ENTRY-LEVEL COMPETENCIES FOR COMMERCIAL FOODSERVICE
MANAGERS: PRACTITIONERS' ASSESSMENT   3ᵒ⁷

by

ARNOLD MARIAMPOLSKI

B.A., Queens College, 1975

_____

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant,
and Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1980

Approved by:

Marian C. Spears
Major Professor

ACKNOWLEDGMENTS

Sincere appreciation is extended to Dr. Marian C. Spears for her assistance, encouragement, and unselfishness in the completion of this research project. Gratitude is extended to Dr. Allene Vaden for her assistance and expertise provided throughout the study. Special thanks to Dr. Curtis Kastner and Mr. Bill Kennedy for their continued encouragement throughout the study. Nedra Sylvis and Kris Arheart are thanked for their expert technical assistance.

Deep appreciation is extended to my parents Abraham and Sally Mariampolski for their inspiration and continuous support, and to my brother Hy, sister-in-law Sharon, nephew David, and niece Ruthie for their sustaining love and friendship.

Special thanks is given to all the wonderful people I have met during my stay at Kansas State University. Whether faculty members, my fellow graduate students, or undergraduates, they have all enriched my life immensely. Special love and affection is expressed to that one special person who always brought the best in me, and helped me learn more about myself than I ever had before.

ILLEGIBLE DOCUMENT

THE FOLLOWING DOCUMENT(S) IS OF POOR LEGIBILITY IN THE ORIGINAL

THIS IS THE BEST COPY AVAILABLE

TABLE OF CONTENTS

LIST OF TABLES

INTRODUCTION

In many professional organizations there is a recognizable trend toward the delineation of competencies for persons entering the field from an educational program. Competency has been defined as the minimum knowledge, skills, affective behavior, and judgment which an individual is certified to possess on a set of criteria and level of expectation (1).

Search of the literature did not disclose any competency statements developed specifically for educational programs in preparation for commercial foodservice management. The closest comparable competency statements were those evolved by Loyd and Vaden (2) for administrative dietitians.

The three principal routes by which people enter commercial foodservice management are through the ranks (3), family ownership (4), or career education (5). According to Landmark (5), industry, faced with a shortage of competent managers, must stress career education to train future managers. Lukowski et al. (6) stated that education can help develop a mature thinking graduate who understands what the job requires and can analyze the work situation for improvements when conditions, people, and changes are timely.

The major concept of this research evolved from the comments by Gale and Pol (7) that the first step in planning educational programs is the development of statements that describe competencies required for successful functioning in a position. Such statements could be developed from a panel of experts or a sample of practitioners in the field (7).

In the current study the administrative competency statements from the Loyd and Vaden study (2), with appropriate modifications and several additions, were submitted to recognized leaders in the commercial foodservice industry. The purpose of the study was to develop competency statements for entry into commercial foodservice management based upon the considered opinions of experienced managers.

REVIEW OF LITERATURE

The Restaurant Industry

National Restaurant Association

The National Restaurant Association (NRA) is the professional organization representing restaurateurs. Founded in 1919 (8), the non-profit organization developed because of the belief that a group could solve common trade problems with greater ease than could an individual. The 1979-80 NRA Directory (8) contains a list of approximately 19,500 members. The stated purposes of the organization include:

- To maintain a high standard of integrity and efficiency in the conduct of the restaurant business

- To foster and promote a feeling of fraternity and good will among its members to advance on broad equitable lines the welfare of the restaurant industry

- To maintain our chosen vocation among the respected professions and industries

- To oppose improper methods and unethical standards inimical to the right conduct of business that honorable and fair competition may prevent

- To promote harmonious relations with allied industries in order that food products can be sold to consumers at the lowest cost

- To assist in the enactment and enforcement of local, state, and federal pure food and sanitation laws

- To disseminate useful information and inspire members to educate themselves in the scientific and practical features of their business

- To encourage participation of its members in community and civic activities

- To hold annually, when practicable, in conjunction with its convention as an educational feature, an exposition or exhibition of equipment, supplies, and so forth, necessary in conducting the restaurant business

- To direct leadership in national affairs pertaining to the restaurant industry and act as a spokesman for state and local restaurant associations authorizing the National to represent them in federal matters (8).

The membership distribution of the National Restaurant Association is worldwide. The definition of a restaurant according to the NRA is "any establishment or unit thereof which has as its object the preparation, serving or selling of meals or meal items to the general public or any segment thereof." Due to this broad definition, members of the NRA represent atmosphere restaurants, fast food units, drive-ins, food vending operations, and meal services in hotels and motels, hospitals, schools, factories, and offices. Memberships can be held by educators and students in related educational programs and also companies commercially related to restaurants. The NRA publishes three newsletters, "NRA News," "NRA Washington Report," and "NRA Foodservice Trends," which inform members of current events in the industry (8).

Current Status

The restaurant industry is one of the most diversified in America today. The size of the industry is shown by the fact that in 1978 the total United States foodservice market reached 104.3 billion dollars in sales, and the top 400 companies have reached sales of 49.1 billion dollars in the year 1978 with an 8 per cent real growth in that year (9).

McLamore (10) indicated in 1975 that large corporations are taking over franchise operations. The acquisition of franchises by large companies was continuing in 1978 when PepsiCo took over Pizza Hut, General Mills bought Casa Gallardo, and W.R. Grace bought Gilbert/Robinson. Conglomerates are much in evidence as indicated by PepsiCo, which owns Pizza Hut and Taco Bell, and Pillsbury, which owns Burger King, Steak and

Ale, Green Giant, La Chateau, Hoffman House, Henrici's and Poppin Fresh Pie Shop restaurants (9).

The two largest growing franchises in 1978 were Wendy's Hamburger chain and Godfather's Pizza Inc. There are more than twenty franchises with over 1,000 foodservice units of which six achieved that size in 1978 (9).

The industry in 1978 experienced a marked increase in costs. Food costs increased 10 per cent in 1978, labor cost increases were only moderate, and energy costs skyrocketed. To compensate for the increase in labor costs which in most cases was the increase in minimum wage, and the increased food costs, menu prices were increased. To alleviate the rising cost of energy, the industry is using more energy saving equipment and instituting more energy conservation training programs (9).

The income dollar generated by restaurants in 1977 was due to 78.6 cents in food sales, 20.3 cents in beverage sales, and 1.1 cents in other services. In 1977 restaurants spent 34 cents of the dollar for cost of merchandise sold, 32 cents on payroll and related expenses, 16.4 cents for direct operating expenses, 6.9 cents for occupation costs, others costs 3.6 cents, and net income before taxes was only 7.2 cents of the dollar (9).

The restaurant industry has never defined its operations by types. Powers (11) began to develop some guidelines in his article on foodservice in the next decade. He developed sixteen classifications for restaurant operations. In the CREST (Chain Restaurant Eating-Out Share Trends) studies (12), the restaurant industry was classified into six classifications: Fast Food/Drive-In, Family Type, Take Out, Cafeteria, Coffee Shop and Atmosphere/Speciality. The CREST survey is designed to

identify expenditures and behavior in the commercial segment of the food-service industry (13).

Future Directions

Powers (11) theorized that in the restaurant industry in the future more new and economical foods will be added to menus and the median income of all restaurant employees will continue to increase. Powers forecast a rapidly growing need for commercial foodservice managers and stated that educational programs are the best means for meeting this requirement.

McLamore (10) suggested that the future of the restaurant industry will encompass an increase in various types of speciality restaurants and an upgrading of the fast food concept. The growth of the industry will be affected by the movement of young couples with children to the suburbs and the increased number of women working outside the home. The takeover of franchise operations by large corporations was also cited as affecting the future of the industry.

An article in the Newsweek issue of October 3, 1977 (14) was devoted to the increased eating out habits of Americans. Among the reasons given for the increase were that Americans have more disposable income and leisure time than ever before, the gap between restaurant prices and home prepared meals has narrowed, and the increase in divorces has produced more single people with a tendency to eat out frequently. The key to running a successful restaurant, whether fast food or haute cuisine, according to Newsweek was standardization of the menu and training of employees.

Roseman (15) postulated a booming growth for the restaurant industry in the 1980's which will be due to an increase in the number of women in the workforce, people living alone, persons with high incomes, and young

people. Problems facing the industry will be increased costs in food, labor, and energy, governmental regulations, and competition by super-markets for the food dollar. The restaurant of the future according to Roseman will include more truthful menus, increased nutritional informa-tion on the menu, and better employee training procedures.

Trott (16) believed the increase in foodservice growth will be only temporary. Factors such as a reduction in the eighteen to thirty-four year age group market segment will decrease eating out expenditures. The increase of women working will be only 1 per cent from 1980 to 1990 according to a Bureau of Census report cited by Trott. The increase in per capita income by the individual will lead to an increased tax lien causing a decrease after tax income.

