor report that nearly 2 million of the foodservice employees are African American. However, persons of color are rarely found in upper level management in most restaurant chains (Hume, 2004). Unfortunately, the situation is very similar in the lodging industry. Woods (1999) found that managers were typically White (75%) with African Americans and Hispanics

accounting for only 9% and 7%, respectively. Blacks and Hispanics, when offered managerial positions, were often relegated to departments such as housekeeping and laundry. Thus, the industry should improve chances for minorities and women to build careers in the industry rather perform routine jobs (Hume, 2004).

By the year 2005, Blacks, Hispanics, Asians, and other minorities will account for at least 25% of the workforce in the hospitality industry. In addition, the hospitality industry will experience an increase in diversity in its clients and labor pool (Cassado, 1997). With an expected increase in African Americans' buying power from \$687.7 billion to \$921.3 billion by the year 2008, the compositions of today's workforce and the need for establishing more diversity in leadership positions, the hospitality industry could benefit from the recruitment of talented African Americans. People of color, in particular African Americans, expect to see themselves reflected behind counters, wearing suits instead of being in the traditional roles of sweeping floors and leaving mints on the beds (Cole, 2004). Increased visibility of African Americans in key positions may be the element in the hospitality industry required to establish itself as a viable career option for talented African American college students.

Literature Review

Career Choice

The way a person perceives social and economic accomplishments often determines the career choice he or she can envision, plan, and achieve (Dillard, 1980). Although all students make career choice decisions, they often experience pressure from a variety of sources. A student may experience institutional, parental, or peer pressure to make a particular career choice. Unfortunately, this may result in a premature

commitment to a particular career choice, which may result in more harm to a student's success than not committing to a career at all (Newman, et al, 1990).

Several factors have been found to influence the educational outcomes of African Americans. These include: inadequate academic preparation; language, cultural, and matriculation patterns; historical orientation to certain institutions; and the degree of acceptance into and the satisfaction with the university community (McJamerson, 2002). In addition, African Americans may have experienced restricted opportunities due to historical indignities and restricted opportunities to which they have been subjected (Murry & Mosidi, 1993; Normant, 1987; McJamerson, 2002). Socioeconomic literature reveals a strong relationship between academic major and status attainment (McJamerson, 2002; Reskin, 1999). African Americans, especially women, often enter careers they perceive as protected and less racially discriminatory rather than those which are financially rewarding. As a result, African Americans may avoid careers in mathematics and sciences, leading to lower career expectations for women (Murry & Mosidi, 1993).

Alfred (2001) reported that race, culture, and identity play a vital role in the career development of minority professionals. Career options are endless for students making the transition from high school to higher education in the U.S. today. Students are faced with the important decision of selecting an academic major and the type of institutions they will attend (Arbona & Novy, 1991).

Shipp (1999) conducted a study that explored the factors influencing the career choices of African Americans and the retention of minority teachers. Shipp reported that non-education majors repeatedly placed less importance on salary than education majors.

Non-education majors placed significantly more importance on advancement opportunities and prestige than education majors. Both groups rated contribution to society higher than any other factors; education majors rated it higher than non-education majors (Shipp, 1999).

Research also indicates that the way a person perceives social and economic mobility may determine the career choices he or she can envision (Dillard, 1980). Unfortunately, fewer opportunities are generally available to lower socio-economic African American youth to view positive work habits in their adult community. Their model adults may have occupational success but lack the necessary experience to help their children during the process of career choice (Dillard, 1980). This may be due, in part, to stereotypes that are constantly portrayed by the media. In a 1991 Gallup poll, one fifth of White respondents and almost half of African American respondents believed that the majority of African Americans are trapped in inner-city poverty, live in ghettos, often in high-rise public housing projects, and receive welfare. Yet in the same report, 40 percent of African Americans considered themselves middle class and owned their own homes (Thernstrom & Thernstrom, 2001).

Fouad (1994) found that Blacks and women are more likely to choose majors and careers in which their race and sex are adequately represented, those they perceive as less discriminating, and those that have a greater opportunity for achievement in the field. Fouad further reported the college major is often decided prior to attending college. For students of color, the type of institution they attend can also influence the academic major. For example, African American students are more likely to graduate with a technical degree (e.g., engineering, math) if they attend a Historically Black College or

University (HBCU) than a predominately White university. Trent (1985) and Thomas (1985) reported that HBCUs provide a non-racist environment and qualified role models for African American students. Austin (1993) reported a college or university's orientation toward research or teaching also influences a student's choice of academic major. Scott and Hatalla (1990) reported that contingency factors affecting career choice included awareness of skills, abilities, perception of interest, educational level, and awareness of intelligence. Additional contingency factors identified were family, community, cultural influence, awareness, and openness of the occupations.

Race

Race, at its most basic level, can be defined as a concept that signifies and symbolizes socio-political conflicts and interests in reference to different types of human bodies (Winant, 2000). Race is more than physical characteristics, the color of one's skin, the language one speaks, the songs one sings, or the manner in which one dances. Race is personification of one's values, patterns of behavior, historical experience, aspirations, and worldview (Deng, 1997).

Preconceived notions influence our ability to interpret racial meanings from a racialized social structure (Winant, 2000 & Ibrahim et al, 1994). Temperament, sexuality, intelligence, athletic ability, aesthetic preferences, and other attributes are presumed to be fixed and directly related to race (Winant, 2000). The change in conceptualization of race has been an embattled struggle, however, scholars have reached the point of general agreement that race is not a biological given, but rather a socially constructed way of differentiating human beings (Omi & Winant, 1994). In today's society, skin color has been connected to personal worth, intelligence, eligibility for

friendship, and career choice. Diversity is the presence of differences in culture or ethnic background, race, nationality, or spoken language (Jerris, 1999).

Ogbu (1978) argued that American society treats Blacks as a caste minority. Black education does not necessarily serve as a bridge to the same adult roles as those available to whites when based on education. Black Americans have historically received inferior education which forces them to take inferior jobs. As a result, Blacks are over represented in the least desirable jobs because the job markets often consider them to be the most qualified for these types of jobs (Ogbu, 1978). Black jobs are overrepresented in positions in service industries and occupations that require few skills. In other words African Americans are employed in predominantly “Black” jobs that require little skill. Segmented economy theorist believe that the market was never free in the sense of equal opportunity for all groups but may be determined by power differences among groups, races, classes, and coalitions (Boston, 1989).

Racial Formation Theory

Traditional race theories relating to African Americans have employed personality approaches and trait factors. The traditional bases of these approaches have assumed that African Americans’ individual backgrounds and opportunities are not inherent to African American communities. These theories have emphasized individual characteristics and needs without demonstrating how factors such as politics, history, and socio-economic factors may also affect African American students’ career choices. The way a person perceives social and economic mobility may determine the career choices he or she envisions. In addition, these theories attempt to shed light on the interrelationship of individual personality and behavior with work and careers. However,

the downfall of these theories is that most of them were based solely on research of White males from middle-and-upper class backgrounds. Thus, they are not applicable to women, people of color, and other socioeconomic groups (Kerka, 1998).

Winant argued that as we move into the 21st century, there is a need to create a new race theory. Winant believes there are a number of classical and traditional theories that can be applied to racial matters. However, racial theories now need to address why racial inequality and bias still existed post Jim Crow and the abolition of apartheid. Winant (2000) argued that because racial theories were a product of their time and place, it is appropriate to develop a race theory for today.

Omi and Winant's Racial Formation Theory includes three dimensions: historical dimension of race, the micro-and-macro aspects of racial signification and racialized social structure, and newly pervasive forms of politics in recent times (political) or racially significance (Winant, 2000). The first dimension of Omi and Winant's (1994) racial formation theory is historical. Race is often imposed by constraints and opportunities of its own time and place.

Historical factors contribute to socioeconomic status and status attainment, so that educational structures often reproduce the social order. Therefore parents' socioeconomic status is an important determinant in the educational attainment of their children (Blau & Duncan, 1967; Coleman 1966, Sewell, Haller, & Ohlendorf, 1970; Sewell & Shah, 1967). Ogbu (1978) argues that the sociohistorical inequality of a group affects the success of that group and contributes to their "oppositional identity". Ogbu (1978) defines oppositional identity as the process by which dominant groups' values and cultural traits are rejected. This is found to be especially true for African Americans, who did not

voluntarily enter the United States. As a result, voluntary minorities, such as Asian Americans, are often more successful at crossing cultural boundaries and assimilating into the dominant culture.

Winant and Omi (1994) argued the paradox of racial identity. They believe that racial identity is an illusion and an obvious truth simultaneously, and that we live in a racialized society in which race is engraved upon our beings, perceptions, and identities. The second dimension of the racial formation theory, racial signification or racialization, is best explained by these concepts. Winant and Omi (1994) indicated that their findings provided evidence of racial signification because participants admitted to self-segregation: people tend to socialize with those whom they have more in common. Buttny (1999) also reported that his findings fit with racial formation theory because participants were more likely to articulate, explore, or criticize different positions on interracial matters. He further explained racial signification was most apparent in African Americans who expressed the need for boundaries regarding race in fear of losing their ethnic identities (Buttny, 1999). Another example of racialization is the perception that African Americans are always under “suspicion of inferiority” (Steele, 1992).

The third theoretical dimension of the racial formation theory is political. This involves the recognition of the newly pervasive forms of politics that have developed in recent times. This may be regarded as a racially conscious conception of action or agency. The driving force in the United States behind the reconceptualization of politics has been from racially based and anti-racist social movements (Winant, 2000). In recent years the political dimension of race has contributed to the development of conservative

politics. The objective was to dismantle the political gains of racial minorities. Political gains were not necessarily reversed they were simply rearticulated. The strategy was to limit the gains of racial minority movements (Omi & Winant, 1994). In the mid eighties, a new mood of social meanness developed. Americans began to resent providing for the underprivileged. The majority began to feel they were victims of deprivation and racial minorities were receiving unjust preferential treatment. For example, busing is not opposed and the goal is not to maintain segregation, but prevent an attack on White communities and families (Omi & Winant, 1994). In other words overt racism is no longer displayed but is presented in more subtle forms.

Institutional racism is a subtle form of discrimination against students of color in education systems (Simpson, 2001). Institutional racism is popular as a descriptive and explanatory concept but has proven to be a nebulous analytic abstraction in social science (Simpson, 2001). Due to its covert qualities, researchers often have difficulty measuring institutional racism, thus creating ambiguity. However, there is one point of agreement among analysts about the conceptualization of institutional racism: it is an impediment upon people of color (Rex, 1986; Williams 1985). Although institutional racism is difficult to measure, Keleher and Johnson (2001) suggest rather than analyzing the intention of institutional racism, its impact should be measured. They further argue that institutional racism involves complex factors such as inequality in funds and resources being unequally distributed, and fewer black and brown faces in the best schools and classes. Keleher and Johnson (2001) provide additional examples of institutional racism, such as the use of outdated textbooks and lack of proper ventilation and bathrooms in schools that are concentrated in urban areas and areas serving people of color. Each

incidence of institutional racism emphasizes the benefits that are afforded to Whites as a result of racist ideologies and institutional practices. The nature of institutional racism is defined by its consequences: there are advantages for Whites and disadvantages for non-Whites (Simpson, 2001).

Omi and Winant's theory has not been used in career development studies specifically in the area of hospitality management. Omi's and Winant's Theory of Racial Formation (RFT) was selected to be applied in this study for two specific reasons. First, this theory is appropriate for addressing career choices because it allows for the three dimensions of race, politics factors, and historical epoch to be considered simultaneously, something that has not done in other theories. Second, the theory offers a comprehensive perspective for addressing these issues in the hospitality industry. The Racial Formation Theory allowed the researcher to illustrate how the hospitality industry has been impacted by historical and political factors, along with the significance of race and important elements of racial history in America. Omi and Winant's theory presents an added enhancement of insight into an individual's view of how his or her own race affects their ultimate perception of events.

Purpose of the Study

The purpose of this study was to identify factors affecting the decision making process of African American students regarding the choice of hospitality management as a career. Some of the essential elements examined in this exploratory study included influence of significant others, personal background, perception and awareness of the hospitality industry, and resistance to servitude—a concept directly linked to the racial

formation theories mentioned earlier. Figure 5.1 illustrates the relationship among the variables explored within the theoretical context of the racial formation theory.

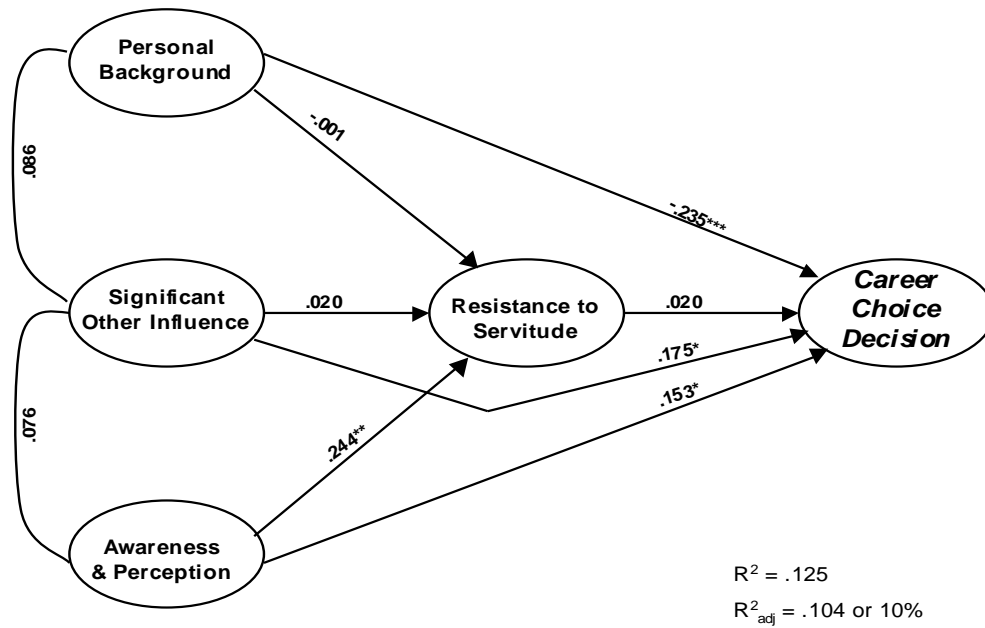


Figure 5.1. Theoretical Model of Influence of Servitude on Career Choice.

Although there have been a number of studies conducted in an effort to understand career choices of African Americans, very few have focused specifically on African Americans and careers in hospitality management (Costen, Farrar & Woods, 2002). This study also explored African American student perceptions of the hospitality industry for students majoring in business and hospitality management.

Methodology

Instrument Development

The questionnaire used in this study was developed by the researcher from two existing instruments and specific comments and data collected during the practice and pilot focus group sessions. The existing instrument developed by Sciarini, Woods, Boger,

Gardner, and Harris (1997) was modified after obtaining permission from the researchers. In addition questions were adapted from a questionnaire used in a study conducted by Beverly Bryant of North Carolina Central University and Clorice Thomas-Haysbert of Delaware State University (personal telephone conversation with author in April 2004). Questions were also selected from the doctoral dissertation of Zelia Wiley (1996). The questionnaire included both open and closed ended question and scale items using a 5-point Likert scale.