Hospitality Education Programs

Development and Needs

A survey conducted by the National Restaurant Association and the National Institute for the Foodservice Industry (NRA/NIFI) in 1977 indi-cated there were sixty-eight baccalaureate programs related to commercial foodservice management offered in the United States (17). According to Landmark (5), the industry, faced with a shortage of competent managers, must look toward career education to train future managers. He concluded that career educational programs appear to be the principal answer to the problem of developing a human resource pool for the present and future needs of the industry (5).

Landmark cited the routes to follow in developing a successful career education program as:

1. Preparation for successful working careers shall be a key
    objective of all education

2. Every teacher in every course that has career relevance will
    emphasize the contribution that subject matter can make to a
    successful career

3. "Hands-on" occupationally oriented experiences will be utilized
    as a method of teaching and motivating the learning of abstract
    academic content

4. Preparation for careers will encompass the mutual importance
    of work attitudes, human relation skills, orientation to the
    nature of the workaday world, exposure to alternative career
    choices, and the acquisition of actual job skills

5. Learning will not be reserved for the classroom but learning
    environments for career education will also be identified in the
    home, the community, and employing establishments

6. Career education is a basic and pervasive approach to all educa-
    tion, but it in no way conflicts with other legitimate education
    objectives such as citizenship, culture, family responsibility,
    and basic education (5).

Riggs (4), in her study of 2,200 randomly selected Institutions'

readers, found that most commercial managers had experience in other

fields before deciding on a career in commercial foodservice. She also

found that 17 per cent of commercial managers had entered the family

business. Riggs stated that education was increasing in all segments of

the foodservice industry.

Prentiss (3) compared characteristics of ten public school foodser-

vice administrators and ten commercial foodservice managers, all in

Florida. The commercial managers reached present positions by moving up

through an organization. In contrast, school foodservice administrators

had a college education and were hired at their present level. Although

the roles were somewhat similar, each of the categories favored the partic-

ular type of preparation which they had experienced. The resemblance of

roles led to the conclusion that the educational preparation of prospec-

tive administrators could be similar.

Type of Educational Programs

Curriculum Content. Lukowski et al. (6) studied the views of educators and industry leaders on the type of curriculum which should be prescribed for a commercial foodservice management program. The result of the survey was that the educators and industry leaders believed that coursework should include approximately one-half hotel and restaurant administration and one-half general business with a modicum of liberal arts. Education cannot prepare a student for all the contingencies one will meet on the job. Lukowski et al. stated further that education can help "develop a mature thinking and acting graduate who understands what his job requires and who can analyze his work situation for improvements when conditions, people, and changes are timely." Higher education can give students the human skills needed on the job. They concluded students should be encouraged to develop communication, human relations, analytical and problem solving skills and, in addition, the intrinsic traits of creativity, inspiration and motivation.

Sapienza (18) surveyed Nevada hotel executives to determine the subject matter considered most desirable for foodservice positions. The consensus was that Food and Beverage Purchasing, Human Relations in Innkeeping, Food Production, Service of Food, Labor Management, and Food and Beverage Management were valuable courses. Courses rated neither valuable nor worthless were Club Management and International Wines. In Sapienza's ranking of courses from the survey, Labor Management Relations, Food and Beverage Purchasing, and Food and Beverage Management rated as the top three courses for future foodservice managers.

In 1975, Rehkopf (19) described the graduate student program offered by Cornell University which was estimated to have one hundred students

by 1976-77. The program was instituted in May of 1973 and concludes with a Master of Professional Studies (M.P.S.) degree. There are three routes that graduate students at Cornell can follow. Track I is offered to students without a hotel or restaurant management degree. Students are required to take prerequisite undergraduate courses in the first year and graduate courses in the second. Track II is for students who received an undergraduate degree in foodservice management from other universities. Track III is for students who have an appropriate bachelor's degree from Cornell. Students in Track II and III programs take fewer courses than those in Track I. The Cornell program was instituted because there was a lack of graduate programs in foodservice management, and many students who change educational emphasis did not desire another bachelor's degree. Rehkopf believed that graduate study fills a need for future managers and provides educators for hotel and restaurant management programs (19).

Varner (20) stated that education can benefit the prospective manager by giving a thorough knowledge of food, helping set realistic goals, and encouraging commitment to the restaurant industry. He foresaw a greater need for more communication between students and people in the industry.

Powers (21) stated that the systems approach to foodservice management is the best way to operate a foodservice. This approach considers the organization as a whole rather than by individual parts. Through educational programs, the systems approach can be taught to prospective managers.

Pizam and Lewis (22) conducted a survey to ascertain the career success and satisfaction of 350 alumni of the University of Massachusetts program in hotel, restaurant, and travel administration. A section of the survey was devoted to the opinions graduates held of their educational

programs. Responses (N = 151) indicated the belief that the managerial abilities most enhanced by education were the ability to communicate effectively, plan and organize one's own work, and understand people. The managerial attributes considered least enhanced by education were the ability to adapt to and capitalize on change, produce original ideas and innovative approaches, and obtain satisfaction and self-fulfillment from work. The subjects rated most valuable were hospitality personnel management, general management, hospitality law, and foodservice management.

Combination of Didactic and Practical. Blomstrom (23) stated that work experience during the college years should not only be thought of as a requirement for graduation, but also as an important ingredient for the student's future career. Blomstrom is the director of the Restaurant Management program at Michigan State University where the program is too large to incorporate work experience in the curriculum. Students are encouraged to gain work experience during the summer months.

Vallen (24) discussed the hotel-restaurant administration education program offered at the University of Nevada, Las Vegas (UNLV). Students must complete 800 hours of work experience in local establishments without academic credit and an unsalaried internship with three to six hours of credit. The internship is divided into serving the customer (front of the house), production of food (back of the house), and small hotel operations. The internship program at UNLV is in partnership with the Nevada Resorts Association.

McCleray (25) emphasized the need for on-premise education in hotel and restaurant management. McCleray explained that students can learn better by the theory and related practice rather than totally in the

classroom. During job practice, students learn what will be expected of them and will gain experience in employee supervision. Brymer's statements (26) were in complete accord with those of McCleray in stressing the need for hospitality students to have concurrent experience in industry.

Entry Level Competencies

Definitions of Competencies

Competency, according to Gale and Pol (7), is the quality of being functionally adequate in performing tasks and assuming the role of a specified position with the requisite knowledge, ability, capability, skill, judgments, attitudes, and values. Bell (1) defined competency as the minimum knowledge, skills, affective behavior and judgment which an individual is certified to possess on a set of criteria and level of expectations.

Becker (27) described the following six components of competency: knowledge is a cognitive awareness, understanding is in-depth cognitive and/or affective comprehension, skill is the ability to perform a task or job, value is a norm or standard which is a psychologically integrated belief, attitude is a feeling or mood, and interest is an underlying motivation, continuing desire, psychological orientation. Butler (28) stated that competency is the ability to do well something worthwhile; the knowledge, skills, values, and attitudes needed to carry out properly an activity important to success in one's personal or professional life; the ability to meet or surpass prevailing standards of adequacy for a particular activity.

Acquisition of Competency

Gale and Pol (7) stated that competency is acquired, by gaining familiarity and understanding of and the ability to apply certain specified skills, knowledge, judgment, attitudes and values. They purported that the process of attaining competency is a spiraling, progressive one. The processes of understanding, familiarity, and application are totally dependent upon each other. An increase in familiarity will lead to an increased understanding, which leads to an increase in the ability to apply. They concluded that as familiarity, understanding, and application reach higher levels of proficiency the degree of competency also increases, as does the area of competency (7).

Bell (1) stated that competency in a chosen field can be acquired through education. Competency-based programs focus on the needs and accomplishments of students, because the emphasis is placed on objectives and personalization. Hart (29) defined entry-level competencies as those which the individual should be able to perform independently, as well as those which require guidance from a specialist, at least in the first position or job. The position paper on the administrative dietitian published by The American Dietetic Association (30) included the following description of the responsibility of the entry level dietitian in food-service management:

> At the entry level to the profession, the primary responsibility
> of the administrative dietitian is to utilize technical skills
> competently within an established frame of reference of policies
> and standard operating procedures. At this level, the dietitian
> should be knowledgable about the current theories of motivation
> and should utilize this knowledge in the further development of
> human skills. Since the first level of management provides the
> greatest number of human interactions, there is ample opportunity
> to test human skills and, with appropriate counseling, to improve
> these skills. The entry level dietitian in foodservice manage-
> ment should also have an understanding of the conceptual skills

required at the higher levels of management and should be given the opportunity to develop competence in these skills (30).

The managerial skills used in the position paper were defined by Katz (31). He described technical skill as an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques. Human skill was defined as the executive's ability to work effectively as a group member and to build cooperative effort within the team he/she leads. Conceptual skill was described as the ability to see the enterprise as a whole, recognizing how the various functions of the organization depend on one another and how changes in any one part affects all others.

Loyd and Vaden (2) studied the competencies needed for the entry-level dietitian in both administrative and clinical practice. The Loyd instrument (32) was based upon statements by Caggulia (33). Separate instruments were devised and sent to practitioners in each of the two categories of practice. The respondents rated the competencies expected of entry-level dietitians on two separate scales: "essentiality" and "degree of supervision." Fourteen of the essential competencies for administrative entry level practitioners were classified as involving primarily technical skills, for example, "monitors production and service," "prepares reports," and "plans food production." Competencies based on human skills included such items as "supervises personnel effectively" and "delegates." Generally, those competencies which were rated as essential were regarded as areas of performance in which limited supervision was needed.

The competencies necessary in menu planning for administrative dietitians were discussed by Morales et al. (34). Five basic competencies were

drawn from studies by Caggulla (33) and Loyd and Vaden (2). Through a
five stage process, subcompetencies and descriptors were developed for
each competency by a selected group of dietetic practitioners and educa-
tors. The competencies, subcompetencies, and descriptors were submitted
to practitioners for rating on two separate scales: "time consideration"
and "importance." The data were evaluated according to levels of practice
of the respondents: five years or less, six to fifteen years, and over
fifteen years. There were no significant differences among the three
levels of practice on the importance scores of the competency statements.
Time consideration scores, however, differed significantly among the
levels of practice for all competency statements. The more experienced
practitioners regarded the activities in the competency statements as
requiring more frequent time consideration than did the less experienced
group. Morales et al. (34) concluded that future research of this type
should be undertaken in all areas of dietetic practice, permitting a
better definition of the entry-level competencies for dietitians.

METHODOLOGY

Development of Instrument

Initial Draft

The competency statements developed for this study were adapted from Loyd's study (32) on the entry-level generalist dietitian. The competency statements used in that study were derived from the work of Cagguila (33) commissioned by The American Dietetic Association. Separate instruments were designed for distribution to practitioners in administrative and clinical practice. The Loyd instrument for administrative dietitians contained 47 competencies and had two scales. Scale A was for "Essentiality," and Scale B was for the "Degree of Supervision" needed by the entry level dietitian.

Using the Loyd instrument for administrative dietitians, fifty-six competency statements for commercial foodservice managers were developed by a group of specialists in foodservice management at Kansas State University (Appendix A). Twenty-nine of the Loyd statements were used with a simple modification such as, "maintains current knowledge of methods and systems in administrative management" which became "maintains current knowledge of new methods in foodservice management." Several new statements were developed which pertained specifically to commercial foodservice management such as, "implements effective food and beverage control procedures" and "realizes profit is an important goal."

Validation

The draft instrument was submitted for comments to nine graduates of
the Kansas State University Restaurant Management Program and three
interested restaurant managers. Participation was solicited by telephone
(Appendix B). Following affirmative responses, a copy of the draft
statements and an explanatory letter was sent. The letter included state-
ments on the importance of the study and instructions for commenting on
the statements (Appendix B). Four responses were received from the
initial mailing and five from the follow-up three weeks later (Appendix B).

Final Instrument

Skills and Abilities Statements. Following analysis of the comments
of the evaluators, the instrument was revised. Five competency statements
were added, and six of the original were modified. The suggestion was
adopted that a fourth statement be added to the rating scale. This state-
ment was "not important in commercial foodservice management."

The result of the revision was a list of sixty-two statements
arranged by use of random numbers. Seventeen of the statements related
specifically to commercial foodservice management (Appendix C) and forty
were applicable to any quantity foodservice management.

The respondents were asked to rate each of the competency statements
using the following scale:

    1 = Not important in commercial foodservice management
    2 = Not expected of the beginning manager, but is the responsibility
        of higher management
    3 = Desirable, but not essential for the beginning manager
    4 = Essential for the beginning manager.

To preclude confusing the respondents, the word competency was not
used in the instrument. Instead the heading of the sixty-two statements

was "skills and abilities needed by the beginning commercial foodservice manager." The instrument was printed in a four-page folder, three pages of which were devoted to the sixty-two statements and the first page to demographic data (Appendix D).

Demographic Information. The Loyd study was also the basis for the demographic information. Question one, concerning area where lived, was taken from the Loyd study, as was question two which concerned membership in the appropriate organization, which was the NRA. The third question pertained to the respondent's route to the position of restaurant manager, in particular whether by education or other means. Question four was for those with a degree to indicate the date received. Question five was designed to ascertain years of experience in restaurant management, and question six the title of the present position held.

The CREST studies (12) served as a basis for classifying the operation of the respondent. Question eight was intended to determine the number of years spent by the respondent in the present position. Questions nine and ten were designed to show the size and sales volume of the respondent's organization.

Distribution of Instrument

The first mailing of the questionnaire went to eighty-four Officers, Past Presidents, and Board of Directors of the National Restaurant Association. The assumption was that these leaders of the industry, because of experience and expertise, could best delineate the entry-level competencies needed by restaurant managers. The cover letter (Appendix E) explained the study and encouraged response. An addressed, stamped envelope was enclosed for return of questionnaire.

A follow-up mailing was sent to the non-respondents three weeks later (Appendix E). Forty-seven instruments were returned, and only one was considered unusable.

Since the returns on the first mailing were not considered adequate, a second mailing (Appendix E) was sent to ninety-five restaurateurs selected from the NRA membership directory. Approximately two operations from each state were selected. Eighteen completed questionnaires were returned. A Kansas State University faculty member, who addressed an NRA Purchasing Seminar in Kansas City, Missouri, secured twenty-five completed questionnaires from the participants.

A total of 202 questionnaires were transmitted to the three groups. Eighty-nine usable instruments were returned (44 per cent). This return was considered satisfactory because the objective was to obtain informed opinion from a group of experienced professionals. In addition, because of the nature of the data requested, there was no clear relationship between the objective to respond and the commercial foodservice manager's response.

Data Analysis

Data from the returned instruments were coded, key punched on two 80-column computer cards, and analyzed (35). A coding form was devised for the demographic data. Categories were established for open-ended questions 4, 9, and 10 on page 1 of the instrument (Appendix F).

For purposes of computation of mean ratings for essentiality of competencies for beginning commercial foodservice managers, the rating scale on the instrument was altered to:

1 = Not expected of the beginning manager, but is the responsibility
    of higher management
2 = Desirable, but not essential for the beginning manager
3 = Essential for the beginning manager.

The original response number 1 on the instrument, "not important in commercial foodservice management," was not used in the computation of mean scores because it was not definitive for any skill or ability.

As in the Loyd and Vaden study (2), upon which this instrument was based, competency was rated as essential for entry-level if the mean essentiality score was 2.50 or higher; desirable, but not essential if the mean score was 2.01 to 2.49; and beyond the responsibility of the beginning manager if the mean was below 2.00. Frequency distributions, also, were compiled for the demographic items and for responses to each of the competency statements.

RESULTS AND DISCUSSION

Demographic Data

Data from eighty-nine questionnaires were analyzed for this study. The demographic information was divided for analysis into personal characteristics (Table 1) and characteristics of the respondents operations (Table 2).

Personal Characteristics

To simplify analysis of position categories, several categories were combined and one was added (Table 1). The vice-presidents and regional managers were combined into one group. There were no regional vice-presidents among the respondents and thus the category was eliminated. The small numbers of consultants and educators justified placing them in the "Other" category. Since purchasing director was not a position class, respondents in purchasing positions wrote that position title under "Others." The number thus identified and the number of responses garnered in the Kansas City NRA seminar justified adding the position of purchasing director.

Presidents of companies comprised 32.6 per cent of the respondents and vice-presidents were 16.9 per cent; purchasing directors were also 16.9 per cent. Owner/operators of multi-unit operations represented 20.3 per cent of the total and 4.5 per cent were owner/operators of a single unit. The position category "Others" accounted for 8.9 per cent of the total and included such positions as educators, consultants, and retirees.

Table 1: Personal characteristics of respondents

	N[1]	%
present position		
president of company	29	32.6
vice president of company	15	16.9
owner/operator of multi-unit operation	18	20.3
owner/operator of one restaurant	4	4.5
purchasing director	15	16.9
others	8	8.9
years in present position		
less than 2 years	7	7.9
2 to 5 years	26	29.2
6 to 10 years	16	18.0
11 or more years	40	44.9
years member of NRA[2]		
5 years or less	21	23.8
6 to 10 years	20	22.7
11 to 20 years	17	19.3
over 20 years	30	34.1
experience in restaurant management		
less than 5 years	4	4.6
5 to 10 years	17	19.5
11 to 25 years	33	37.9
more than 25 years	33	37.9
route to restaurant management[3]		
entered the family business	21	24.4
worked way up through organization	31	36.0
work experience in foodservice	20	23.3
vocational training	3	3.5

[1]N varies from 87 to 89.