The instrument included eight sections, sections A – H. Sections A and B measured the students' general knowledge of the hospitality industry and their perception of the hospitality industry. Students were asked to select the most appropriate answer from a list of statements provided. The Likert scale ranged from (1) strongly disagree to (5) strongly agree.

Section C of the instrument measured the significant influence of others construct. In this portion of the instrument students were provided with a list of individuals who may or may not have influenced their career choices. The students were asked to rate the influence of each individual on a Likert-type scale ranging from 1, not influential to 4, very influential. A not applicable response was available.

Significant Influence of Others (SOI) consists of those individuals who had a significant influence on the career/academic choice that the student made. SOI may also have influenced the institution the student attended. SOI could be a family member, friend, teacher, or anyone whom the student considers significant.

Section D also measured additional career selection factors that may have influenced the student's career decision. In terms of career choice, students rated the

importance on a Likert scale from 1 being very unimportant to 5 being very important. Section E of the instrument measured the student's perception of ethnic and gender issues in regards to job title and management positions in the hospitality industry. In section E the students were provided with a job category and an individual (i.e. African American female) and they were asked to indicate which individual they thought would most likely or least likely be employed in certain managerial positions. Sections F and G were designed to measure the student's general interest in hospitality management, their knowledge of the industry, and resistance to servitude.

Finally, section H was used to obtain demographic information and personal background information from the students. Personal background consisted of a series of measures that describes the individual, including gender, race, age, education level of mother and father, grade point average, and classification in college.

Since data was collected from both hospitality and business majors, the questions were modified (section F, questions 29 and 30) otherwise. These items were worded based on the students' academic discipline. Otherwise the instruments were the same.

Sampling and Sampling Methods

The population was students enrolled in business courses and students majoring in hospitality management at Historically Black Colleges and Universities. The sample was selected based upon enrollment in hospitality and business programs and accessibility to students. During the Spring semester of 2004, the researcher presented her research to a group of program directors from Historically and Predominantly Black Colleges and Universities (HPBCUs) at the National Society of Minorities in Hospitality 15th Annual Conference in St. Louis, Missouri. This presentation provided the researcher an

opportunity to obtain commitments from some of the program directors to participate in the study. The success of the study depended upon full participation from HBCUs due to the low numbers of African American students majoring in hospitality programs at traditionally white colleges and universities. Program directors provided their contact information, student enrollment, and invaluable feedback regarding the study. In addition they also agreed to encourage their students to participate.

After reviewing the information provided by the program directors at the conference, the researcher identified the three institutions with the highest student enrollment. The Historically Black Colleges and Universities (HBCUs) with highest enrollments in the hospitality management programs were requested to participate. Program directors at these institutions were telephoned and the researcher was able to establish times and dates to visit each institution. A few days after the telephone calls each program director received an email and fax verifying the time, date, and purpose of the visit.

Data Collection

The researcher administered the survey at Johnson C. Smith (JCSU), North Carolina Central (NCCU), Bethune Cookman-College (BCC), and Morgan State (MSU). All institutions with the exception of Johnson C. Smith University (JCSU) were visited in November of 2004 to collect data. JCSU was visited in February of 2005 while the researcher attended the 16th Annual Conference of National Society of Minorities in Hospitality Management. Although the researcher visited four institutions, quantitative data was collected from a total of 14 institutions. At each institution visited the researcher was allowed to either visit classrooms and/or club meetings to administer the

survey. The researcher obtained data from the remaining ten HBCUs by contacting program directors via telephone, email, and U.S. mail. Program directors were mailed packets by the researcher after receiving prior commitment. The packets contained a cover letter describing the study and the number of questionnaires designated by the program director.

Data Analysis

SPSS version 11.5 was used to analyze the quantitative data. Univariate, bivariate, and multivariate statistics were used for data analyses. Path analyses were also conducted to determine the variables that most likely influenced the respondent's decision to major in hospitality management. Specific statistical procedures are discussed below.

Univariate statistics. Hypotheses One through Four are interconnected in that they use specific descriptive data as the basis for the analysis. The descriptive measures used were frequency distribution and measures of associations, such as mean, median, mode, and standard deviation.

Bivariate statistics. The variables in this investigation all lend themselves to basic bivariate analyses, particularly where gender and type of student (hospitality vs non-hospitality) is involved. Simple t-tests, chi-square, and correlations pertaining to the theoretical constructs were used to examine relationships necessary for hypotheses testing.

Multivariate statistics. In order to test the relationship as modeled in this dissertation, multiple regression analyses (MRA) was used. Because the criterion factor was dichotomous (whether one was a hospitality or non-hospitality student), ANOVA was not used. In the first stage of theory development, the means test, Chi-square, and

correlation analyses were particularly useful. During the second phase MRA in the form of Path Analysis was utilized. In its most simple form, path analysis is a method that permits the analyst to use explicit causal assumptions in the analysis of data. It is based on the general equation used in regression (Hellevik, 1984).

Scaled measures used in multivariate analysis. The predictor measures that consisted of personal background, significant influence of others, awareness and perception of industry, and resistance to servitude consist of simple additive scales where the mean value for each is used as the observation for each case. Personal background consisted of measures that examined if the respondents were the first person in their family to attend college or not, and both the mother's and father's level of education. The significance influence of others measure is composed of the reported influence of those people who the students perceived as important to their lives. The five groupings were mother, father, industry representatives, friends/family in the industry, and personal work experience. The awareness and perception of the industry scale consisted of measures of that looked at how students thought about jobs in the hospitality industry, whether or not they believed the hospitality industry discriminated against African Americans and other minorities, whether or not there was pay equality by gender, and if the salaries were competitive. Some variables were recoded and some categories were collapsed where there were insufficient data to sustain analysis or scale development. The final predictor measure, resistance to servitude, was developed from those items that specifically asked students their perceptions about the industry as a vestige of slavery. Other questions used the term servitude in very specific ways to determine if students would equate the functions within the hospitality industry to servitude.

Results

Characteristics of Sample

The respondents consisted of a sample of 347 college students who were enrolled in business and hospitality management courses. Although the original intent of the study was to gather data from African American students from traditional HBCUs, it would be improbable not to expect that students from other racial/ethnic groups would be present. As illustrated in Table 5.1, 9.7% of the sample was students who were not African American. The ethnic composition of the respondents was 90.3% African Americans, 5.6% Whites, 1.7 % Hispanics, and 2.4% other races including multi-racial. For the most part the students in the sample represented the general demographics found across most campuses in the United States (US Bureau of the Census, 2002) with a slight difference in terms of gender. The sample included 49.3% males and 50.7% females. The average age of respondents was 23 years ($\mu = 23.10$, $sd = 5.61$). The median and modal ages were 21 and 20 years, respectively. The sample was fairly equally distributed among undergraduate classifications. The self-reported grade point average of the students corresponded to a letter grade of “B-” ($\mu = 2.91$, $sd = 0.45$) and a median self-reported grade point average of 2.89. In keeping with the premise of this dissertation, only the data from the 307 African American students are used in the detailed analysis that follows. The African American sub-sample resembles the main sample on the descriptive factors.

Table 5.1
Demographic Profile of Respondents

Characteristics	Total		African American	
	N ^a	%	N ^a	%
Gender				
Male	168	49.3	153	49.8
Female	173	50.7	154	50.2
Total	341			
Race				
African American	307	90.3	307	100.0
White	19	5.6	---	---
Hispanic	6	1.7	---	---
Other	8	2.4	---	---
Total	340			
Major				
Hospitality Management	213	61.4	188	61.4
Non-Hospitality Management	134	38.6	119	38.8
Total	347			
Classification in College				
Graduate	10	2.9	6	2.0
Senior	80	23.5	71	23.2
Junior	87	25.6	79	25.8
Sophomore	87	25.6	80	26.1
Freshman	76	22.4	70	22.9
Total	340			

^aThe number of respondents vary because not all participants answered all questions.

Role of Significant Others

One critical question explored in this study asked was “What role did significant others play in the career choice of young African American student?” Table 5.2 illustrates how influential different individuals were in students’ career decisions.

Table 5.2
Influence of Significant Others in Career Decisions

Individual or Experience Level of Influence	Hospitality		Non-Hospitality	
	n ^a	%	n ^a	%
Mother				
Not influential	31	18.6	12	10.8
Somewhat influential	45	26.9	30	27.0
Very influential	91	54.5	69	62.2
$\chi^2 = 3.27, df 2$				
Father				
Not influential	53	35.1	24	23.3
Somewhat influential	45	29.8	30	29.1
Very influential	53	35.1	49	47.6
$\chi^2 = 5.19, df 2$				
Siblings				
Not influential	62	41.9	33	33.0
Somewhat influential	45	30.4	35	35.0
Very influential	41	27.7	32	32.0
$\chi^2 = 1.99, df 2$				
High School Counselors				
Not influential	70	55.1	45	50.5
Somewhat influential	36	28.3	29	32.6
Very influential	21	16.5	15	16.9
$\chi^2 = 0.52, df 2$				
College Recruiter				
Not influential	77	56.2	58	64.4
Somewhat influential	38	27.7	22	24.4
Very influential	22	16.1	10	11.2
$\chi^2 = 1.35, df 2$				
Industry Representative				
Not influential	50	30.5	44	44.4
Somewhat influential	59	36.0	38	38.4
Very influential	55	33.5	17	17.2
$\chi^2 = 9.50^{**}, df 2$				
Friends/Family in Industry				
Not influential	54	33.3	33	30.0
Somewhat influential	47	29.0	35	31.8
Very influential	61	37.7	42	38.2
$\chi^2 = 0.40, df 2$				

^aThe number of respondents vary because not all participants answered all questions.

** p < .01.

The data revealed that the parents, family/friends in industry, and industry representatives are the individuals influencing career choice of African American students in the sample. These elements were also the measures used in the career choice composite variable.

Along with the influence of parents, respondents were asked how similar their career choice was to their parents and how supportive were your parents in your career choice. The results showed that for hospitality students 56.7% had career choices that were dissimilar to their parents. For non-hospitality students the rate was 44.3%. In terms of how supported each group felt, the majority (75%) of the hospitality students indicated that their family was very supportive compared to 60.9% of the non-hospitality students. For both groups of students less than 3% indicated that their parents were not at all supportive of their career choices.

Parents as significant others. The role of parents as important influences in career choices was measured for each parent individually. For hospitality students, approximately 26.9% of all students indicated that their mothers were somewhat influential in their career decision. The majority (54.5%) reported that their mothers were very influential in their career choices. For fathers, the parallel was not the same. Approximately one-third (35.1 %) of the students indicated that their fathers were not influential in their career choices. The majority (64.9%) revealed that their fathers were somewhat to very influential in their career decisions.

Results for non-hospitality students were similar. More than one-quarter (27.0%) of all students indicated that their mothers were somewhat influential, while another 62.2% said their mothers were very influential. Influence of fathers was viewed by many

non-hospitality as being very influential (47.6%). Only 23.3% indicated that fathers were not influential in their career choice decisions.

Industry representatives. Hospitality students view industry representatives as influential in their career choice. More than two-thirds (69.5%) reported that industry representatives were somewhat to very influential. Less than one-third (30.5%) did not view industry representatives as influential. In contrast, 55.6% of non-hospitality students perceived industry representatives as somewhat to very influential. Another 44.4% did not find the industry representatives as influential at all.

Friends/family in industry. The majority (66.7%) of the hospitality students reported that having friends or family in the industry was somewhat to very influential in their career decision in a majority of cases. Approximately one-third (33.3 %) of the students indicated that having friends or family in the industry was not influential in their career choices. Non-hospitality students indicated that having friends or family in the industry were somewhat to very influential (70.0%) in their career choice. Only 30.0% indicated that having friends or family in the industry was not influential in their career choice decisions.

Perceptions of Jobs in the Hospitality Industry

Student's perception of whether African Americans should be employed in the hospitality industry was explored using four conceptual statements. The first statement "African Americans should avoid jobs in the hospitality industry", was rated significantly different between hospitality majors and non-hospitality majors ($t = -6.63, p < .001$) (Table 5.3). When asked whether African-Americans and other ethnic minorities should be embarrassed to work in the hospitality industry, the hospitality students were more

likely to disagree with this statement ($H = \mu 1.57$, $sd = 1.07$) than non-hospitality students ($NH = \mu 2.13$, $sd = 1.18$). Table 5.3 illustrated that the results were significantly different between the two groups ($t = -4.15$, $p < 001$).

Other ideas about working in the hospitality industry asked respondents whether or not hospitality jobs involved working in the kitchen and housekeeping. Hospitality students ($H\mu = 2.59$, $sd = 1.15$) were more likely to disagree with the statement than non-hospitality students ($NH\mu = 3.40$, $sd = 1.00$). Overall, hospitality students held more positive views about the industry than non-hospitality students ($t = -6.50$, $p < .001$). Hospitality students ($H\mu = 2.75$, $sd = 1.35$) differed significantly from non-hospitality students ($NH\mu = 3.20$, $sd = 1.13$) on whether or not jobs in the hospitality industry were demeaning ($t = -3.12$, $p < .01$).

Table 5.3
Perception of the Hospitality Industry

Aspect	n ^a	<u>Hospitality</u> mean ^b n & sd			<u>Non-Hospitality</u> mean ^b & sd		t-score
Perception of Industry							
African Americans should avoid jobs in the hospitality industry.	184	1.55	(0.96)	117	2.38	(1.13)	-6.63***
African Americans and other ethnic minorities should be embarrassed to jobs in the hospitality industry.	184	1.57	(1.07)	117	2.13	(1.18)	-4.15***
Involves working in kitchen and housekeeping.	184	2.59	(1.15)	117	3.40	(1.00)	-6.50***
Jobs in the hospitality industry are demeaning.	185	2.75	(1.35)	117	3.20	(1.13)	-3.12**
Perception of Servitude							
When I hear the words hospitality, management, I usually think of of waiting on someone.	183	2.60	(1.36)	116	3.26	(1.17)	-4.49***
When I hear word servitude, I think of slavery.	182	2.26	(1.14)	114	2.75	(1.196)	-3.58***
When I hear servitude, I think of jobs in the hospitality industry.	183	3.04	(1.10)	116	2.91	(1.06)	1.00

^aThe number of respondents vary because not all participants answered all questions.

^bScores are based on four point Likert scale and are measured as follows: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree.

** p < .01. *** p < .001.

Perception of Servitude. In addition to the belief about the hospitality industry as an employer, students were asked about their view of the hospitality industry. The questions asked students whether working in the hospitality reminded them of waiting on someone or slavery and what jobs in the hospitality industry evoke ideas of servitude whether intentional or not (see Table 5.3). Hospitality students were more likely to

disagree with the statement, “When I hear the words hospitality management I think of slavery ($H\mu = 2.60$, $sd = 1.36$) than were non-hospitality students ($HN\mu = 3.26$, $sd = 1.17$). These differences were significant ($t = -4.49$, $p < .001$). The question of whether African Americans students thought of slavery when they heard the term servitude revealed that hospitality students were more likely to disagree with this statement ($H\mu = 2.26$, $sd = 1.14$) than were non-hospitality students ($NH\mu = 2.75$, $sd = 1.16$). The differences between these two groups were significant ($t = -3.58$, $p < .001$). The overarching question of whether just hearing the term servitude made students think of jobs in the hospitality industry produced no significant differences ($t = 1.00$, $p < ns$) between hospitality students ($H\mu = 3.04$, $sd = 1.10$) and the non-hospitality student ($NH\mu = 2.91$, $sd = 1.06$).

Chi Square Analyses

Pearson Chi-Square calculations were generated from a series of contingency tables performed on specific elements related to the research questions of this investigation. Chi-square is a measure of association and not a measure of strength. It allows us to determine the association between the variables. The data from the current study are reported in Table 5.4 through Table 5.7. They are based on the grouping of four categories: influences of others, career choice, hospitality attitudes, and perception of servitude. Each is discussed in the section that follows.

Table 5.4
Factors Influencing Hospitality and Non-Hospitality Students Career Choice

Individual or Experience Level of Influence	Hospitality		Non-Hospitality	
	n ^a	%	n ^a	%
Professional Recognition				
Unimportant	24	12.8	16	14.2
Somewhat important	63	33.7	33	29.2
Very important	100	53.5	64	56.6
$\chi^2 = 0.66, df 2$				
High Salary				
Unimportant	10	5.4	6	5.4
Somewhat important	61	32.8	31	27.6
Very important	115	61.8	75	67.0
$\chi^2 = 0.88, df 2$				
Promotion/Advancement				
Unimportant	9	4.9	9	8.0
Somewhat important	32	17.3	25	22.1
Very important	144	77.8	79	69.9
$\chi^2 = 2.56, df 2$				
Variety of Work Assignment				
Unimportant	16	8.6	14	12.4
Somewhat important	71	38.4	39	34.5
Very important	98	53.0	60	53.1
$\chi^2 = 1.26, df 2$				
Job Security				
Unimportant	15	8.1	14	12.4
Somewhat important	36	19.4	25	22.1
Very important	135	72.5	8574	65.5
$\chi^2 = 2.13, df 2$				
Leadership Skills				
Unimportant	18	9.8	10	8.9
Somewhat important	50	27.2	25	22.1
Very important	135	63.0	66	58.9
$\chi^2 = 0.84, df 2$				
Minority Success Rate Is Important				
Unimportant	21	11.4	22	19.5
Somewhat important	57	30.8	27	23.9
Very important	107	57.8	64	56.6
$\chi^2 = 4.41, df 2$				

^aThe number of respondents vary because not all participants answered all questions. Scale used, 1 = Unimportant, 2= Somewhat Important, and 3 = Very Important.

Table 5.5
Comparison of Hospitality and Non-Hospitality Students Perception of the Hospitality Industry

Individual or Experience Level of Influence	Hospitality		Non-Hospitality	
	n ^a	%	n ^a	%
Hospitality Industry Does Discriminate				
Strong Disagree	29	21.2	12	22.6
Disagree	57	41.6	13	24.5
Agree	42	30.8	21	39.6
Strongly Agree	9	6.6	7	13.3
			$\chi^2 = 5.99, df 3$	
Hospitality Industry Does Not Discriminate				
Strong Disagree	10	7.6	10	15.6
Disagree	30	22.9	17	26.6
Agree	68	51.9	31	48.4
Strongly Agree	23	17.6	6	9.4
			$\chi^2 = 4.95, df 3$	
Provides Opportunities for Advancement				
Strong Disagree	0	0.0	0	0.0
Disagree	2	1.2	7	8.8
Agree	80	47.1	58	72.5
Strongly Agree	88	51.8	15	18.7
			$\chi^2 = 29.44^{***}, df 3$	
Racial and Ethnic Equality in Pay				
Strong Disagree	11	8.5	13	14.3
Disagree	25	19.2	32	35.2
Agree	78	60.0	36	39.5
Strongly Agree	16	12.3	10	11.0
			$\chi^2 = 11.36^{**}, df 3$	
Gender Equality in Pay and Promotions				
Strong Disagree	15	10.4	13	14.6
Disagree	37	25.7	24	27.0
Agree	82	56.9	43	48.3
Strongly Agree	10	7.0	9	10.1
			$\chi^2 = 2.28, df 3$	
Multinational Corporation				
Strong Disagree	10	7.4	3	5.3
Disagree	5	3.7	6	10.5
Agree	76	55.9	38	61.4
Strongly Agree	45	33.0	13	22.8
			$\chi^2 = 3.32, df 3$	
Competitive Salaries and Benefits				
Strong Disagree	0	0.0	0	0.0
Disagree	7	4.3	5	5.2
Agree	102	62.2	68	70.1
Strongly Agree	55	33.5	24	24.7
			$\chi^2 = 2.25, df 3$	
Knowledge of Hospitality Industry				
Strong Disagree	67	40.1	11	10.9
Disagree	70	41.9	18	17.8
Agree	23	13.8	39	38.6
Strongly Agree	7	4.2	33	32.7
			$\chi^2 = 80.57^{***}, df 3$	

^aThe number of respondents vary because not all participants answered all questions. Scale used, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

** p < .01. *** p < .001.

Table 5.6
Hospitality and Non-Hospitality Students' Perception of Servitude

Individual or Experience Level of Influence	Hospitality		Non-Hospitality	
	n ^a	%	n ^a	%
Servitude Equates with Waiting on Someone				
Strong Disagree	45	26.3	8	8.7
Disagree	65	38.0	27	29.3
Agree	41	24.0	41	44.6
Strongly Agree	20	11.7	16	17.4
			$\chi^2 = 20.05^{***}$, df 3	
Servitude Equates with Slavery				
Strong Disagree	56	39.4	15	19.5
Disagree	58	40.9	36	46.8
Agree	20	14.1	14	18.2
Strongly Agree	8	5.6	12	15.5
			$\chi^2 = 12.49^{**}$, df 3	
Servitude Equates with Hospitality Industry				
Strong Disagree	19	15.6	15	22.4
Disagree	36	29.5	19	28.4
Agree	52	42.6	27	40.2
Strongly Agree	15	12.3	6	9.0
			$\chi^2 = 1.63$, df 3	
Blacks Should Avoid Hospitality Industry				
Strong Disagree	124	71.3	31	39.7
Disagree	36	20.7	32	41.0
Agree	11	6.3	8	10.3
Strongly Agree	3	1.7	7	9.0
			$\chi^2 = 25.19^{***}$, df 3	
Blacks/Others Should Avoid Hospitality Jobs				
Strong Disagree	132	77.2	47	51.6
Disagree	22	12.8	29	31.9
Agree	11	6.3	9	9.9
Strongly Agree	6	3.6	6	6.6
			$\chi^2 = 18.85^{***}$, df 3	
Hospitality Jobs are Demeaning				
Strong Disagree	44	28.6	11	14.7
Disagree	45	29.2	17	22.7
Agree	44	28.6	32	42.6
Strongly Agree	21	13.6	15	20.0
			$\chi^2 = 9.18^*$, df 3	
Involve Housekeeping and Kitchen Work				
Strong Disagree	33	23.1	3	3.7
Disagree	65	45.5	20	24.7
Agree	35	24.5	43	53.1
Strongly Agree	10	7.0	15	18.5
			$\chi^2 = 36.26^{***}$, df 3	

^aThe number of respondents vary because not all participants answered all questions. Scale used, 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree.

* p < .05. ** p < .01. *** p < .001.

Table 5.7
Correlations Matrix^a for Career Choice by Race and Academic Discipline

Variables	African Americans	Hospitality	Non- Hospitality
Age	.058 (n=296)	.044 (n=184)	.086 (n=112)
Personal Background ^b	-.127* (n=295)	-.189* (n=183)	-.026 (n=112)
Attitude toward Hospitality ^c	-.057 (n=290)	-.101 (n=183)	.052 (n=111)
Awareness/Perception ^d	.117* (n=291)	.204** (n=181)	-.023 (n=110)
Significance of Others ^e	.109* (n=295)	.141* (n=183)	.074 (n=112)
Resistance to Servitude ^f	.016 (n=287)	.073 (n=178)	-.059 (n=109)

* p < .05. ** p < .01.

^aThe number of respondents vary because not all participants answered all questions.

^bPersonal Background = H53 & H54,

^cHospitality attitude = G37, G45, G46, & A1

^dAwareness & Perception= A3, A4, B5, B6, & B7

^eSignificant Influence of Others = C8, C9, C13, C14, & C15

^fResistance to Servitude = G40, G41, & G42

Influential Others. The data for influential others focused on level of influence selected individuals exerted on the career choices of the respondents. The interpretation is based on a simple comparison of hospitality to non-hospitality student's beliefs about the roles each of these persons played in their lives. As can be seen in Table 5.2 the general family members (mother, father and siblings) did not reveal any strong associations with in career choice between students' major. Only industry representatives

seem to have a strong relationship to career choice for hospitality students ($\chi^2 = 9.50$, $df = 2$, $p < .01$).

Career Choice. Students were asked to rate the influence of several factors to assess their influence on career choice. No differences were observed between the two groups of students in factors that influenced their career choice (see Table 5.4).

Promotion and advancement opportunity (77.8%) and job security (72.5%) were the two factors rated very important by at least 72% of the hospitality students. Job security (65.5%), high salary (67.0%), and promotion/advancement (69.9%) were identified by 65% or greater of non-hospitality majors.

Perception of Hospitality Industry. Important associations were revealed by the data regarding student perceptions of the hospitality industry. As expected, the hospitality students were more likely to associate positively with aspects of the industry (see Table 5.5). When asked if the hospitality industry discriminated, hospitality students were no more likely to indicate that it did than non-hospitality students. When the question was reversed, there were no difference between hospitality students and non-hospitality students. Hospitality students were more likely to support the idea that the industry provides opportunities for advancements ($\chi^2 = 29.44$, $df = 3$, $p < .001$) and offer balanced pay in terms of race and ethnicity ($\chi^2 = 11.36$, $df = 3$, $p < .01$).

In addition, hospitality students were more likely to indicate that their knowledge of the hospitality industry was extensive compared to non-hospitality students ($\chi^2 = 80.57$, $df = 3$, $p < .001$).

Resistance of Servitude. The servitude measures reflected the general differences between hospitality and non-hospitality students in terms of what servitude means to

them as it relates to work. For each measure hospitality students were less likely to support notions of servitude in the hospitality industry than non-hospitality students (see Table 5.6). Measures focused on equating servitude with waiting on someone showed that hospitality students did not view wait service as servitude ($\chi^2 = 20.05$, $df = 3$, $p < .001$). In terms of equating servitude with slavery, hospitality students still did not make the association as readily as did non-hospitality students ($\chi^2 = 12.49$, $df = 3$, $p < .01$). Hospitality students were less likely to believe that Blacks ($\chi^2 = 25.19$, $df = 3$, $p < .001$) should avoid jobs in the hospitality industry and that Blacks and other minorities ($\chi^2 = 18.85$, $df = 3$, $p < .001$) should be embarrassed to work in the hospitality industry.

Non-hospitality students had a strong association with the idea that hospitality jobs are demeaning ($\chi^2 = 9.18$, $df = 3$, $p < .05$) and that the positions typically involved housekeeping and kitchen work ($\chi^2 = 36.26$, $df = 3$, $p < .001$). Overall, hospitality and non-hospitality students differed in their associations with these ideas about servitude.

Correlation Analysis Exploration of the Analytical Model

Initially, simple first-order correlations were examined. Results of correlation analyses suggested that the hypothesized relationships between career choice and selected predictor variables were examined. In secondary analyses controlling for academic area, the same variables were examined.

In general, the data for African Americans revealed significant relationships between the outcome measure, career choice, and personal background ($r = -.127$, $p < .05$), awareness and perception of the hospitality industry ($r = .117$, $p < .05$), and significance of others ($r = .109$, $p < .05$) using two-tailed test. Although the other major factors did not garner any significance with career choice, it was notable that the

intervening measure, resistance to servitude ($r = .016, p < n.s.$) did not have a strong relationship with the outcome measure (see Table 5.7).

When comparing African American hospitality to non-hospitality students, the correlation results mimicked those found for the overall student population. Significant relationships were found for personal background ($r = -.189, p < .05$), awareness and perception of the hospitality industry ($r = .204, p < .01$) and the significance of others ($r = .141, p < .05$) using two-tailed test. The other major factors did not demonstrate any significance with career choice. Resistance to servitude ($r = .073, p < n.s.$) did not have a strong relationship with the outcome measure. Among the non-hospitality students none of the relationships were statistically significant. The lack of significant correlations does not in any way diminish the importance of the relationships that were found later when the elements were combined in the multiple regression/path analysis.

Mean Differences and Hypothesis Testing

The basic premise of this study was to explore the factors that influence career choice among African Americans who choose to major in hospitality. These factors play a vital role in how one ultimately makes decisions about their career choice. The first four hypotheses were examined using Student t-tests. The differences between how hospitality and non-hospitality students responded to these measures were examined and matched to the specific hypotheses (see Table 5.8).

Table 5.8
Measures of critical variables related to hypotheses

Factors ^a	Hospitality mean	s.d.	Non-Hospitality mean	s.d.	t-score
H1—Resistance	2.63	(0.82)	2.97	(0.86)	-3.41***
H2—Family Reaction	1.27	(0.50)	1.40	(0.51)	-2.22*
H3—Family, Community and Influences	2.68	(0.90)	3.02	(0.70)	-3.39***
H4—Industry Perception	2.40	(0.93)	2.19	(1.03)	1.99*

* p < 05. ** p < 01. *** p < 001.

^aResistance to Servitude, and Significant Influence of Others (Family Influence) scores are based on summary scores based on four point Likert scale and are measured as follows: 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. Family Reaction is based on the scale 1 = Very Supportive, 2 = Supportive, and 3 = Not supportive at all. Industry Perception is based on a scale scored that measured the estimated likelihood of African Americans in management. The scale used was as follows: 4 = Most Likely, 3 = Likely, 2 = Moderately Likely, 1 = Unlikely, 0 = Least Likely.

The first hypothesis focused on the perception that career choice decisions were made in relationship to some idea that the hospitality industry reflected a new form of servitude. In other words, the essence of this hypothesis was to examine if students shared the perception of the hospitality industry as a holdover of other less attractive forms of non-paid employment, namely slavery. The specific wording of the hypothesis was as follows:

Hypothesis 1. African American students majoring in hospitality management are likely to indicate that their career choice was not influenced by resistance to servitude.