[2]National Restaurant Association.

[3]Respondents checked as many responses as applied.

✳

Table 1: (cont.)

	N	%
baccalaureate in:		
restaurant or hotel management	15	17.4
business administration	20	23.3
arts and sciences	6	7.0
other	13	15.1
year of degree[4]		
prior to 1940	6	11.4
1940 to 49	7	13.3
1950 to 59	20	37.9
1960 to 69	14	26.6
1970 to 73	6	11.4

[4]Includes only those who had degrees and reported year of degree.

The majority (92.1 per cent) of the respondents had been in their present positions more than two years, and 44.9 per cent reported eleven or more years. This long tenure in a position was anticipated because most of the respondents held positions in the NRA organization indicative of long experience in the profession. More than half the respondents had been NRA members for eleven or more years, and 34.1 per cent for over twenty years.

The years of experience disclosed by the survey were quite consonant with the study goal of having experienced restaurateurs define the competencies needed by the beginning manager. Approximately 76 per cent of the respondents had experience in the profession for over ten years.

The most prevalent route to the position of restaurant manager was working one's way up through the organization (36.0 per cent). Other routes frequently used were entering the family business (24.4 per cent), and achieving a baccalaureate degree in business administration (23.3 per cent) or work experience in foodservice (23.3 per cent). A degree in restaurant or hotel management had been received by 17.4 per cent of the respondents, and 7.0 per cent had received a degree in arts and sciences.

Among the eighty-nine respondents, 60 per cent had received a college degree. The most recent date of receiving a college degree was 1973. The median year for receiving a degree was 1956.

Operational Characteristics

Respondents resided in all geographic regions of the United States (Table 2). The middlewest was represented by the highest percentage (28.1), and the southwest the lowest (7.9 per cent).

Fifty per cent of the respondents were involved in an atmosphere/speciality type restaurant. A family type restaurant was operated by 37.5

Table 2: Characteristics of operations managed by respondents

	N	%
area of country		
northeast	22	24.7
southeast	17	19.1
middlewest	25	28.1
southwest	7	7.9
west	18	20.2
type of operation[1]		
fast food/drive-in	14	15.9
family type	33	37.5
take out	4	4.5
cafeteria	18	20.5
coffee shop	16	18.2
atmosphere/speciality	44	50.0
contract foodservice	5	5.7
vending	5	5.7
other	11	12.5
multiple-type operations[2]		
2 to 3 types of operations	22	24.7
4 to 5 types of operations	13	14.6
over 5 types of operations	1	1.1
number of foodservice units[3]		
1	18	21.7
2 to 5	16	19.2
6 to 20	10	12.0
21 to 60	14	16.8
61 to 175	6	7.2
401 to 1,000	13	15.6
1,000 to 2,500	6	7.2

[1]Respondents checked as many responses as applied.

[2]Fifty-three reported only one type of operation.

[3]No responses from 175 to 400.

Table 2: (cont.)

	N	%
sales volume ($) for calendar year 1978[4]		
less than 1,000,000	14	17.0
1,000,000 to 4,000,000	17	20.7
4,600,000 to 10,000,000	11	13.4
10,500,000 to 75,000,000	14	17.0
100,000,000 to 500,000,000	18	21.8
over 500,000,000	6	7.3

[4]Ranges established based on actual reports of $ volume.

per cent of the respondents. Between 15 and 20 per cent of the respondents operated a fast food/drive-in, cafeteria, or coffee shop. Vending operation and foodservice management company were not listed in the questionnaire, but each had five listings in the "Other" category. Separate categories were established for these operational types (Table 2).

Respondents were permitted to check as many types of operations, classified as multi-type operations, as applied to their companies. Twenty-two restaurateurs checked two or three different types of operations, thirteen checked four or five, and one manager more than six types of operations; whereas 61 per cent managed operations limited to one type.

For analysis, the number of foodservice units was categorized as follows: 1, 2 to 5, 6 to 20, 21 to 60, 61 to 175, 401 to 1000, and 1001 to 2500 units. There were no responses between 175 to 400, therefore the category was not included. The distribution of numbers of foodservice units was fairly even except for the 61 to 175 and the 1001 to 2500 category, each of which had 7.2 per cent of the total and was minimal in the survey.

The dollar sales volume of the companies as reported for calendar year 1978 was categorized into less than 1 million, 1 to 4 million, 4.6 to 10 million, 10.5 to 75 million, 100 to 500 million, and over 500 million. Sales volumes of 1 to 4 million dollars and 100 to 500 million dollars were each listed by more than 20 per cent of the respondents.

Analysis of Competency Statements

Data were analyzed by the ratings of skills as essential (Table 3), desirable but not essential (Table 4), and beyond the responsibility of the beginning manager (Table 5). Using the criteria defined by Loyd and

Vaden (2), competency statements with mean ratings of 2.50 or above were considered essential, mean ratings of 2.01 to 2.49 desirable but not essential, and mean ratings of 2.00 or below were beyond the responsibility of the beginning manager. Of the sixty-two competency statements listed on the instrument, twenty were considered essential, eighteen desirable, and twenty-four were rated as beyond the responsibility of the beginning manager. Each of these groups was separated further into the classifications of technical, human, and conceptual skills suggested by Katz (31). The percentage distribution of responses and mean ratings for each competency statement are included on Table 6 in Appendix G.

Essential Skills and Abilities

Technical Skills. In technical skills the major competencies considered essential were in the areas of food production and purchasing (Table 3). Competencies concerning food production were:

"operates equipment properly and safely,"
"monitors food items produced and served,"
"technical skills in food and beverage production management,"
"uses daily production schedules," and
"insures that standardized recipes are used."

Purchasing skills rated essential were "monitors receiving, storage, and sanitation procedures," "uses appropriate purchasing techniques," and "coordinates purchasing with service." The other technical skill considered essential was "prepares reports."

Human Skills. Human skills considered essential pertained to staffing and employee relations. Essential competencies involved in staffing were:

"trains personnel,"
"orients new personnel,"
"trains personnel to produce customer satisfaction," and
"interviews and selects personnel."

Table 3: Essential competencies for the beginning commercial foodservice manager (mean 2.50 to 3.0)[1]

item number	competency[2]	not important in commercial foodservice[3]	essentiality[4]	
		%	mean	s.d.
33	maintains effective communication with personnel	-	2.93 ±	.25
34	realizes that profit is an important goal	-	2.91 ±	.36
38	ranks customer satisfaction as a high priority	-	2.91 ±	.36
31b	maintains quality and quantity controls through consistent supervision of personnel	-	2.87 ±	.34
31c	maintains quality and quantity controls through routine monitoring of receiving, storage, and sanitation procedures	-	2.84 ±	.37
6	motivates personnel to perform effectively	-	2.82 ±	.42
26	operates equipment properly and safely	-	2.78 ±	.49
22c	performs the following personnel functions: in-service training of personnel	-	2.75 ±	.53

[1] N varies from 87 to 89.

[2] Competency statements are ordered from most to least essential.

[3] Percentage of respondents indicating competency was not expected of the beginning commercial foodservice manager. Mean scores were computed on data with these responses omitted.

[4] Scale:
   1 = not expected of the beginning manager
   2 = desirable, but not essential
   3 = essential.

Table 3: (cont.)

item number	competency	not important in commercial foodservice	essentiality	
		%	mean	s.d.
31a	maintains quality and quantity controls through routine monitoring of food items produced and served	-	2.75 ±	.51
22b	performs the following personnel functions: orientation of new personnel	-	2.74 ±	.54
47	trains personnel to produce customer satisfaction	-	2.72 ±	.56
43	prepares accurate, timely, and appropriate reports	1.1	2.70 ±	.61
22a	performs the following personnel functions: interviewing and selection of personnel	-	2.63 ±	.68
32	uses employee performance evaluation effectively	-	2.61 ±	.60
27	has technical skills in food and beverage production management (cooking, bartending, dishwashing, etc.)	-	2.60 ±	.62
39	insures that daily food production schedules are used	1.1	2.60 ±	.65
30	uses appropriate techniques for purchasing food and supplies	1.1	2.55 ±	.69
54	insures that standardized recipes are used to provide a consistent basis for quality and quantity control	-	2.54 ±	.76
37	coordinates purchasing with food preparation and preparation with service	-	2.54 ±	.64
17	coordinates labor, equipment, and personnel within area	-	2.53 ±	.74

Employee relation skills rated as essential were "maintains effective communication with personnel," "motivates," and "uses performance evaluation."

Conceptual Skills. The conceptual skills rated essential could not be classified into separate categories. These were "coordinates labor, equipment, and personnel within area," "ranks highly customer satisfaction," and "realizes that profit is an important goal."