The results from the t-test revealed that hospitality students ($\mu_H = 2.63$, $sd = 0.82$) differed from non-hospitality ($\mu_{NH} = 2.97$, $sd = .86$) significantly ($t = -3.41$, $p < .001$)

about the role of servitude played in their career choice. These results support the original hypothesis. In short, for hospitality students the notion of servitude did not play an important role in their selection of a major.

The second hypothesis focuses on the role the family plays in influencing the career choices of students. The specific wording of the hypothesis is listed below:

Hypothesis 2. African American students majoring in hospitality management encounter negative reactions regarding career opportunities from friends and family members.

Hospitality students ($\mu_H = 1.27$, $sd = 0.82$) did not report encountering negative reactions from their family and friends regarding selecting a career in hospitality management. Non-hospitality students ($\mu_{NH} = 1.40$, $sd = 0.51$) average scores differed significantly ($t = -2.22$, $p < .05$). Because of these results the hypothesis was not supported, it must be rejected. Students majoring in hospitality management received as much support from their family and friends as did non-hospitality management students. In other words, as African Americans are becoming more aware of the career options and promotional opportunities in the hospitality industry, their families become more supportive.

The third hypothesis centers on the idea that significant others generate great influence student's decision to pursue a career in hospitality. The specific text of the hypothesis follows:

Hypothesis 3. The influence of family, friends, and community significantly influence the decision of African American students to major in hospitality management regardless of their initial perception of the industry.

The influence of significant others seem to have a greater effect for non-hospitality students ($\mu_{NH} = 3.02$, $sd = 0.70$) than it does for hospitality students ($\mu_H = 2.68$, $sd = 0.90$). In essence, non-hospitality students reported that significant others (family, friends, and community) were very important to their career choices ($t = -3.39$, $p < .001$) which does not sustain the hypothesis.

The fourth hypothesis focuses on the general perception that the students have toward jobs in the hospitality industry. It is hypothesized that there will be no perceptible difference between how students view the industry. The specific text of the hypothesis follows:

Hypothesis 4. There is no significant difference between business majors' and hospitality majors' perception of positions held by African Americans in the hospitality industry.

The management perception measure was based on the student's perception of the likelihood that an African American person would hold a management position. Hospitality ($\mu_H = 2.40$, $sd = 0.93$) and non-hospitality students ($\mu_{NH} = 2.19$, $sd = 1.03$) both had strong beliefs about where one would likely find African Americans in the hospitality industry management structure. Overall there was a difference in how the students perceived the industry and its ultimate placement of African Americans ($t = 1.99$, $p < .05$). These results do not support the hypotheses.

In relation to previously reported literature a study conducted in 1991 by Diana T. Slaughter-Defoe reported parental involvement at all stages, (elementary, middle/high school, and college) is very important in African American families. In fact, her study reported that parental involvement plays a very significant role in the educational and

decision making process in African American families. Although this study focused on educational achievement of the African American family and not specifically career decisions and African Americans hospitality students the results yielded are very similar. The results of this study revealed that parents played a significant role in career choice in both hospitality and non-hospitality students. Thus indicating the parents may have been involved prior to the collegiate level and became involved at earlier stages of their children education.

In addition, this study yielded results that indicate individuals other than immediate family members were significant in the career choice decision. This is also illustrated in a previous study conducted by Littlejohn-Blake and Darling (1993). Their study reported African Americans often turn to parents, extended family members, and non-relatives for guidance if the parents lack knowledge or expertise in particular areas regarding career choice. The results in this study suggest that parents and significant others were influential in career choice decisions of the current study. Thus producing similar results to Littlejohn-Blake and Darling's study, *Understanding the strengths of African American Families*.

Testing Theoretical Assumptions and Hypotheses

In this section, the basic theoretical assumptions made by the *Influence of Servitude on Career Choices Theoretical Model* were examined via a series of hypotheses. Because the investigation was exploratory, it was necessary to use a statistical technique that provided robustness, accuracy, and flexibility. Regression analyses fulfilled these criteria. Regression analyses, used in the form of path analysis or causal modeling, were conducted to test the following research hypotheses:

Hypothesis 5. African Americans in hospitality management are likely to indicate that their career choice was not influenced by their perception of servitude.

The predictors for this model consisted of the following: personal background, significant influence of others, awareness and perception, and resistance to servitude. These elements described in Table 5.9. Predictors were examined controlling for the outcome measure, in hopes that it would provide insight into how African Americans made career choices. The variables in the final model are based on scaled variables that were generated from a combination of measures focused on the specific construct and used a listwise deletion procedure. The path model generated via multiple regression analysis revealed that there were significant differences between the predictors and the outcome variables. The amount of variance explained by the overall model is 10% ($R^2_{\text{adjusted}} = .104$).

Table 5.9
Path Coefficients for Final Model with Predictors and Outcome Measure
Controlling for Race and Academic Major

Variable	β	t
Personal Background	-.235	-3.155**
Significant Influence of Others	.175	2.255*
Awareness & Perception	.153	1.908*
Resistance to Servitude	.020	0.469
Constant	10.703***	
R Squared	.125	
R ² Adjusted	.104	

* $p < .05$. ** $p < .01$. *** $p < .001$.

As can be seen in Table 5.9 three of the four factors selected produced significant results. Personal background ($\beta = -.235, p < .01$) and awareness and perception ($\beta = .153, p < .05$) of the hospitality industry appear to be the strongest predictors for career choice as conceptualized in this study. In addition, the influence of others produced respectable results ($\beta = .175, p < .05$). Nevertheless, it can be said that three of the four predictors displayed some important role in how career choices were made by African American hospitality students. Data for non-hospitality students were not included because they were not specifically called for in the hypothesis and because they produced no discernable results in the regression analysis used in model testing. Table 5.9 revealed that hypothesis five, African Americans in hospitality management are likely to indicate that their career choice was not influenced by their perception of servitude, was

supported.

The current theoretical model indicates that career choice was strongly influenced by the relationship revealed by personal background, significant influences of others, and the general awareness and perception of the industry (see Figure 5.1). The model was created based upon Omi and Wianant' Racial Formation Theory. It illustrates how at any given time career decisions are influenced by three specific dimensions: historical, political, and social factors. For example when African Americans are making career decision, their perceptions of the hospitality industry are often influenced by historical, political, and social factors. In addition, the students' level of awareness, personal background, and resistance to servitude may also be influenced by the three dimensions in Omi and Winant theory (Omi & Winant, 1994).

The final path model was decomposed in an effort to reveal the relationships among the variables were not spurious and demonstrated the strength of the effects found in the final path coefficients (see Table 5.10). The use of the effect matrix is well documented in work on causal modeling and path analysis

Table 5.10
Modified Effects Matrix for African American Respondents

Variables	Bivariate Effect	Direct Effect	Indirect Effect	Spurious Effect	Total Effect
<i>Personal Background</i>	-.229	-.235	-.005	-.002	-.231
<i>Significant Influence of Others</i>	.197	.175	-.001	.023	.174
<i>Awareness & Perception</i>	.228	.153	-.005	.080	.148
<i>Resistance to Servitude</i>	.096	.020	.001	.075	.021

Total Effect (r_i) Partial correlation coefficient
 Bivariate Effect (r) Zero-order correlation coefficient
 Direct Effect (β) Path or Standardized coefficient
 Indirect Effect $(r_i - \beta)$ Total effect minus direct effect
 Spurious Effect $(r - r_i)$ Zero-order correlation minus partial correlation

Hellevik (1984) discussions on path decomposition were useful in the design of this exploratory study. The design promoted by these authors posited that the total simple correlation (r) consisted of various elements which could be examined separately. The formulae for the effects were derived from the coefficients generated during multiple regression procedures during path model testing. The utility of decomposition of models comes from being able to see how much of an overall effect a particular predictor variable has on the outcome measure as well as how much each variable influences the other.

As can be seen from the effect matrix, the general strength of the variables is due primarily to the direct effects of predictor variables on the outcome variables. There appears to be very little indirect or spurious effects in the model suggesting that the

measures are appropriate, robust, and relevant to the outcome measure. All the variables, with the exception of resistance to servitude exhibited path coefficients (direct effects) that were significantly related to the outcome measure of career choice.

Discussion

Sciarini, Woods, Boger and Harris (1997) conducted similar study, *College freshman perceptions of hospitality careers: Gender and ethnic interest*. Their study examined the perception and interests of first year students regarding a career hospitality management. Students reported that their mother and father were influential in their career choice. Furthermore, students in both studies believed the hospitality industry was growing and provided employment opportunities.

Costen, Farrar, and Woods (2002) reported results from a study they conducted exploring the relationship between positions in the hotel and race. They revealed that 80% of the general manager positions within the hospitality industry are held by White men. However, less than 10% of the general managers' positions are held by ethnic minorities or people of color. In contrast, an overwhelming 66% of the housekeeping and laundry management positions in hotels are held by ethnic minorities (Costen, Farrar, & Woods, 2002).

There appear to be similar situations in the restaurant sector of the hospitality industry as well. *Restaurant News* reported in 1998 that whenever recruiters approach African Americans restaurant employees about pursuing management careers in hospitality management, they are often met with resistance (King, 1998). King reported that African American employees are often very concerned that they will not be allowed to build a career in the restaurant industry. The data in the current study appears to

reinforce this concept, in that non-hospitality students reported they were unaware of opportunities available to them within the hospitality industry. In essence, it appears that the students in this study and current employees have fewer opportunities to encounter people of color in key management positions.

In Omi and Winants' Racial Formation Theory (1994), they argued that race is constantly affected by social, historical, and political factors. The responses provided by the students in this study appear to echo Omi and Winant's argument. For example, the non-hospitality students reported jobs in the industry as being demeaning and involving work in kitchens and cleaning. Historically, minorities were often employed in kitchens and as housekeepers in the hospitality industry. In addition from a social standpoint the non-hospitality students may have limited contact with African Americans in the hospitality industry. Although neither the hospitality nor non-hospitality students equated the hospitality industry with servitude, Omi and Winant's dimensions are present just not as salient. The students may not have equated the industry with servitude due to their age, clearly understanding the meaning of servitude, and their life experiences.

Implications

Students pursuing careers in hospitality management regardless of race, gender, or academic major find careers in the hospitality industry to be rewarding and that they offer opportunities for advancement. Increasing the level of diversity at the management level in the hospitality industry is a key element in the recruitment of African Americans and other ethnic minorities. Minorities currently working in management positions in the hospitality industry should actively assist in recruitment efforts of other ethnic minorities and serve as mentors. Organizations such as National Society of Minorities in

Hospitality Management can serve as a resource in identifying large populations of ethnic minority hospitality students.

Conclusion and Applications

By the positive results reported by hospitality students in this investigation, they appear to have a fairly confident outlook about their employment opportunities. Both hospitality and non-hospitality students reported that their parents supported their decision to pursue their respective academic majors. Hospitality students also indicated that the hospitality industry offered them opportunity to grow and to become an integral part of the hospitality industry, most notably into management positions. Hospitality students held the belief that they would be able to work for multi-national corporations. Hospitality students also believed they would be faced with some discriminatory hiring practices due largely to their awareness of general employment practices in the United States. The hospitality students indicated that they did not consider hospitality management as the equivalent to servitude. Not only did they not view it as servitude, they indicated African Americans and other ethnic minorities should not avoid the hospitality industry. Overall hospitality students appeared to have a positive view of the hospitality industry and appeared to be aware of opportunities available to them within the industry.

In contrast, the non-hospitality students believed the hospitality industry discriminated in some way toward African Americans as revealed in this finding. Non-hospitality students also were less aware of the employments opportunities available to them in the hospitality industry. Non-hospitality students were more likely to indicate that the hospitality industry exhibited qualities of servitude often linked to activities such

as cleaning and working in kitchens which jobs typically having low prestige. Although, they tended to have a more negative view of the hospitality industry, non-hospitality students were in agreement with hospitality students that ethnic minorities should not avoid jobs in the hospitality industry. Non-hospitality student perceptions may be related to their lack of awareness and knowledge rather than resistance to the hospitality industry in general.

The hospitality industry needs to implement more effective plans to alter their image if they desire to recruit non-hospitality majors. University recruiters and hospitality management program directors, along with industry recruiters, need to work toward presenting the hospitality industry as an attractive career option for minorities. Industry leaders that are genuinely concerned with the recruitment and retention of ethnic minority employees should be as aggressive in the recruitment of employees as they are with the marketing of their services and facilities toward customers.

Although the hospitality students have a more positive view of the hospitality industry than the non-hospitality, there is also room for improving the hospitality industry's image. The hospitality industry could benefit from beginning the recruitment efforts in middle schools and high schools. A better way to improve the hospitality industry's image is by having recent graduates return to the local high schools and colleges and letting them share their success stories with potential candidates for employment.

In summary, the students in the study held similar views on a few issues and opposing views on others; however, the negative perceptions held by non-hospitality

students could possibly be alleviated if they were made aware of opportunities available to them in the hospitality industry and/or direct exposure to the hospitality industry.

Future Studies

Future studies with other ethnic minorities groups may reveal similar issues and concerns regarding the hospitality industry. Future research focusing specifically on the image of the hospitality industry in relation to racism and discrimination may yield pertinent results for the hospitality industry. Results from this study indicated level of awareness improves perception of the hospitality industry. Future studies should focus on career opportunities for African Americans in the hospitality industry. Focus groups could be conducted with African American families and social organizations to identify their perceptions of career opportunities in the industry. This experience would increase the level of awareness within the African American community regarding opportunities in the hospitality industry.

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CHAPTER VI^a

INFLUENCE OF GENDER AND ACADEMIC MAJOR ON PERCEPTIONS OF CAREERS IN HOSPITALITY

Abstract

The purpose of this study was to investigate the effect of gender and academic major on career choices. T-tests were used to determine differences among students in their knowledge, attitudes, and beliefs about the hospitality industry. Hospitality students held more positive attitudes about working in the industry and were more likely to be aware of available career opportunities. The only significant difference found between men and women was that men held a more reserved view of the industry than women. The study identifies some areas where the hospitality industry can improve if it hopes to have a more diversified workforce.

Keywords: Diversity; gender issues; career decision; hospitality management

^aArticle formatted for the *Journal of Hospitality & Tourism Education*

Introduction

The hospitality industry has experienced market growth in the last two decades (NRA, 2004). A 4.4 % growth in excess of 2003 sales was predicted for the foodservice industry in 2004 (Lawn, 2004). In addition, the Hospitality Research Group forecasted that the third quarter industry growth in 2003 will continue well into 2005 (Hayward, 2004). By the year 2010, employment in travel and tourism is projected to total 35 million employees (Knutson & Schmidgall, 2001; American Hotel & Lodging Association, 2004). Recent projections from the restaurant industry sales increased for the 13th consecutive year. This translates into a \$440.1 billion in future sales. This growth in the restaurant industry will result in additional jobs in the foreseeable future (NRA, 2004). An increased need for well-trained employees in both entry and managerial positions is predicted (Costen, Farrar & Woods, 2002; U. S. Department of Labor, 2004; Hume, 2004). With projections calling for significant increases in the number of employees needed, plans should be in place to address these workforce issues (U.S. Department of Labor, 2003).