Desirable Skills and Abilities

Technical and Human Skills. Technical skills considered desirable, but not essential for the beginning manager, were in the areas of food production and operational procedures (Table 4). Competencies concerning food production were:

"plans a master schedule for personnel,"
"considers resources in menu planning,"
"determines man-hour requirements," and
"implements food and beverage control procedures."

Competencies involved in operational procedures were:

"maintains accurate records,"
"implements operational policies and procedures,"
"implements new methods," and
"implements changes in methods and procedures."

Other technical skills considered desirable were "plans menus which identify food items accurately" and "establishes a maintenance schedule." The human skill believed desirable was "delegation."

Conceptual Skills. Conceptual skills rated desirable but not essential pertained to the development and evaluation of methods. The statements were:

"develops methods for evaluating customer satisfaction,"
"develops methods to support goals,"

Table 4: Desirable, but not essential competencies for the beginning commercial foodservice manager (mean 2.01 to 2.49)[1]

item number	competency	not important in commercial foodservice	essentiality	
		%	mean	s.d.
28	plans sanitation schedules and procedures that conform to state and local regulations	-	2.47 ± .69	
9	delegates appropriate functions to others	1.1	2.42 ± .72	
10	implements effective food and beverage control procedures	1.1	2.41 ± .75	
35	plans a master schedule for personnel	-	2.35 ± .74	
11	maintains accurate and appropriate records for personnel management, fiscal control, and reporting purposes	-	2.35 ± .76	
20	develops methods for evaluating customer satisfaction regarding food and service	1.1	2.30 ± .78	
49	implements operational policies and procedures in appropriate areas	2.2	2.29 ± .80	
29	develops methods to support goals	-	2.23 ± .82	
14	maintains current knowledge of new methods in foodservice management	-	2.20 ± .74	
55	implements new ways of accomplishing objectives	1.1	2.17 ± .75	
1	analyzes problems related to various areas of foodservice operation	1.1	2.16 ± .76	

[1]Refer to Table 3 for footnotes.

Table 4: (cont.)

item number	competency	not important in commercial foodservice	essentiality	
		%	mean	s.d.
24	determines man-hour requirements that relate to menu and service	1.1	2.15 ± .77	
25	evaluates effectiveness of methods and procedures	-	2.13 ± .74	
46	implements changes in methods and procedures to solve problems within operations	1.1	2.13 ± .78	
42b	plans menus which conform to budget and cost requirements and to equipment, time and personnel availability	1.1	2.10 ± .84	
42d	plans menus which identify food items accurately (truth in menu)	2.2	2.10 ± .89	
50	understands the different laws that affect foodservice operations and management	1.1	2.08 ± .75	
7	establishes a maintenance schedule for equipment and facilities	1.1	2.05 ± .82	

"analyzes problems," and
"evaluates effectiveness of methods and procedures."

Other competencies ranked in this category were to "maintain current knowledge" and "understand the different laws affecting foodservice operations."

Skills and Abilities beyond Entry-Level

Technical Skills. The majority of technical and human skills were considered either essential or desirable for the beginning commercial foodservice manager. Two technical skills rated as the responsibility of higher level managers were to "have technical knowledge in energy conservation" and to "incorporate principles of good menu planning" (Table 5).

Conceptual Skills. The majority of competency statements considered beyond the responsibility of the beginning manager were conceptual skills which can be classified into financial analysis, labor, staffing, merchandising techniques, menu analysis, and operational policies and procedures. The statements concerning financial analysis were:

"uses financial analysis,"
"uses balance sheets: and income statements,"
"plans budgets," and
"develops selling prices."

Competencies involving labor were "understands the right of management and labor," "identifies labor laws," and "conducts labor studies." The conceptual skills pertaining to staffing were "develops training programs," "develops job descriptions," and "obtains training materials." The skills rated as beyond the responsibility of the beginning manager regarding merchandising techniques were "develops community relations," "incorporates new trends in menu planning," and "uses marketing analysis."

Table 5: Competencies beyond entry-level expectations for the beginning
commercial foodservice manager (mean 1.25 to 2.00)[1]

item number	competency	not important in commercial foodservice management	essentiality	
		%	mean	s.d.
45	understands rights of management and labor in collective bargaining	1.1	1.95 ± .81	
41	has technical knowledge in all areas of energy conservation	1.1	1.92 ± .72	
2	uses financial analysis to evaluate operational performance	3.4	1.87 ± .81	
53	develops orientation and in-service training programs for foodservice personnel	3.4	1.87 ± .84	
40	prepares proposals to justify proposed changes	2.2	1.86 ± .77	
18	identifies state, local, and federal labor laws which relate to personnel management	3.4	1.83 ± .81	
19	uses the balance sheet and income statement for decision making	2.2	1.83 ± .81	
4	develops job descriptions and specifications for personnel	1.1	1.78 ± .82	
12	develops community relations and involvement by actively participating in civic/trade association activities	3.4	1.78 ± .74	
42a	plans menus which incorporate principles of good menu planning, i.e. color, texture, shape, variety and nutritional content	4.5	1.77 ± .81	

[1]Refer to Table 3 for footnotes.

Table 5: (cont.)

item number	competency	not important in commercial foodservice management	essentiality	
		%	mean	s.d.
21	plans a budget that conforms to financial requirements	1.1	1.75 ± .76	
23	develops selling prices based on operational costs, expected profit, and competition	2.2	1.74 ± .80	
51	analyzes menu for cost, selling price, and customer satisfaction and, if necessary, modifies menu	3.4	1.74 ± .81	
16	develops policies and procedures that are consistent with operations, personnel availability, and characteristics of customers	3.4	1.72 ± .84	
8	obtains appropriate training materials (audio-visual and written)	2.2	1.69 ± .77	
5	develops purchasing specifications for food and supplies that insure quality and quantity control	2.2	1.68 ± .80	
52	uses effective merchancising techniques in the presentation of food to customers (example: menu design)	5.6	1.66 ± .77	
48	develops long and short range organizational goals and objectives	2.2	1.64 ± .68	
3	justifies purchase of new equipment	3.4	1.59 ± .71	
44	conducts labor studies to provide a basis for evaluating jobs (e.g. time-motion studies)	5.6	1.58 ± .72	
42c	plans menus which incorporate new trends in the restaurant industry	2.2	1.56 ± .73	
15	designs an inventory control system	4.5	1.55 ± .72	

Table 5: (cont.)

item number	competency	not impor- tant in commercial foodservice management	essentiality	
		%	mean	s.d.
13	uses marketing analysis for decision making (example: theme concept, service hours, expansion, etc.)	4.5	1.34 ±	.63
36	analyzes menu as to nutritional content	14.6	1.26 ±	.47

Menu analysis was a conceptual skill rated beyond the responsibility of the beginning manager. The competencies involved in operational policies and procedures were:

"develops policies and procedures,"
"develops purchasing specifications,"
"designs an inventory control system,"
"prepares proposals," and
"justifies equipment purchases."

Skills not Important in Commercial Foodservice Management

Only three competency statements of those considered essential for the beginning manager (mean over 2.50) were rated not important in commercial foodservice management. In the competencies considered desirable but not essential (2.01 to 2.49) several statements were rated as not important by the respondents, but in each instance the percentage was small.

Each of the competencies considered beyond the responsibility of the beginning manager (1.25 to 2.00 mean rating) had at least one respondent indicating unimportance in commercial foodservice management. Competency statement 36, "analyzes the menu as to nutritional content" was the one most frequently rated unimportant. This response was given by 14.6 per cent of the respondents. The only other statements rated as not important by responses on the order of 4.0 or 5.0 per cent pertained to principles of good menu planning, merchandising techniques, labor studies, inventory control systems, and marketing analysis.

Comparison to Loyd Study

There were both similarities and differences in the results of this study and those found by Loyd and Vaden (2) which pertained to the

entry-level generalist dietitian. The present study concerned the compe-
tencies of entry-level commercial foodservice managers. Similarities
occurred in the technical and human skills considered essential. In both
studies, "monitors receiving, storage, and sanitation," and "prepares
reports" were considered essential. A human skill considered essential in
both studies was "maintains effective communication." Loyd found (2)
"uses effective merchandising techniques" and "analyzes menu" to be essen-
tial skills, but these were rated as responsibilities of higher management
in this study.

Concerning the desirable skills there was some agreement between this
study and Loyd's for such competencies as "plans a master schedule" and
"implements new methods." Differences occurred in competency ratings such
as those on "develops job descriptions" and "develops purchasing specifi-
cations" which were considered desirable in Loyd's study but were consid-
ered beyond the responsibility of the beginning manager in this study.

Competencies rated as beyond the responsibility of the beginning
manager in both studies were "justifies purchase of new equipment,"
"designs an inventory control system," and "plans a budget." A major
difference occurred in the "interviewing and selection of personnel" which
was considered essential in this study, but was classified as a responsi-
bility of higher management in Loyd's research.

A difference occurred in the percentage distribution of essential,
desirable, and beyond the responsibility skills and abilities. Half of
Loyd's competencies were considered essential, 37 per cent considered
desirable, and only 13 per cent were considered beyond the responsibility
of the beginning manager. Ratings of competencies in this study were
distributed as follows: 32 per cent were considered essential; 29 per cent

desirable; and 38 per cent beyond the responsibility of the beginning manager.

Comments by the Respondents

Most of the comments concerned how the size of the organization affected the role of the beginning manager; for example:

> My summary is from a large corporate chain, retail atmosphere posture. I recognize that we have more time to train and develop managers compared to independent or certain free standing operations.

> In small restaurants, managers need to do almost all these things.

Other comments called for the beginning manager to have "integrity" and "leadership training." One respondent contended that the beginning manager should put on an apron and work in the kitchen, then work as a bus boy. He concluded that "there are no shortcuts to the top."

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In many professional organizations there is a recognizable trend toward the delineation of competencies for persons entering the field from an educational program. Entry-level competencies have not as yet been developed for commercial foodservice managers. The objective of the study, therefore, was to initiate the development of these competencies.

The major concept of this study evolved from the comments by Gale and Pol (7) that the first step in planning educational programs is the development of statements that describe competencies required for successful functioning in a position. Such statements could be developed from a panel of experts or a sample of practitioners in the field. In this study, competency statements for the entry-level commercial foodservice manager were developed by a panel of experts and validated by a select sample of practitioners from the membership of the National Restaurant Association (NRA).

Competencies used in this study were adapted from those evaluated by Loyd (32) in her study of the entry-level generalist dietitian. The initial draft instrument was submitted to a panel of selected practitioners, the majority of which were graduates of the Kansas State University Restaurant Management Program. The critique of this panel resulted in the final instrument which was transmitted to 202 NRA members. Eighty-nine (44 per cent) were returned.

The questionnaire included a numerical scale for rating each statement by the respondents. The scalar values assigned to the responses were as follows:

   1 = Not expected of the beginning manager, but is the responsibility
       of higher management,

   2 = Desirable, but not essential for the beginning manager, and

   3 = Essential for the beginning manager.

Statistical treatment of the data involved compilation of frequency
distribution for the ratings of each statement and computation of mean
ratings.

Predicated upon the work of Loyd and Vaden (2), competency statements
with means of 2.50 or above were considered essential, statements with
means of 2.01 to 2.49 were desirable, and those with means of 2.00 or less
were classified as beyond the responsibility of the beginning manager. Of
the 62 statements, 20 were considered essential, 18 desirable, and 24 were
rated beyond the responsibility of the beginning manager.

The competency statements were further classified into technical,
human, and conceptual skills. Katz (31) described the technical skill as
an understanding of and proficiency in a specific kind of activity involv-
ing methods, processes, procedures, or techniques. Human skill was
defined as the ability to work effectively as a group member and to build
cooperative effort within the team. Conceptual skill was described as the
ability to see the enterprise as a whole, recognizing the interdependence
of functions within the organization.

Statements pertaining to human skills generally were rated as essen-
tial. Examples were "maintains effective communication with personnel"
and "motivates personnel to perform effectively." The ratings of techni-
cal skills were divided between essential and desirable, but not essen-
tial. These were the skills and abilities pertaining primarily to food
production, purchasing, and operational procedures.

Most of the conceptual skills were considered beyond the responsibility of the beginning commercial foodservice manager. A few conceptual skills were rated essential such as "realizes that profit is an important goal" and "ranks customer satisfaction highly." Examples of conceptual skills considered beyond the responsibility of the beginning manager were "develops job descriptions and specifications" and "prepares proposals to justify proposed changes."

The results of the demographic data indicated that all geographic areas of the country were represented by the respondents. Approximately 76 per cent of the respondents had experience in restaurant management for more than eleven years. The three prevalent routes to enter the field were through education, entering the family business, and through the ranks.

A recommendation drawn from this limited study is that restaurant management curricula should include emphasis on technical and human skills. Indications are that these skills can be incorporated effectively into a curriculum by simulations or preferably by coordinated work experience. The predominant opinion of the respondents was that the conceptual skills were beyond the responsibility of the beginning commercial foodservice manager.

The conclusion from this study is that competencies for entry-level commercial foodservice managers can be developed with the cooperation of restaurateurs. Extensive research toward further definition and refinement of competency statements is recommended.

REFERENCES

(1) Bell, C.G.: Role vs. entry-level competencies in competency-based education. J. Am. Dietet. A. 69:133, 1976.

(2) Loyd, M.S. and Vaden, A.G.: Practitioners identify competencies for entry-level generalist dietitians. J. Am. Dietet. A. 71:510, 1977.

(3) Prentiss, B.R.: Selected public school food service and commercial administrators: Personal attributes, management characteristics, and scope of position. School Food Service Res. Rev. 3:90, 1979.

(4) Riggs, S.: Cash or care: How do foodservice careers stack up? Institutions/Volume Feeding 80:65 (Feb. 1), 1977.

(5) Landmark, R.M.: Career education for the hospitality industry. Cornell H.R.A. Quart. 15:5 (Aug.), 1974.

(6) Lukowski, R.F., Budde, R., and Cournoyer, N.B.: Higher education for the hospitality industry. Cornell H.R.A. Quart. 15:14 (Aug.), 1974.

(7) Gale, L.E. and Pol, G.: Competence: A definition and conceptual scheme. Educ. Tech. 15:19 (June), 1975.

(8) National Restaurant Association: NRA 1979-1980 Directory. Chicago: Natl. Rest. Assoc., 1979.

(9) 1978 sales up 15.5% as "400" hits 49.1 billion. Institutions 85:2 (July 15), 1979.

(10) McLamore, J.W.: The future of the restaurant industry. Cornell H.R.A. Quart. 17:2 (May), 1976.

(11) Powers, T.F.: Food service in 1985. Cornell H.R.A. Quart. 17:40 (May), 1976.

(12) Crest details increased average check of restaurant patrons. NRA News 17:4 (Oct.), 1977.

(13) What is Crest. NRA Foodservice Trends 1:8 (Aug.), 1979.

(14) America: Out to eat. Newsweek 26:40 (Oct. 3), 1977.

(15) Roseman, A.S.: Problems and opportunities for the foodservice industry in the 1980's. J. Food Protection 41:11 (Nov.), 1978.

(16) Trott, D.I.: Exploding the myth: The truth about food service growth. Cornell H.R.A. Quart. 18:11 (Feb.), 1978.

(17) NRA/NIFI survey of hospitality programs. (Typewritten report, undated, distributed by the National Restaurant Association, 1977), Chicago: Natl. Rest. Assoc.

(18) Sapienza, D.L.: What university students ought to study: Opinions expressed by a selected group of Nevada hotel executives. J. Hospitality Educ. 2:11 (Jan.), 1978.

(19) Rehkopf, E.N.: Graduate study for the hospitality industry. Cornell H.R.A. Quart. 16:57 (May), 1975.

(20) Varner, H.E.: Training the hospitality graduate: A view from the industry. J. Hospitality Educ. 2:5 (Jan.), 1978.

(21) Powers, T.F.: A systems perspective for hospitality management. Cornell H.R.A. Quart. 19:7 (Feb.), 1978.

(22) Pizam, A. and Lewis, R.: Predicting career success and satisfaction: A study of hospitality graduates. Cornell H.R.A. Quart. 20:12 (Nov.), 1979.

(23) Blomstrom, R.L.: Work experience is desirable if-. Cornell H.R.A. Quart. 15:22 (Aug.), 1974.

(24) Vallen, J.J.: Work experience and internships at UNLV. Cornell H.R.A. Quart. 15:24 (Aug.), 1974.

(25) McCleray, K.W.: The value of on-premise education in hotel and restaurant management. Cornell H.R.A. Quart. 17:8 (May), 1978.

(26) Brymer, R.A.: Increasing the educational value of hospitality field trips and "reaction papers." J. Hospitality Educ. 2:25 (Jan.), 1978.

(27) Becker, S.P.: Competency analysis: Looking at attitudes and interests as well as technical job skills. Training 14:21 (Dec.), 1977.

(28) Butler, F.C.: The concept of competence: An operational definition. Educ. Tech. 18:7 (Jan.), 1978.

(29) Hart, M.: Competency-based education. J. Am. Dietet. A. 69:616, 1976.

(30) Position paper on the administrative dietitian. J. Am. Dietet. A. 67:478, 1975.