While previously reported data illustrates, there are countless opportunities available in the hospitality industry; many African American students view those opportunities as little more than jobs with limited advancement. Hospitality management has historically been a vocation learned on the job (Chipkin, 2004). It is crucial for students to graduate with a comprehensive understanding of the inner-workings of hotels and restaurants and be equipped with the necessary skills and strategies to be effective managers. In addition, as the industry becomes more sophisticated and robust, hospitality education must address these needs. The establishment of doctoral degrees and the

expansion of hospitality education programs demonstrate how far hospitality education has come (Chipkin, 2004). The hospitality industry provides opportunity for growth and advancement African Americans. Even though they compose over 45% of the labor force in the foodservice, they hold less than 10% of the general manager positions in the lodging industry. Industry leaders often meet reluctant African Americans when trying to convince them that the hospitality industry is a place where they can be promoted into managerial positions (King, 1998).

Much has been written about women and their status in the hospitality industry (Diaz & Umbreit, 1995). In addition, a number of studies have been conducted with hospitality management students. However, very few studies have been written about gender and non-hospitality students (Sciarini, et al., 1997). This study focuses on academic major and gender and their perception of the hospitality industry.

Literature Review

In the 1990s, the hospitality industry was forced to become educated about multicultural values, flexibility, and constructive communication about differences, stereotypes, and cultural assumptions. Examples of situations where a lack of multicultural values affected the hospitality industry are numerous. One such example is the National Association for the Advancement of Colored People (NAACP) “report card system.” Initiated by the NAACP to determine the level of diversity in management positions in the lodging industry, this index has been useful in getting hospitality industry managers to understand the importance of a diverse workforce. Each hotel that was part of the study received a letter grade ranging from “A” to “F” with an “A” being the highest. The hotels were graded in five areas: employment, property ownership,

advertising/marketing, vendor relationships, and charitable giving in the African American community (Hotel Industry, 2002). Among those who received failing grades it occurred primarily in their employment practices. As a result of these findings, several corporations implemented policies to recruit more minorities. Hospitality executives were advised to prepare themselves for a continuously changing and diverse workforce. Industry leaders admitted the need for improvement and agreed that holding people accountable who fail to recognize the value diversity may be the first step (Misek, 2001).

In Spring 2004, a report appearing in *Nations Restaurant News* indicated that a number of food establishments, most notably--Applebee's, ARAMARK, Cracker Barrel Old Country Store, Joe's Stone Crab, McDonald's, Palm Restaurant, and Ruby Tuesday, had been fined for discrimination practices in their hiring, promotions, and customer relations with minorities. These firms received fines and penalties ranging from a \$32,000 fine at Ruby Tuesday to a \$50,000 fine at the Palms. In addition, a Chinese restaurant in New York City was fined by the Deputy Commission for Human Rights because of its policy of making African American patrons pay for meals prior to receiving their food. In this same restaurant White patrons were not required to pay prior to service. Prior to being sued in 2003, Applebee's International had no written policy addressing discrimination on the basis of color and did not provide any type of diversity awareness training regarding discrimination issues (Spector & Lockyer, 2004).

An investigation of 600 foodservice employees found that 39% of the workers admitted to teasing co-workers about their age, accent, or physical appearance and making derogatory remarks about a co-worker's race or gender (Spector & Lockyer, 2004). Respondents also admitted failing to help a co-worker specifically because of the

person's race. In this same report, a White male respondent stated, "My ideal table would be four middle-aged White guys on expense accounts" (Spector & Lockyer, 2004).

The above examples reflect the challenges that African Americans often face in the hospitality industry. Discriminating behavior may discourage African Americans from pursuing careers in hospitality management. These examples of discriminatory practices and challenges serve as the impetus for this research. The above statements illustrate barriers African Americans working in the industry often faced.

Employment in Hospitality

The hospitality industry reflects diversity in racial, cultural, ethnic, and gender diversity in lower level non-decision making jobs. Statistics provided by the U.S. Bureau of Labor (2003) reported that African Americans represented 45% of foodservice employees. While African Americans are a sizable portion of the foodservice workforce, they are rarely in upper level management in most restaurant chains. Thus, the industry is challenged with ensuring that minorities and women are promoted and can build careers in the hospitality industry and not just hold jobs (Hume, 2004).

Gender Issues in the Hospitality Industry

In 2001, the National Restaurant Association reported 11.3 million people were employed in the foodservice industry of which 57% were women. Women are predominantly employed among the wait staff (77%), kitchen workers (68%), and food counter workers (64%). Women can also be found in 57% of the supervisory positions. Although women hold over half of the positions in the foodservice industry, the typical foodservice manager is male (54%) under age 35, and White. In addition, men (58%) are

more likely to be full time and women are more likely to be part time (68%) (Nations Restaurant News, 2001).

However, issues of diversity are not limited to the foodservice industry. There is also evidence that the lodging sector of the hospitality industry struggles with gender equality. A recent study found that women are out of the decision-making loop and are paid less than their male equivalents in the hospitality industry (Roberts, 2002). Female managers have made great inroads in some job titles but are still virtually shut out of others.

Female managers are found in greater numbers in sales and marketing, housekeeping, and human resources positions; but these positions seldom lead to the position of general manager in the lodging industry (Woods & Viehland, 1999; Costen, Farrar, and Woods, 2002). In their study, *Diversity in the lodging industry by managerial job title*, women held 82% of the catering sales manager positions and 61% of the housekeeping positions. Although women represented 46% of the managerial positions, they were reported to be employed in fewer than 17% of the food and beverage managerial positions. In addition, women were employed in less than 16% of the general manager positions (Woods & Viehland, 1999).

Fulford and Herrick (1994) suggested that if equally qualified male and female counterparts succeed at equal tasks the woman is lucky and the man is considered hard working and talented. In their study, they recommended that the hospitality industry recruit women and foster comfortable work environments for them. Because, if the hospitality industry continues to hold women back, the hospitality industry cannot afford to alienate a major labor pool and may suffer damage (Fulford & Herrick, 1994).

A study supported by the American Hotel Motel Foundation found that there was a lack of gender diversity at the managerial level (Woods & Viehland, 1999). They also revealed that general manager positions are predominately held by men. Men are employed in over half (54%) of the managerial positions in the lodging industry. Men are also most often found in managerial positions in food and beverage and the front office. These are positions that historically lead to the position of general manager. (Woods & Viehland, 1999).

Selection of Academic Major

Women and ethnic minorities often find themselves in careers that have historically been open to them but provide little enhancement to their quality of lives and long-term goals (Thomas & Gordon, 1983; Wanner & Lewis, 1982). African Americans and Hispanics' educational outcomes are often influenced by language, cultural, historical orientation to particular institutions, matriculation patterns, and the degree of acceptance and satisfaction in the university community. In addition, minority students expressed their desire to pursue career paths that will result in status attainment and are financially lucrative (McJamerson, 2002).

Sciarini, Woods, Boger, Gardner, and Harris (1997) reported in their study, *College freshmen perceptions of hospitality careers: gender and ethnic interest*, that men and women held similar beliefs in regards to career influences and expectations. The women were more likely to be influenced by an industry representative. In addition, the women tended to view the hospitality industry as exciting and high tech with opportunities to develop new skills and advance. Men viewed the hospitality industry as being comprised of small companies with very little for growth. While women appeared

to be more aware of job conditions and opportunities within the hospitality industry, they reported pay and benefits to be slightly worse than the men.

Purpose and objective of study

The purpose of this study was to identify factors affecting the decision making process of African American students regarding the choice of hospitality management as a career. Specific objectives addressed in this article were to compare hospitality and non-hospitality students' knowledge and attitudes about the industry and assess whether gender influence students' knowledge, attitudes, and perception of the hospitality industry.

Methodology

Instrument Development

The questionnaire used in this study was developed from existing instruments and data collected during practice, and pilot focus group sessions,. Items were adapted from an instrument by Sciarini, Woods, Boger, Gardner & Harris (1997) developed the original measurement. Questions were also adapted from a questionnaire used in a study by Beverly Bryant of North Carolina Central University and Clorice Thomas-Haysbert of Delaware State University (personal communication with authors in April 2004). Questions were also selected from the doctoral dissertation of Zelia Wiley (1996) at the Pennsylvania State University.

Additional questions were developed from data collected during a focus group session with a group of hospitality students at Grambling State University and minority business management students at Kansas State University. The questionnaire included both open ended and closed ended questions, as well as Likert type scale questions. The

survey instrument was divided into eight sections. Sections A and B measured the student's general knowledge of the hospitality industry and their perception of the hospitality industry. Responses consisted of a 5-point Likert Scale ranging from 1, strongly disagree (SD) to 5, strongly agree (SA).

Section C of the instrument measured significant influence of others. Significant Influence of Others (SOI) are those individuals that had a significant influence on the career/academic choice made by the student. SOI may also influence the institution attended by the student. SOI could be a family member, friend, teacher, or anyone that the student considers significant. SOI is a scaled variable that produced the SOI measure. In this portion of the instrument, students were provided with a list of individuals that may or may not have influenced their career choice. Students were asked to rate influence on a 3-point scale with 3 being influential (VIF) and 1 being not influential at all (VUF).

Section D also measured the influence of additional factors, such as opportunity for professional recognition, high salary, promotion advancement opportunities, job security, and minority success rate. Importance was measured using a 5 Likert Scale with 1 being very important and 5 (V) very unimportant (VU). Section E of the instrument measured the student's perception of ethnic and gender issues regarding job title and management positions in the hospitality industry. Students were provided with a job category and an individual (i.e. African American female) and were asked to indicate the likelihood of that individual being employed in a particular management position.

Sections F and G were designed to measure the student's general interest in hospitality management, knowledge of the industry, and resistance to servitude.

Demographics and personal background information were obtained in Section H.

Personal Background includes items regarding gender, race, age, education level of mother and father, grade point average, and classification in college.

Sample and Sampling Methods

The population for this study were students enrolled in business courses and students majoring in hospitality management at Historically Black Colleges and Universities (HBCUs). The sample was selected based upon enrollment in hospitality and business programs and accessibility to students. During spring semester, 2004, the researcher presented her research to a group of hospitality directors from Historically and Predominantly Black Colleges and Universities (HPBCUs) at the National Society of Minorities in Hospitality 15th Annual Conference, in St. Louis, Missouri. This presentation provided the researcher an opportunity to obtain commitments from some of the program directors to participate in the study. The success of the study depended upon full participation from HBCUs due to the low number of African American students majoring in hospitality management programs at traditionally white colleges and universities. Program directors provided their contact information, student enrollment, and invaluable feedback regarding the study. In addition, they also agreed to encourage their students to participate.

After reviewing the information provided by the program directors at the conference, the researcher identified the three institutions with the highest student enrollment in hospitality management. The HBCU with the highest enrollments in the hospitality management program were requested to participate.

Program directors were telephoned at all three institutions and the researcher established times and dates to visit each institution. A few days after the telephone call, each program director received an email and fax verifying the time, date and purpose of the visit.

Data Collection

All institutions, with the exception of Johnson C. Smith University (JCSU), were visited in November 2004 for data collection purposes. The researcher collected quantitative data from JCSU in February of 2005. Both qualitative and quantitative data were collected at North Carolina Central (NCCU) and Bethune Cookman-College (BCC). Morgan State University (MSU) requested the survey in advance so it could be administered prior to the arrival of the researcher. Although the researcher visited a total of four institutions, quantitative data were collected from a total of 14 institutions. The researcher administered the survey on site at NCCU, BCCU, and JCSU. At each institution visited, the researcher was allowed to either visit classes and/or club meetings to administer the survey. The researcher obtained data from the remaining ten HBCUs by contacting program directors via telephone, email, and U.S. mail. Program directors were mailed packets by the researcher after receiving prior commitment either over the telephone or through the email. The packets contained a cover letter describing the study and the appropriate number of surveys according to the number of students.

General Sample Description

A total of 347 students completed the questionnaire; all were usable with no missing data on any of the indicators. The completion rate was enhanced by the initial fieldwork done by the investigator. There were 213 students majoring in hospitality

management and 134 majoring in business (non-hospitality). A complete breakdown of the sample and important descriptive variables can be found in Table 6.1. The ethnic composition of the respondents was 90.3% African Americans, 5.6% Whites, 1.7% Hispanic, and 2.4% other races including multi-racial. Students in the sample tended to represent the general demographics found across most campuses in the United States (U.S. Bureau of Census, 2004) with a slight difference in terms of gender. The sample included 49.3% males and 50.7% females. The average age of respondents was 23 years ($\mu = 23.10$, $sd = 5.61$). The median and modal ages were 21 and 20 years, respectively. The analysis in this paper is based on a sub-sample of African American students. The sub-sample resembles the general sample on all demographic measures including the age variable.

Table 6.1
Demographic Profile of Respondents

Characteristics	Total		African American	
	N ^a	%	N ^a	%
Gender				
Male	168	49.3	153	49.8
Female	173	50.7	154	50.2
Total	341			
Race				
African American	307	90.3	307	100.0
White	19	5.6	----	---
Hispanic	6	1.7	----	---
Other	8	2.4	----	---
Total	340			
Major				
Hospitality Management	213	61.4	188	61.4
Non-Hospitality Management	134	38.6	119	38.8
Total	347			
Classification in College				
Graduate	10	2.9	6	2.0
Senior	80	23.5	71	23.2
Junior	87	25.6	79	25.8
Sophomore	87	25.6	80	26.1
Freshman	76	22.4	70	22.9
Total	340			

^aThe number of respondents vary because not all participants answered all questions

Results and Discussion

Differences Between Hospitality and Non-Hospitality Students. Perceptions held by hospitality students and non-hospitality students about the industry revealed significant differences. In general hospitality students had more positive views about the industry than non-hospitality students. Hospitality students were less likely to view the

industry as having demeaning jobs ($t = -2.88, p < .01$), did not to discriminate ($t = -2.18, p < .05$) and provided more opportunities for advancement ($t = 5.73, p < .001$) than non-hospitality students (See Table 6.2). Non-hospitality students were no more likely to state that the hospitality industry does discriminate ($t = -1.43, p < ns$). There were no differences in the belief that there is gender and racial equality in pay in the hospitality industry ($t = 0.57, p < ns$). Neither hospitality students nor non-hospitality students perceived any difference in competitive salaries and benefits ($t = 1.42, p < ns$) offered by the hospitality industry. There were significant differences between hospitality and non-hospitality majors in knowledge about positions or careers in the hospitality industry ($t = -9.98, p < .001$) and whether or not hospitality industry recruiters were effective ($t = 2.07, p < .05$).

The concept of servitude yielded mixed differences. Hospitality students were less likely to report that careers in hospitality involved working in kitchens and housekeeping ($t = -6.21, p < .001$).

Significant differences were observed between hospitality and non-hospitality statistics and their perceptions of whether African Americans should work in the hospitality industry. Hospitality students indicated that African Americans should not avoid jobs in the hospitality industry ($t = -4.78, p < .001$). These ratings were the same when asked whether African Americans and other minorities should be embarrassed to work in the hospitality industry ($t = -3.35, p < .01$).

Hospitality students also were less likely than non-hospitality students to think of hospitality management as waiting on someone ($t = -4.13, p < .001$). Non-hospitality students were more likely to think of slavery when they heard the term servitude ($t = -$

3.46, $p < .01$). This appeared to be fostered in part by the lack of understanding exhibited toward the concept of servitude as evident during the focus group discussion. Their general age, social, historical, and life experiences may not have granted them the exposure to the concept of servitude, especially as conceptualized in the present study.

Non-hospitality students appeared to be unaware of the professional side of the hospitality industry as indicated by their responses about job types and career options available to those in the hospitality industry (Table 6.2). This could be an indication that the non-hospitality students have limited knowledge of the hospitality industry. They appear only to be aware of certain aspects within the hospitality industry. For example non-hospitality students indicated they believe there is opportunity for promotion and growth in the hospitality industry, but perceived that employment in the industry is demeaning. Results indicate that the more knowledgeable students are about the hospitality industry, the more positive their perceptions were about the industry.

Table 6.2
Comparison of Hospitality and Non-Hospitality Students'
Perceptions of the Hospitality Industry

Factors	n ^a	<u>Hospitality</u>		n ^a	<u>Non-Hospitality</u>		t-score
		mean ^b	sd		mean ^b	sd	
Perception							
Hospitality jobs are demeaning.	154	2.27	(1.02)	75	2.68	(0.96)	-2.88**
Hospitality industry does not discriminate.	131	2.79	(0.82)	64	2.52	(0.87)	2.18*
Hospitality industry does discriminate.	137	2.23	(0.86)	53	2.43	(0.99)	-1.43
Provides opportunity for advancement.	170	3.50	(0.52)	80	3.10	(0.52)	5.73***
Gender and racial equality in pay.	144	2.60	(0.77)	89	2.54	(0.87)	0.57
Competitive salaries and benefits.	164	3.29	(0.54)	97	3.19	(0.51)	1.42
Knowledge							
I know very little about positions or careers in the hospitality industry.	167	1.82	(0.82)	101	2.93	(0.97)	-9.98***
Recruiters do an adequate job.	122	3.03	(0.81)	53	2.75	(0.83)	2.07*
Attitude							
Involves working in kitchen and housekeeping.	143	2.15	(0.86)	81	2.86	(0.75)	-6.21***
African Americans should avoid jobs in the hospitality industry.	174	1.39	(0.68)	78	1.88	(0.93)	-4.78***
African Americans and other minorities should be embarrassed to work in the hospitality industry.	171	1.36	(0.76)	91	1.71	(0.90)	-3.35**
Servitude							
When I hear hospitality management, I think of waiting on someone.	171	2.21	(0.96)	92	2.71	(0.86)	-4.13***
When I hear servitude, I think of slavery.	142	1.86	(0.86)	77	2.30	(0.96)	-3.46***
When I hear servitude, I think of hospitality jobs.	122	2.52	(0.90)	67	2.36	(0.93)	1.14

* p < .05. ** p < .01. *** p < .001.

^aThe number of respondents vary because not all participants answered all questions.

^bScores are based on four point Likert scale and are measured as follows: 4 = Strongly Agree, 3 = Agree, Disagree, and 1 = Strongly Disagree. Prior to recoding the data undecided was an option.

Gender Differences on Selected Measures. The difference between men and women were less pronounced overall than when looking at data by academic major. The views held by women were more like those of hospitality students while those of men resembled those of non-hospitality students (see Table 6.3). Men were more likely to say that jobs in the hospitality are demeaning ($t = -2.91, p < .01$) and that the hospitality industry does discriminate ($t = -2.61, p < .05$).

Women were more likely to report that the hospitality industry provided opportunity for advancement ($t = 2.04, p < .05$) but there were no differences between men and women on whether the hospitality industry offered equitable salary for gender and race ($t = -0.75, p < ns$). Significant differences were found between gender and perception that the industry offered competitive salaries and benefits ($t = 3.10, p < .01$) but there were no differences in the perception of whether the hospitality industry does not discriminate ($t = 0.60, p < ns$).

Significant differences were found between men's and women's knowledge about positions or careers in hospitality management ($t = -3.06, p < .01$). No significant difference were noted between the genders' view of how effective recruiters are in attracting African Americans to the hospitality industry ($t = -0.38, p < ns$). It would appear that gender differences were important in determining factors that influence career choices in the hospitality industry. For instance, when asked if jobs in the hospitality industry involved working in kitchens and cleaning, men were more likely to agree with this statement ($t = -2.40, p < .05$) than women.

Table 6.3
Men and Women Perceptions of the Hospitality Industry

Factors	n ^a	Women		n ^a	Men		t-score
		mean ^b	sd		mean ^b	sd	
Perception							
Hospitality jobs are demeaning.	116	2.22	(1.01)	113	2.60	(1.00)	-2.91**
Hospitality industry does not discriminate.	106	2.74	(0.83)	89	2.66	(0.86)	0.60
Hospitality industry does discriminate.	105	2.13	(0.88)	85	2.47	(0.89)	-2.61*
Provides opportunity for advancement.	128	3.44	(0.54)	122	3.30	(0.56)	2.04*
Gender and racial equality in pay.	115	2.54	(0.89)	118	2.62	(0.72)	-0.75
Competitive salaries and benefits	128	3.36	(0.54)	133	3.16	(0.51)	3.10**
Knowledge							
I know very little about positions or careers in the hospitality industry	140	2.06	(0.98)	128	2.44	(1.06)	-3.06**
Recruiters do an adequate job.	96	2.93	(0.85)	79	2.97	(0.80)	-0.38
Attitude							
Involves working in kitchen and housekeeping.	121	2.28	(0.89)	103	2.56	(0.87)	-2.40*
African Americans should avoid jobs in the hospitality industry.	134	1.35	(0.59)	118	1.75	(0.94)	-4.12***
African Americans and other minorities should be embarrassed to work in the hospitality industry.	139	1.37	(0.76)	123	1.62	(0.87)	-2.48**
Servitude							
When I hear hospitality management I think of waiting on someone.	140	2.24	(0.90)	123	2.54	(0.99)	-2.58**
When I hear servitude, I think of slavery.	121	1.95	(0.88)	98	2.09	(0.96)	-1.31
When I hear servitude, I think of hospitality jobs.	100	2.48	(0.89)	89	2.44	(0.94)	0.31

* p < .05. ** p < .01. *** p < .001.

^aThe number of respondents vary because not all participants answered all questions.

^bScores are based on four point Likert scale and are measured as follows: 4 = Strongly Agree, 3= Agree, 2 = Disagree, and 1 = Strongly Disagree. Data were recoded previously undecided was an option.

Men were more likely to respond that African Americans ($t = -4.12$, $p < .001$) should avoid jobs in the hospitality industry and that African Americans and other ethnic minorities ($t = -2.48$, $p < .01$) should be embarrassed to work in the hospitality industry.

Men and women differed on their perception of the word “servitude.” Men were more likely than women to think of waiting on someone ($t = -2.58$, $p < .01$) when they heard the term hospitality management. No significant difference was observed between gender and hearing the term servitude and thinking of slavery ($t = -1.31$, $p < ns$) or thinking of servitude when one hears of hospitality jobs ($t = .31$, $p < ns$).

Conclusion

Results from this study indicated that hospitality students in general view the hospitality industry positively. Not only do hospitality students have a positive view of the industry, they appear to be more aware of job opportunities that are available to them. Non-hospitality students appear to have less knowledge of job opportunities. For example, non-hospitality students were more likely to report that jobs in the hospitality industry were demeaning and involved work in kitchens and cleaning.

Although the non-hospitality students are not fully aware of opportunities in the hospitality industry, they perceived the industry provides opportunity for advancement. In other words, they are not uncertain about specific positions held by hospitality graduates but they recognized the fact the industry provides opportunity for professional growth.

Hospitality students and non-hospitality students held distinctly different views about employment issues. Non-hospitality students believed the work in the hospitality industry is generally demeaning. Hospitality students were less likely to view jobs in the hospitality industry as demeaning but were ambivalent about whether the hospitality

industry discriminated in its hiring practices. These results may be an indication that hospitality students view hospitality management in a more positive manner simply because they are genuinely interested in the field of hospitality management.

Women were more likely to believe that the hospitality industry provided opportunity for professional growth and competitive salaries. In addition, women were less likely to indicate that the hospitality industry discriminates based upon gender and race. Men and non-hospitality students tended to share similar views on some important issues, whereas women and hospitality majors tended to share parallel views in relation to the hospitality industry as well.

Although this study is similar to previous studies focusing on gender and race, African Americans and career choice this study may be unique because it focused primarily on the hospitality industry. In Tomaskovic-Devey's 1993 study, *The gender composition of jobs and the male and female, White Black pay gaps*, he analyzed the pay gap that exists according to race and gender. In this study it was revealed that often times jobs that are associated with women and minorities often become devalued and stereotyped (Tomaskovic-Devey, 1993). Tomaskovic-Devey's concept may help explain why the male and non-hospitality students in this study held such negative views of the hospitality industry. A similar study conducted in 1997, *College freshmen perceptions of hospitality careers: Gender and ethnic interest*, reported the hospitality industry must deal with the perception that the hospitality industry is full of demeaning dead end jobs. Again the results in the current study indicated male students and non-hospitality students were more likely than female and hospitality students to indicate jobs in the hospitality industry as being demeaning and providing little room for growth. Seven years after

Scarini et al's study and the non-hospitality students and male students appear to still hold a less supportive view of jobs in the hospitality industry.

Implications

Results from this study provide hospitality industry leaders with data that may assist them in improving the image of the hospitality industry. In addition, it may alert them to gender related issues since male students tend to have a more negative view of the hospitality industry than female students. Moreover, industry recruiters and university recruiters should evaluate current recruitment strategies for effectiveness when recruiting African Americans. Recruitment programs should be expanded to tap into larger pools of students and brochures and other recruitment materials should be evaluated to see if these materials present a positive or negative view of the hospitality industry. Overall, the results from the study suggest that the hospitality industry can gain greater favor as a career possibility among African American if some of these issues are addressed.

Continued research is imperative to understand African Americans' perceptions about careers in hospitality management and the characteristics of effective recruitment strategies for these students. This study indicates there is a tremendous need to educate and increase the awareness level of African American regarding to opportunities in hospitality management.

Increased visibility of African American professionals in the hospitality industry is a first step in creating a positive image of the opportunities that may be available to African American students. African Americans students need to observe successful minorities in hospitality management at college recruitment programs, in their daily

travel, and in their schools (secondary and post secondary). Partnerships with high schools and internship programs for both high school and college students provide an opportunity to showcase the industry in a positive manner and introduce students to career opportunities. These types of programs could be extremely effective recruitment tools in schools with large minority enrollments (i.e. HBCUs).

African American and other ethnic minorities are crucial to the overall success of the billion-dollar hospitality industry. However, hospitality industry leaders must be honest in the recruitment process. Students must be informed that they may be entering unfamiliar territory, but the end result can be a positive one.

Future research focusing on African Americans non-hospitality students may provide industry leaders with valuable feedback regarding their perception of the hospitality industry. In addition, focusing on African American male students may provide industry leaders with insight as to why African American men tend to view the hospitality industry in such a negative manner. Improving the perception of the hospitality industry in the African American community may begin with understanding and improving how African American males perceive the hospitality industry and their willingness to encourage their family members and friends to pursue a career in hospitality management.

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CHAPTER VII

SUMMARY and CONCLUSIONS

Several studies have been conducted to investigate the decision making process of minority students regarding their academic major and career choice. Very few have focused specifically on African Americans and careers in hospitality management (Costen, Farrar, Woods, 2002). In addition, few studies have examined what specific factors may play a role in African American students' decisions to major in hospitality management. The nature of this study was exploratory. The main purpose was to elucidate factors that influence African American students' career choice. Some of the essential elements that were examined in this study included 1) significant influence of others, 2) perception of the industry, 3) resistance to servitude, 4) awareness of the industry, and 5) personal background of African American hospitality and business (non-hospitality) students. This study also applied Omi and Winant's Racial Formation Theory (1994) to career choice of African American students. This theory emphasizes the historical, political, and social factors that can influence career choice. An important goal of this research is to raise the level of awareness in the African Americans community about opportunities available in the hospitality industry. Another goal is to improve recruitment strategies for the hospitality industry which are used by university representatives at Historically Black Colleges and Universities (HBCUs) and hospitality industry leaders.

This investigation involved two-phase methodology which yielded both quantitative and qualitative results. The qualitative phase of the study

explored the concept resistance to servitude which led to the development of an instrument used in both phases of the study. The researcher conducted a total of eight focus group sessions. The initial focus group was conducted to assist with instrument development. The instrument was pilot tested with a group of hospitality students at an HBCU and with a group of minority business students enrolled in the College of Business of a Traditionally White Institution.

In an effort to have full access to African American hospitality students enrolled at HBCUs, the researcher presented the research idea to a group of program directors from HBCU's in February, 2004, at the 15th Annual National Society of Minorities in Hospitality Conference in St. Louis, Missouri. Program directors attending the presentation were asked to participate in the study.

Students participating in the qualitative phase of the study were recruited by program directors prior to the researcher arriving on the campuses. The focus group participants were asked questions from a guide developed to address research questions and concerns not addressed in prior studies. The focus group sessions lasted approximately 60 to 90 minutes. The researcher collected data from a total of five focus group sessions with African American students enrolled in the College of Business matriculating in hospitality management and business management (non-hospitality) at three HBCUs. Three focus group sessions were conducted with hospitality students and two with business/non-hospitality students.

Quantitative data were collected at 14 HBCUs; 347 students completed a self-administered survey designed to measure 1) significant influence of others, 2) awareness of the hospitality industry, 3) perception of the hospitality industry, 4) resistance to

servitude, 5) career selection factors, and 6) personal background. The researcher traveled to four of the HBCUs and was assisted by program directors with dissemination of the survey instrument at the remaining 10 institutions.

Qualitative Findings

Business and hospitality students participating in the qualitative phase of the study held opposing views on a number of issues. However, the majority (over half) of all students participating in the study admitted they had little knowledge of the hospitality industry prior to enrolling in their academic major. Students reported a friend, classmate, recruiter, or program director on their respective campuses had introduced them to hospitality management as a career choice.

The hospitality students participating in the qualitative phase of the study indicated they had received negative comments from friends and family members when the student revealed his/her decision to major in hospitality management. At least half of the hospitality students admitted they had to educate their friends and family members regarding career opportunities in the hospitality industry.