(31) Katz, R.L.: Skills of an effective administrator. Harv. Bus. Rev. 52:90 (Sept.-Oct.), 1974.

(32) Loyd, M.: The entry-level generalist dietitian: Expectations of the hospital dietetic practitioner. An unpublished master's thesis, Kansas State University, 1975.

(33) Cagguila, A.: Competencies of the entry-level generalist dietitian. (Typewritten report, undated, distributed at the Dietetic Internship Council Meeting, Feb. 1974), Chicago: The Am. Dietet. A.

(34) Morales, R., Spears, M.C., and Vaden, A.G.: Menu planning competencies in administrative dietetic practice. J. Am. Dietet. A. 74:642, 1979.

(35) Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K., and Bent, D.W.: Statistical Package for the Social Sciences. 2nd ed. N.Y.: McGraw-Hill Book Co., 1975.

APPENDIXES

APPENDIX A

Pilot Study Instrument

Department of Dietetics, Restaurant
and Institutional Management
Justin Hall
Kansas State University

SKILLS AND ABILITIES NEEDED BY A BEGINNING COMMERCIAL

FOODSERVICE MANAGER

1. Develops long and short range organizational goals and objectives.

2. Maintains current knowledge of new methods in foodservice management.

3. Develops methods to support goals.

4. Evaluates effectiveness of methods and procedures.

5. Prepares proposals to justify proposed changes.

6. Implements new ways of accomplishing objectives.

7. Develops policies and procedures that are consistent with operations, personnel availability, and characteristics of customers.

8. Implements operational policies and procedures in appropriate areas.

9. Develops job descriptions and specifications for personnel.

10. Develops orientation and in-service training programs for foodservice personnel.

11. Performs the following personnel functions:
    11a. interviewing and selection of personnel.

    11b. orientation of new personnel.

    11c. in-service training of personnel.

12. Obtains appropriate training materials (audio-visual and written).

13. Plans menus which:
    13a. incorporate principles of good menu planning, i.e. color, texture, shape, variety and nutritional content.

    13b. conform to budget and cost requirements, and to equipment, time and personnel availability.

    13c. incorporate new trends in the restaurant industry.

14. Analyzes menu as to nutritional content.

15. Analyzes menu for cost, selling price, and customer satisfaction and, if necessary, modifies menu.

16. Develops methods for evaluating customer satisfaction regarding food and service.

17. Develops standardized recipes to provide a consistent basis for quality and quantity control.

18. Plans daily food production.

19. Determines man-hour requirements that relate to menu and service.

20. Plans a master schedule for personnel.

21. Plans a budget that conforms to financial requirements.

22. Maintains accurate and appropriate records for personnel management, fiscal control, and reporting purposes.

23. Prepares accurate, timely, and appropriate reports.

24. Justifies purchase of new equipment.

25. Develops purchasing specifications for food and supplies that insure quality and quantity control.

26. Designs a computerized or non-computerized inventory system.

27. Plans sanitation schedules and procedures that conform to state and local regulations.

28. Coordinates purchasing with food preparation and preparation with service.

29. Coordinates labor, equipment, and personnel within area.

30. Delegates appropriate functions to others.

31. Maintains effective communication with personnel.

32. Motivates personnel to perform effectively.

33. Identifies state, local, and federal labor laws which relate to personnel management.

34. Has knowledge and skill in labor negotiation.

35. Uses effective merchandising techniques in the presentation of food to customers (example: menu design).

36. Maintains quality and quantity controls through:
    36a. routine monitoring of food items produced and served.

    36b. consistent supervision of personnel.

    36c. routine monitoring of receiving, storage, and sanitation procedures.

37. Conducts labor studies to provide a basis for evaluating jobs.

38. Uses employee performance evaluation effectively.

39. Analyzes problems related to various areas of foodservice operation.

40. Implements changes in methods and procedures to solve problems within operations.

41. Uses marketing analysis for decision making (example: theme concept, service hours, expansion, etc.).

42. Ranks customer satisfaction as a high priority.

43. Trains personnel to produce customer satisfaction.

44. Realizes that profit is an important goal.

45. Uses the balance sheet and income statement for decision making.

46. Uses appropriate techniques for purchasing food and supplies.

47. Understands the different laws that affect foodservice operations and management.

48. Uses financial analysis to evaluate operational performance.

49. Develops selling prices based on operational costs, expected profit, and competition.

50. Implements effective food and beverage control procuedures.

Additional comments or suggestions:

APPENDIX B

Communication with Pilot Study Group

Transcript of Telephone Call to Pilot Study Respondents

Hello

My name is Arnold Mariampolski and I am a graduate student in Institutional Management at Kansas State University. I am about to start research on the necessary skills and abilities of beginning commercial foodservice managers. I would like you to take part in the pilot study of my questionnaire. A pilot study questionnaire is a preliminary questionnaire used to make suggestions for revisions. The pilot group helps design the questionnaire that will be sent to the group.

You have been chosen to take part in the pilot study because 1) you are a successful graduate of the Restaurant Management program here at K-State, or 2) are a successful entrepreneur in the industry. Filling out the questionnaire should not take longer than thirty minutes. There has been little research done in our field of commercial foodservice and it is up to the successful restaurant manager in the field to help design programs for the future restaurant managers studying here at Kansas State and at other programs.

The questionnaire after the pilot study is completed will be sent to the Officers, Board of Directors, and Past Presidents of the National Restaurant Association. The results of the survey will be shared with you.

I need your help in order to complete this important survey for our industry, and I would very much appreciate you taking part in this survey. The pilot questionnaire should be sent to you in the next week or two. Would you like to be a part of this important study?

(Letterhead)

Letter Accompanying Pilot Study Questionnaire

We appreciate your willingness to help in the pilot study essential to research in the Department of Dietetics, Restaurant and Institutional Management at Kansas State University on the skill and abilities of beginning commercial foodservice managers. Your honest reaction to the statements on the enclosed questionnaire will be appreciated.

Our recent telephone conversation explained the importance of the study. Please let me reiterate. This study is one of the first on the requirements for beginning managers in commercial foodservice. Successful restaurant managers can help develop restaurant management programs for their successors. This study will help us gain knowledge from your experience.

The questionnaire should not take any longer than 30 minutes to complete. You will have total anonymity in your responses.

Please review each statement and indicate whether you believe the statement is accurate and appropriate with regard to managerial practice in commercial foodservice. Be frank and make any suggestions you believe will improve the study. There is space provided below each question in which you may write your reactions. The statements were designed to describe skills and abilities of a manager new to the field of commercial foodservice. At the end of the questionnaire, there is space to write any additional or concluding comments.

Please return the questionnaire in the postage paid envelope provided. The final revised questionnaire will be sent to the officers and board of directions of the National Restaurant Association for further evaluation. A summary of the results of the study will be sent to you.

Thank you again for taking part in this research.

Sincerely,

Arnold Mariampolski
Graduate Student

Marian C. Spears, Ph.D., R.D.
Department Head

fj

(Letterhead)

Follow-up Letter for Pilot Study

Two weeks ago, after a telephone conversation, we sent you a questionnaire concerning the skills and abilities needed by a beginning commercial food-service manager. As a pilot group, we need your response to aid in developing a document for a survey in this area.

This study is one of the first on the requirements for beginning managers in commercial foodservice. Successful restaurant managers can help develop restaurant management programs for their successors. This study will help us gain knowledge from your experience.

The questionnaire should not take any longer than 30 minutes to complete. You will have total anonymity in your responses.

Please review each statement and indicate whether you believe the statement is accurate and appropriate with regard to managerial practice in commercial foodservice. Be frank and make any suggestions you believe will improve the study. There is space provided below each question in which you may write your reactions. The statements were designed to describe skills and abilities of a manager new to the field of commercial foodservice. At the end of the questionnaire, there is space to write any additional or concluding comments.

Please return the enclosed questionnaire in the postage paid envelope provided. The final revised questionnaire will be sent to the officers and board of directors of the National Restaurant Association for further evaluation. A summary of the results of the study will be sent to you.

Thank you again for taking part in this research.