Approximately 10% of the hospitality students indicated they researched information on the major themselves and feel they are still not fully aware of all of the opportunities available to them regarding a career in hospitality management. Ninety percent of the hospitality students participating in the study also revealed the presence of a negative stigma associated with working in the hospitality industry regardless of position. Over half of the hospitality students indicated a more negative perception of the restaurant sector than in the hotel sector. Over half the hospitality students admitted the

stigma associated with working in any sector of the hospitality industry is worse when one is a minority particularly, African American or Hispanic/Latino.

Despite the negative perceptions approximately 85% to 90% of the hospitality students indicated they were very comfortable with their decision to major in hospitality management and looked forward to a rewarding career. Students also expressed that if the African American community were more aware of the professional side of the hospitality industry, the community would view the industry in a more positive manner. However, over half of the students admitted they understood the negative perception because prior to enrolling in the major they too were not fully aware of the professional positions available in the industry.

The majority (95%) of non-hospitality students held a very negative view of the hospitality industry. At least half of the students appeared to be offended when presented with the idea of majoring in hospitality management. These students believed that pursuing a degree in hospitality management would limit their opportunities in the job market. The non-hospitality students participating in this study admitted that although they knew very little about the hospitality industry, they were pretty certain there are limited professional opportunities available for minorities. Approximately 10% of the non-hospitality students expressed that when working in the hospitality industry, the stigma associated with the industry is more of a social/economic factor than a race ethnicity one. One student was very adamant that the stigma is worst when you are a minority working in the hospitality industry. This student indicated that if one is an Hispanic who washes dishes, the perception is common that this is all Hispanics are capable of doing.

Overall, both groups of students were very comfortable with their academic major. Both groups of students, hospitality and non-hospitality alike, expressed that the hospitality industry has done a poor job of promoting the profession as a career choice. These students expressed their view of the hospitality industry as a transition job with low pay. Hospitality management was not viewed as an actual profession with opportunities to grow and be promoted to a management position.

The students participating in this phase of the study were very eager to share their concerns and ideas about hospitality management as a career choice. They appeared to be very candid and forthcoming with their comments. Overall, the students provided invaluable data that will assist in future studies.

Quantitative Results

Major findings from the quantitative phase of this study are summarized below for each hypothesis.

Hypothesis 1. African American students majoring in hospitality management are likely to indicate that their career choice was not influenced by resistance to servitude.

The results from the t-test revealed that hospitality students ($\mu_H = 2.63$, $sd = 0.82$) differed from non-hospitality ($\mu_{NH} = 2.97$, $sd = .86$) significantly ($t = -3.41$, $p < .001$) about the role that the concept of servitude played in their career choice. These results support the hypothesis. For hospitality students, the notion of servitude did not play an important role in their selection of a major.

The second hypothesis focused on the role the family plays in influencing the career choices of students.

Hypothesis 2. African American students majoring in hospitality management encounter negative reactions regarding career selection opportunities from friends and family members.

Hospitality students ($\mu_H = 1.27$, $sd = 0.82$) did not report encountering negative reactions from their family and friends regarding selecting a career in hospitality management.

The average scores for non-hospitality students ($\mu_{NH} = 1.40$, $sd = 0.51$) differed significantly from the hospitality majors ($t = -2.22$, $p < .05$). Thus the hypothesis was not supported. Students majoring in hospitality management received as much support from their family and friends as did non-hospitality management students. These results point to the fact that there is an unawareness of the value of a career in hospitality management that has not been fully explored or described.

The third hypothesis centers on the idea that significant others generate great influence students' decision to pursue a career in hospitality. Since significant others influenced career choice, it is important for the hospitality industry to market career opportunities in African American communities.

Hypothesis 3. The influence of family, friends, and community significantly influence the decision of African American students to major in hospitality management regardless of their initial perception of the industry.

The influence of significant others seems to have a greater effect for non-hospitality majors ($\mu_{NH} = 3.02$, $sd = 0.70$) than for hospitality majors ($\mu_H = 2.68$, $sd = 0.90$). In essence, non-hospitality students reported that significant others were very important to their career goals ($t = -3.39$, $p < .001$) which does not sustain the hypothesis.

The fourth hypothesis focuses on the general perception that the students have toward jobs in the hospitality industry.

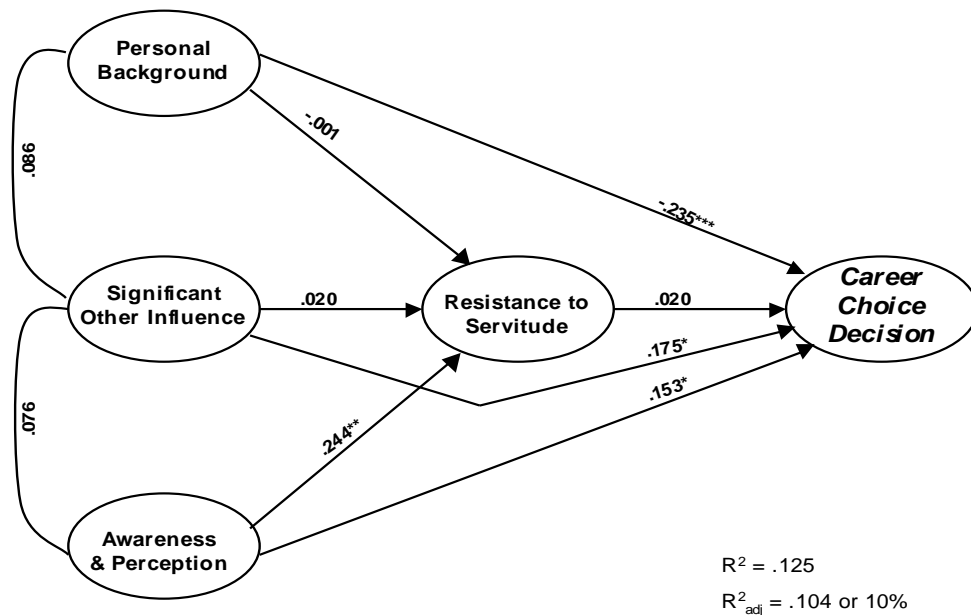
Hypothesis 4. There is no significant difference between perception of the hospitality industry for hospitality majors and non-hospitality majors. Hospitality ($\mu_H = 17.08$, $sd = 5.58$) and non-hospitality students ($\mu_{NH} = 16.31$, $sd = 6.26$) both had strong beliefs about where one would likely find African Americans in the hospitality industry management structure. Overall there was a difference in how the students perceived the industry and its ultimate placement of African Americans ($t = 1.99$, $p < .05$). These results support the hypotheses. It would appear that both groups of students have a much better idea about how the hospitality industry functions than generally believed.

Regression analyses, used in the form of path analysis or causal modeling, were conducted to test the following research hypotheses:

Hypothesis 5. African Americans in hospitality management are likely to indicate that their career choice was not influenced by their perception of servitude.

The overall purpose of the casual model is to determine to what extent the predictors contributed to the outcome measures of career choice. Predictors examined controlled for the outcome measure, in an attempt to provide insight into how African Americans made career choices. The variables in the final model are scaled variables based on a combination of measures of Personal Background, Significance of Others, Awareness and Perception, Resistance to Servitude, and Career Choice. The path model generated via multiple regression revealed that there were significant differences between the predictors and the outcome variables. What was important about the casual model

was the strength of relationships between the predictors and outcome measures. With the exception of resistance to servitude, all of the predictors exhibited significant coefficients. This suggest that there were strong, direct, and clear relationships among hypothesized variables examined in the final theoretical model, just as predicted in the hypothesis. Although the amount of variance explained by the overall model is 10% ($R^2_{\text{adjusted}} = .104$), the significant relationships among the predictors pointed toward the value of the measures used in this study.



Additional Findings

Differences in the perception of the hospitality industry were found by gender and academic major. The perceptions held by hospitality students and non-hospitality students about the industry generated important differences. Data were analyzed using simple descriptive statistics and independent simple t-test to aid in our understanding of the issues surrounding differences in career choices. Since only two groups were present other statistical tests were not necessary.

In general, hospitality students held more positive views about the industry than non-hospitality students. Hospitality students were less likely than non-hospitality students to view the industry as having demeaning jobs ($t = 2.972, p < .01$), or as being discriminating ($t = -2.343, p < .01$). They also viewed the industry as providing more opportunities for advancement ($t = 2.742, p < .01$) than non-hospitality students.

Male students were more likely than female students to indicate jobs in the hospitality are demeaning ($t = -3.325, p < .001$) and that the hospitality industry does discriminate ($t = -3.077, p < .01$). However, female students indicated the hospitality, industry provides opportunities for advancement ($t = 2.742, p < .05$) and offered competitive salaries and benefits ($t = 1.96, p < .05$).

Hospitality students were more likely than non- hospitality students to view the hospitality industry in a positive manner. This may be an indication that the more educated or informed students are regarding hospitality management, the more likely they are to hold a positive image of the industry. Male and female students appeared to have opposing views regarding discrimination, opportunities for advancement, and salaries and benefits. Women view the hospitality industry in a more positive manner. The hospitality

has a history of paying low wages and employing women in large numbers in non-decision making positions. Therefore, men may not view this as a viable career option for them because it is heavily populated with women.

Limitations of the Study

1. A limited sample pool for quantitative phase. A larger sample pool might have yielded different results.
2. All research was conducted at HBCUs. The results cannot be generalized to African American students attending Traditionally White Institutions.
3. The students in the study did not have a clear understanding of servitude.
4. Non-hospitality students had limited knowledge of the hospitality industry.

Recommendations for Future Studies

This study will aid industry leaders, university recruiters, and program directors in the recruitment of minorities into the hospitality industry. In addition, the results of this study can also assist industry leaders with understanding why minority students may be hesitant to pursue a career in hospitality management. This is also an opportunity for the African American community to evaluate how and what career choices are presented to African American youth. Finally, this study provides program directors and recruiters at HBCUs with available data that may allow them to evaluate the effectiveness of their recruiting programs in making hospitality management a more attractive career option.

Program directors at HBCUs, high school counselors, and hospitality industry leaders are crucial in the recruitment and retention process for recruiting African Americans into the hospitality industry. It is crucial that African American youth observe minorities working in key positions within the hospitality industry. HBCUs and industry

leaders would benefit from future research that could assist them with recruitment efforts at the high school and junior high school level. Finally, future research should be conducted to determine the roles successful African Americans held within the hospitality industry and are willing to ascertain whether these individuals to recruit and retain more talented African American youth into the field of hospitality management.

Implications

Industry leaders carry the burden of honestly addressing the issue of the number of minorities employed in low level, non-decision making jobs if they want to change the negative image that currently exists of the hospitality industry. Industry leaders must make a sincere effort to solve this problem and not just pretend to address the issues. Minority students will not seek positions in the hospitality industry if this situation does not improve. African American students, the African American community, and other ethnic minorities may continue to view the hospitality industry as an industry that is not committed to promoting and hiring minorities into key decision making positions unless significant changes occur.

Educators working with large populations of minority students also carry the burden of providing students with accurate recruitment brochures to educate students on the opportunities available to them in hospitality management. These educators should encourage minority students to pursue internships and practicum experiences that may expose them to successful minorities within the hospitality industry. In addition, industry leaders and educators that work with large populations of African American students can form partnerships resulting in an accessible employment pool of talented minority students. Finally, existing partnerships between high schools, colleges, and universities

should be evaluated to determine if more effective strategies would yield better recruitment results.

In 2004, the American Hotel and Motel Association announced last year a plan to focus on promoting, recruiting, and retaining qualified workers from an array of racial and special groups (AHMA, 2004). It is extremely important to note that this must be a partnership between the African American community and the hospitality industry. If the African American community is not educated on the opportunities that exist in the hospitality industry, even the most effective recruitment strategies will not work. However, if industry leaders fail to make a genuine commitment to the promotion and retention of minorities into key positions, raising the level of awareness in minority communities, forming partnerships and increasing exposure to the industry will be a waste of time.

Future Studies

Other racial or ethnic minorities could benefit from this type of study. The sad truth is African Americans are not the only minority group that is over represented in entry level non-decision making positions within the hospitality industry. Although this study did not focus on gender issues, results from this study yield important differences in how men and women view the hospitality industry. There is also evidence in existing literature that women are often found in large numbers in positions that rarely lead to the position of general manager. In a 2002 study, “*Where are the female hotel executives?*” conducted by the University of Massachusetts’s Hotel, Restaurant, and Travel Department finding suggest that women are out of the decision-making loop and are paid less than their male peers (Roberts, 2002).

This study might also be conducted with non-minority students in an effort to establish how the hospitality industry is viewed in non-minority communities. This study could also be repeated in other sectors of the tourism and the hospitality industry. For example, an evaluation of how minorities fare in the travel and tourism industry and in meeting and convention planning could yield some interesting results.

Both phases of this study yielded data that supports the need for future research. Future research should place additional focus more on personal background and awareness of industry. The majority of the students participating in this study indicated their parents were very supportive of their academic major. The key component to changing how the hospitality industry is viewed in African American communities may begin with improving the success rate of minorities that pursue careers in hospitality management.

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APPENDIX A

Employment Opportunities in Hospitality and Management Industry Survey

I would like to thank you for agreeing to participate in this study. The questionnaire is divided into several parts. Please answer all questions to the best of your ability. Your answers are very important to me. Your responses will be kept in strict confidence. Completion of the survey means you voluntarily consented to participate in this study. The survey is divided into seven sections. Each is focused on a particular aspect of the hospitality and management industry.

Section A

The questionnaire begins with some general questions about the hospitality industry. Please circle the number which best describes your level of agreement with the following:

**5 – Strongly Agree (SA) 4 – Agree (AG) 3- Undecided (UN)
2 – Disagree (DI) 1 – Strongly Disagree (SD)**

		SA	AG	UN	DI	SD
1.	Jobs in the hospitality industry are demeaning	5	4	3	2	1
2.	The hospitality industry does not discriminate in hiring practices	5	4	3	2	1
3.	The hospitality industry does not discriminate in hiring practices	5	4	3	2	1
4.	The hospitality industry provides opportunities for advancement	5	4	3	2	1

Section B

The following section presents statements regarding a management positions in the hospitality industry. A hospitality industry management position offers the following. Please circle the number which best describes your level of agreement with the following:

**5 – Strongly Agree (SA) 4 – Agree (AG) 3- Undecided (UN)
2 – Disagree (DI) 1 – Strongly Disagree (SD)**

		SA	AG	UN	DI	SD
5.	Racial and ethnic equality in pay and promotions	5	4	3	2	1
6.	Gender equality in pay and promotions	5	4	3	2	1
7.	Competitive salaries and benefits	5	4	3	2	1

Section C
Influential Others

Listed below are several people and sources that may or may not have been influential in your choice of career. For each source listed, use the scale below and circle the number that corresponds to the level of influence each has had on your career choice.

Use the following scale:
4 – Very Influential (VI) 3 – Somewhat Influential (SI)
2 – Neutral (NE) 1-Not Influential 0 -- Not Applicable (NA)

		VI	SI	NE	NI	NA
8.	Mother	4	3	2	1	0
9.	Father	4	3	2	1	0
10.	Siblings	4	3	2	1	0
11.	High School Counselor	4	3	2	1	0
12.	College Recruiter	4	3	2	1	0
13.	Industry Representatives	4	3	2	1	0
14.	Personal Work Experience	4	3	2	1	0
15.	Friends/Family in the Industry	4	3	2	1	0

16. Compare your career decision with the career of your parents or the person who influenced you the most. To what extent would you say your career choice is similar to theirs?

- Very Similar
- Somewhat Similar
- Not Similar at All

17. If you were to inform your parents or the people who raised you that you planned to pursue a career in the hospitality industry, how supportive would they be?

- Very Supportive
- Somewhat Supportive
- Supportive
- Neutral
- Not Supportive at all

Section D
Career Selection Factor

Listed below is a list of some characteristics that are often considered when selecting a career/major. Indicate how important these characteristics are to your career choice by circling the number from the scale adjacent to the characteristic.

Use the following scale:

5 – Very Important (VI) 4 – Somewhat Important (SI) 3 – Neutral (NE)
2 – Somewhat Unimportant (SU) 1 – Very Unimportant (VU)

		VI	SI	NE	SU	VU
18.	Opportunity for professional recognition	5	4	3	2	1
19.	High salary	5	4	3	2	1
20.	Promotion/advancement opportunities	5	4	3	2	1
21.	Variety of work assignments	5	4	3	2	1
22.	Job security	5	4	3	2	1
23.	Use of leadership skills	5	4	3	2	1
24.	Minority success rate	5	4	3	2	1

Employment Choice E

This section of the questionnaire explores your perception of gender and ethnicity in regards to job title and or position. Please select the individual or individuals that you feel are will likely be employed in the jobs listed below.

25. Of the individuals listed below who do you feel is most likely and least likely to be a Housekeeping Manager? (PLEASE SELECT ONLY ONE PER COLUMN)

Racial/Ethnic Group	Most Likely	Least Likely
African American Female		
African American Male		
White American Female		
White American Male		
Asian American Female		
Asian American Male		
Hispanic American Female		
Hispanic American Male		

26. Of the individuals listed below who do you feel is most likely and least likely to be a General Manager? (PLEASE SELECT ONLY ONE PER COLUMN)

Racial/Ethnic Group	Most Likely	Least Likely
African American Female		
African American Male		
White American Female		
White American Male		
Asian American Female		
Asian American Male		
Hispanic American Female		
Hispanic American Male		

27. Of the individuals listed below who do you feel is most likely and least likely to be a Sales Manager? (PLEASE SELECT ONLY ONE PER COLUMN)

Racial/Ethnic Group	Most Likely	Least Likely
African American Female		
African American Male		
White American Female		
White American Male		
Asian American Female		
Asian American Male		
Hispanic American Female		
Hispanic American Male		

28. Of the individuals listed below who do you feel is most likely and least likely to be a Banquet Manager? (PLEASE SELECT ONLY ONE PER COLUMN)

Racial/Ethnic Group	Most Likely	Least Likely
African American Female		
African American Male		
White American Female		
White American Male		
Asian American Female		
Asian American Male		
Hispanic American Female		
Hispanic American Male		

Section F
Industry Interest & Experience

This section of the questionnaire is designed to determine your interest in hospitality and your industry experience. This section will offer insight into your perception of the industry in general and individual sectors. Please circle one response for each question.

29. In which of the following areas do you desire to work?
(you may select as many as are appropriate)

- | | |
|---|--|
| <input type="checkbox"/> lodging. | <input type="checkbox"/> restaurants. |
| <input type="checkbox"/> tourism. | <input type="checkbox"/> golf course management. |
| <input type="checkbox"/> conventions & meeting. | <input type="checkbox"/> concession sales. |
| <input type="checkbox"/> catering. | <input type="checkbox"/> institutional food. |
| <input type="checkbox"/> casino/gaming. | <input type="checkbox"/> theme park/recreational services. |

30. In which of the following areas do you have the least desire to work?
(you may select as many as are appropriate)

- | | |
|---|--|
| <input type="checkbox"/> lodging. | <input type="checkbox"/> restaurants. |
| <input type="checkbox"/> tourism. | <input type="checkbox"/> golf course management. |
| <input type="checkbox"/> conventions & meeting. | <input type="checkbox"/> concession sales. |
| <input type="checkbox"/> catering. | <input type="checkbox"/> institutional food. |
| <input type="checkbox"/> casino/gaming. | <input type="checkbox"/> theme park/recreational services. |

31. What is your academic major (e.g. Hospitality & Lodging)

32. Is this your original major? (please place an X in the appropriate box)

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

33. Do you have hospitality industry experience? (please place an X in the appropriate box)

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

34. Are currently working in the hospitality industry? (please place an X in the appropriate box)

- | | |
|------------------------------|-----------------------------|
| <input type="checkbox"/> yes | <input type="checkbox"/> no |
|------------------------------|-----------------------------|

Section G
Hospitality Management as a Career

Listed below are several statements that will tell us how you feel about hospitality management as a career. Please select the number that best describes you.

Use the following scale:

5 – Strongly Agree (SA) 4 – Agree (AG) 3 – Undecided (UN)
2 – Disagree (DI) 1 – Strongly Disagree (SD)

		SA	AG	UN	DI	SD
35.	I know very little about positions or careers in hospitality management	5	4	3	2	1
36.	Hospitality industry representatives and recruiters do an adequate job of recruiting African Americans into management positions.	5	4	3	2	1
37.	Most careers in hospitality management involve work in kitchens and housekeeping	5	4	3	2	1
38.	Courses in accounting, marketing, management, and finance are not needed for most careers in the hospitality industry.	5	4	3	2	1
39.	I know someone who has a career in hospitality management	5	4	3	2	1
40.	When I hear the words hospitality management, “I usually think of waiting on people.”	5	4	3	2	1
41.	When I hear the word <i>servitude</i> I think of jobs in the hospitality industry.	5	4	3	2	1
42.	When you hear the word <i>servitude</i> do you think of slavery?	5	4	3	2	1
43.	Micro-biology and Chemistry courses are essential for a career in hospitality management.	5	4	3	2	1
44.	College graduates with degrees in hospitality management are employed by many multi-national corporations.	5	4	3	2	1
45.	African-Americans should avoid jobs in the hospitality industry?	5	4	3	2	1
46.	African Americans and other ethnic minorities should be embarrassed to hold jobs in the hospitality industry.	5	4	3	2	1
47.	I am opposed to working in the hospitality industry because it is representative of the type of work my ancestors were forced to do.	5	4	3	2	1

Section F
Demographics

The following demographic information will help us categorize your answers. Please circle or mark the appropriate answer or provide information in the blank provided.

48. In what year were you born?

19 ____

49. What is your gender?

Female Male

50. What is your classification?

Freshman Sophomore Junior
 Senior Graduate Student

51. What is your cumulative grade point average (G.P.A., i.e. 3.12)?

____ . ____

52. Are you a member of a sorority or fraternity?

Yes No

53. Which of the following best describes you?

- Black/African American.
- White/Caucasian American.
- Asian American.
- Hispanic American.

To which group do you consider yourself a member?

_____ (e.g., Puerto Rican, Mexican American)

Other
(Please specify) _____

54. Are you the first person in your family to attend college?

Yes No

55. What is the highest level of education for you mother/father/guardian?

Relationship	Highest Level of Education
Mother	
Father	
Guardian	

56. In the past four years approximately how many trips have you taken to attend professional or social conferences or meetings?

Number of trips ___ ___ ___ **(if none enter 0 0 0) .**

57. Where did you stay most often during your travel?

- With Family
- With Friends
- In a Hotel
- In a Bed/Breakfast
- I have not traveled

58. In the past five years approximately how many trips have you taken for pleasure (i.e. Spring Break, family vacation, etc.)?

Number of trips ___ ___ ___ **(if none enter 0 0 0) .**

59. Where did you stay?

- With Family
- With Friends
- In a Hotel
- In a Bed/Breakfast
- I have not traveled for pleasure

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY
--

APPENDIX B

FOCUS GROUP INTERVIEW GUIDE

1. Why did you decide to attend Xyz University?
2. Did you always plan to attend college?
3. Prior to majoring in business/hospitality management, what did you think of your major?
4. What is your definition of service?
5. What is your definition of servitude?
6. When you hear the word servitude, what type of images do you have?
7. When you hear the servitude, does any specific industry or job come to your mind?
8. When you hear the term servitude, do you think of jobs in the hospitality industry?
9. If so what types of jobs or positions do you visualize?
10. Could you please tell me what you think of jobs in the service industry?
11. Do you think it would be wise for African Americans to avoid any of these jobs?
12. Do you think African Americans/Blacks and other ethnic minorities (i.e. Hispanic/Latino) should be embarrassed to hold any of these jobs?
13. Please tell me what is embarrassing about working in the service industry.
14. Why do you feel they should be embarrassed?
15. Are you aware of the opportunities that may be available to you in the hospitality industry?

16. Is there anything else you would like to share with me about your thoughts about service and servitude?
17. Have you ever considered a career in hospitality management?
18. Is so, what area?

APPENDIX C

Dear Program Directors:

I need your assistance recruiting students for my study entitled: *Factors that influence African American's decision to major in hospitality management*. My study will explore the influence of significant others, resistance to servitude, and awareness/ perception of industry. The results of this study will be shared with industry and faculty in hospitality programs to aid in the development of recruitment strategies to attract more African Americans into the hospitality industry.

This study is being conducted as a part of my doctoral study at Kansas State University in the Department of Hotel, Restaurant, Management, and Dietetics. Your assistance and your student's participation are essential to the completion of this study.

Students will be asked to complete a questionnaire that will take approximately 20 minutes. The questionnaire is designed to determine the student's knowledge and attitude towards a career in hospitality management and factors that influenced them to major in hospitality management.

All responses will be kept confidential and anonymous. In addition, all responses will be coded prior to data analysis. Results will be reported in summary form only. Completion of the survey indicates the student's willingness to participate in the study.

I have enclosed a packet that includes the questionnaire, consent forms and instructions on administering the questionnaire. Your time and assistance is sincerely appreciated. Thank you for your assistance in my research.

If you have any questions regarding this study and the students' rights as a participant, please feel free to contact any of the following:

Rick Scheidt, Committee Chair, KSU Institutional Review Board (785)532-3224
Dr. Carol Shanklin (785)532-3215 shanklin@ksu.edu
Berkita S. Bradford (785)395-3148 berkita@ksu.edu

Berkita S. Bradford
PhD Student

Carol W. Shanklin, PhD
Major Professor

APPENDIX D

Scaled Variables

These variables were created by combining similar measures from the survey instrument. Please see matrix below for details:

Scaled Variable	HOSPATT	RESIST Resistance to Servitude	AWARE Awareness of Industry	SIGOTH Significant Others	PERSBCK Personal Background
Measures	G 37, G45, G46, & A1	G 40, G 41 & G 42	A3 ,A 4 ,B5, B6, & B7	C8 ,C9, C14, C13, & C 15	Mother's Educational level Fathers' Educational level & H53

APPENDIX E

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PROJECT: Berkita, User Berkita , 6:27 pm, Apr 21, 2005.

REPORT ON NODE (F 10) 'Should minorities avoid the industry?'
Restriction to document: NONE

(F 10) I/Free Nodes/Should minorities avoid the industry?
*** No Description -+++++
+++ ON-LINE DOCUMENT: BCCB

+++ Retrieval for this document: 14 units out of 443, = 3.2%

++ Text units 211-211 :

STUDENT 1: No 211

++Text units 215-215:

STUDENT 2: No, I don(t think they should be embarrassed because of self acceptance
and self importance. 215 ---, ++ Text units 217-217:

STUDENT 3: Absolutely not, it is equal opportunity for minorities to .-better themselves
and they should take advantage of it. 217 ++ Text units 219-219

STUDENT 4: I don(t think so. 219 ++ Text units 221-222:

STUDENT 5: I don(t think so. 221

STUDENT 6: No, I think that as long as you are working you should feel ,-- comfortable
in what you are doing and you know you are giving it your best no matter what the title
of the job is. 222 ++ Text units 231-231:

STUDENT 3: Certain type of hospitality jobs are to me embarrassing they -are cleaning a
room, housekeeping, but then you have certain type of hospitality jobs that are not, you
know, not embarrassing. If you are a manager of a hotel or you know. 231 ++ Text units
235-235:

STUDENT 4: Uh, maybe because of what other people would think or maybe it(s the job that most people wouldn't want to do because of (inaudible). 235 ++ Text units 237-237:

STUDENT 5: I think it is because of, because of society in the way that society betrays certain service and service. You said service, right! 237 ++ Text units 239-240:

STUDENT 5: Such as hospitality or hospitality let(s just say, let(s just say hospitality any hospitality let(s just say someone that is the manager of housekeeping. They consider it is a low end job because they are cleaning rooms and they don't expand their minds to become anything 239 better. So they, they, you know, disregard them as being a part of the big society that everyone should be a part of now a days. That(s how I -feel. 240 ++ Text units 242-243:

STUDENT 6: That has to do with society view of the job as it reflect the social economic satisfaction of the person that holds the job. So the person that works doing simple job like washing dishes, while providing a service, society starts thinking okay, this is all this person does, -it comes like, it(s extended to that entire class of people which makes it even worst. You see one Hispanic guy washing dishes and see a couple of his friends washing dishes and they think, okay, this is all they can do- Because of that people who want to do more totally avoid -it. 242 They should not even have that stereotype. 243 ++ Text units 247-247:

STUDENT 1: I think it would be embarrassing to them because society.(F10).txt page: 2 4/21/518:28:27 perceptive and also because even their perspective of themselves you know some people just don(t feel like they are above cleaning behind somebody or doing certain things so they have to deal with their values also. 247

+++++

+++++ Total number of text units retrieved = 14 +++ Retrievals in
1 out of 4 documents, = 25%. +++ The documents with retrievals have a total of 443 text
units, so text units retrieved in these documents = 3.2%. +++ All documents have a total
of 1479 text units, so text units found in these documents = 0.95%.

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Berkita Bradford. PROJECT: Berkita, User Berkita , 6:58 pm, Apr 21,
2005. REPORT ON NODE (F 20) 'Do you know someone in the industry?'
Restriction to document: NONE '.,...t, (F 20) I/Free Nodes/Do you know
someone in the industry? *** No Description

+++++ ON-line DOCUMENT: BCCH +++
Retrieval for this document: 1 unit out of 334, = 0.30% ++ Text units
307-307: STUDENT: Yeah, like an alumni that graduated from here 307

+++++
+++++ Total number of text units retrieved = 1 +++ Retrievals
in 1 out of 4 documents, = 25%. +++ The documents with retrievals have
a total of 334 text units, so text units retrieved in these documents =
0.30%. +++ All documents have a total of 1479 text units, so text units
found in these documents =0.07%.

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