Sincerely,

Arnold Mariampolski
Graduate Student

Marian C. Spears, Ph.D., R.D.
Department Head

jj

Enclosures

APPENDIX C

List of Additional Competencies from

Pilot Study

List of Additional Competencies from Pilot Study

1. Uses financial analysis to evaluate operational performance.

2. Implements effective food and beverage control procedures.

3. Develops community relations and involvement by actively participating in Civic/Trade association activities.

4. Uses marketing analysis for decision making (example: theme concept, service hours, expansion, etc.).

5. Uses the balance sheet and income statement for decision making.

6. Develops methods for evaluating customer satisfaction regarding food and service.

7. Develops selling prices based on operational costs, expected profit, and competition.

8. Operates equipment properly and safely.

9. Has technical skills in food and beverage production management (cooking, bartending, dishwashing, etc.).

10. Realizes that profit is an important goal.

11. Ranks customer satisfaction as a high priority.

12. Has technical knowledge in all areas of energy conservation.

13. Incorporate new trends in the restaurant industry.

14. Identify food items accurately (truth in menu).

15. Trains personnel to produce customer satisfaction.

16. Analyzes menu for cost, selling price, and customer satisfaction and, if necessary, modifies menu.

17. Uses effective merchandising techniques in the presentation of food to customers (example: menu design).

APPENDIX D

Final Instrument

KSU
KANSAS
STATE
UNIVERSITY

Department of Dietetics, Restaurant and Institutional Management

Justin Hall
Manhattan, Kansas 66506
913-532-5521

STUDY OF SKILLS AND ABILITIES NEEDED BY THE BEGINNING
COMMERCIAL FOODSERVICE MANAGER

1. In which area of the country do you live?

____ (1) Northeast
____ (2) Southeast
____ (3) Middlewest
____ (4) Southwest
____ (5) West

2. How many years have you been a member of The National Restaurant Association (NRA)?

____ (1) 1 year or less
____ (2) 2 to 5 years
____ (3) 6 to 10 years
____ (4) 11 to 20 years
____ (5) over 20 years

3. How did you become a restaurant manager? (Check as many as apply.)

____ (1) Entered the family business
____ (2) Worked way up through organization
____ (3) Work experience in foodservice
____ (4) Vocational Training (Chef School etc.)
____ (5) Community College 1 year program
____ (6) Community College 2 year program
   Baccalaureate in:
____ (7) Restaurant or Hotel Management
____ (8) Business Administration
____ (9) Arts and Sciences
____ (10) Other _____
   (please specify)

4. If you did receive a degree, what was the date? _____

5. How long have you worked in restaurant management?

____ (1) less than 5 years
____ (2) 5 to 10 years
____ (3) 11 to 25 years
____ (4) more than 25 years

6. Please check the classification that **best** describes your present position.

____ (1) President of Company
____ (2) Vice President of Company
____ (3) Regional Vice President
____ (4) Regional Manager
____ (5) Owner/Operator of one restaurant
____ (6) Owner/Operator of multi-unit operation
____ (7) Consultant
____ (8) Educator
____ (9) Other _____
   (please specify)

7. Classify your operations (check as many as apply):

____ (1) Fast Food/Drive-In
____ (2) Family Type
____ (3) Take Out
____ (4) Cafeteria
____ (5) Coffee Shop
____ (6) Atmosphere/Specialty
____ (7) Other _____
   (please specify)

8. How many years have you been in your present position?

____ (1) less than 2 years
____ (2) 2 to 5 years
____ (3) 6 to 10 years
____ (4) 11 or more years

9. How many foodservice units does your company own as of July 1, 1979?

_____
(please specify)

10. What was the sales volume of your company for the calendar year 1978? _____

SKILLS AND ABILITIES NEEDED BY THE BEGINNING COMMERCIAL FOODSERVICE MANAGER

This is a study to determine the skills and abilities needed by beginning commercial foodservice managers. We are interested in the opinions of experienced restaurateurs for help in planning educational programs.

Please read the following statements and carefully rate each statement using the scale below. You will note that some statements may seem very similar; e.g. one concerning developing methods and another involves implementation. The beginning commercial foodservice manager may be expected to perform in one aspect but not the other. Circle the numbers that reflect your opinions.

Scale: 1 = Not important in commercial foodservice management
2 = Not expected of the beginning manager, but is the responsibility of higher management
3 = Desirable, but not essential for the beginning manager
4 = Essential for the beginning manager

	Please circle 1 2 3 4
1. Analyzes problems related to various areas of foodservice operation.	1 2 3 4
2. Uses financial analysis to evaluate operational performance.	1 2 3 4
3. Justifies purchase of new equipment.	1 2 3 4
4. Develops job descriptions and specifications for personnel.	1 2 3 4
5. Develops purchasing specifications for food and supplies that insure quality and quantity control.	1 2 3 4
6. Motivates personnel to perform effectively.	1 2 3 4
7. Establishes a maintenance schedule for equipment and facilities.	1 2 3 4
8. Obtains appropriate training materials (audio-visual and written).	1 2 3 4
9. Delegates appropriate functions to others.	1 2 3 4
10. Implements effective food and beverage control procedures.	1 2 3 4
11. Maintains accurate and appropriate records for personnel management, fiscal control, and reporting purposes.	1 2 3 4
12. Develops community relations and involvement by actively participating in Civic/Trade association activities.	1 2 3 4
13. Uses marketing analysis for decision making (example: theme concept, service hours, expansion, etc.).	1 2 3 4
14. Maintains current knowledge of new methods in foodservice management.	1 2 3 4
15. Designs an inventory control system.	1 2 3 4
16. Develops policies and procedures that are consistent with operations, personnel availability, and characteristics of customers.	1 2 3 4
17. Coordinates labor, equipment, and personnel within area.	1 2 3 4

18. Identifies state, local, and federal labor laws which relate to personnel management.	1	2	3	4
19. Uses the balance sheet and income statement for decision making.	1	2	3	4
20. Develops methods for evaluating customer satisfaction regarding food and service.	1	2	3	4
21. Plans a budget that conforms to financial requirements.	1	2	3	4
22. Performs the following personnel functions: 22a. interviewing and selection of personnel.	1	2	3	4
22b. orientation of new personnel.	1	2	3	4
22c. in-service training of personnel.	1	2	3	4
23. Develops selling prices based on operational costs, expected profit, and competition.	1	2	3	4
24. Determines man-hour requirements that relate to menu and service.	1	2	3	4
25. Evaluates effectiveness of methods and procedures.	1	2	3	4
26. Operates equipment properly and safely.	1	2	3	4
27. Has technical skills in food and beverage production management (cooking, bartending, dishwashing, etc.).	1	2	3	4
28. Plans sanitation schedules and procedures that conform to state and local regulations.	1	2	3	4
29. Develops methods to support goals.	1	2	3	4
30. Uses appropriate techniques for purchasing food and supplies.	1	2	3	4
31. Maintains quality and quantity controls through: 31a. routine monitoring of food items produced and served.	1	2	3	4
31b. consistent supervision of personnel.	1	2	3	4
31c. routine monitoring of receiving, storage, and sanitation procedures.	1	2	3	4
32. Uses employee performance evaluation effectively.	1	2	3	4
33. Maintains effective communication with personnel.	1	2	3	4
34. Realizes that profit is an important goal.	1	2	3	4
35. Plans a master schedule for personnel.	1	2	3	4
36. Analyzes menu as to nutritional content.	1	2	3	4
37. Coordinates purchasing with food preparation and preparation with service.	1	2	3	4
38. Ranks customer satisfaction as a high priority.	1	2	3	4
39. Insures that daily food production schedules are used.	1	2	3	4

Scale: 1 = Not important in commercial foodservice management
2 = Not expected of the beginning manager, but is the responsibility of higher management
3 = Desirable, but not essential for the beginning manager
4 = Essential for the beginning manager

	Please circle 1 2 3 4
40. Prepares proposals to justify proposed changes.	1 2 3 4
41. Has technical knowledge in all areas of energy conservation.	1 2 3 4
42. Plans menus which: 42a. incorporate principles of good menu planning, i.e. color, texture, shape, variety and nutritional content.	1 2 3 4
42b. conform to budget and cost requirements, and to equipment, time and personnel availability.	1 2 3 4
42c. incorporate new trends in the restaurant industry.	1 2 3 4
42d. identify food items accurately (truth in menu).	1 2 3 4
43. Prepares accurate, timely, and appropriate reports.	1 2 3 4
44. Conducts labor studies to provide a basis for evaluating jobs (e.g. time-motion studies).	1 2 3 4
45. Understands rights of management and labor in collective bargaining.	1 2 3 4
46. Implements changes in methods and procedures to solve problems within operations.	1 2 3 4
47. Trains personnel to produce customer satisfaction.	1 2 3 4
48. Develops long and short range organizational goals and objectives.	1 2 3 4
49. Implements operational policies and procedures in appropriate areas.	1 2 3 4
50. Understands the different laws that affect foodservice operations and management.	1 2 3 4
51. Analyzes menu for cost, selling price, and customer satisfaction and, if necessary, modifies menu.	1 2 3 4
52. Uses effective merchandising techniques in the presentation of food to customers (example: menu design).	1 2 3 4
53. Develops orientation and in-service training programs for foodservice personnel.	1 2 3 4
54. Insures that standardized recipes are used to provide a consistent basis for quality and quantity control.	1 2 3 4
55. Implements new ways of accomplishing objectives.	1 2 3 4

Comments:

APPENDIX E

Correspondence to Study Sample

(Letterhead)

Letter Accompanying Final Instrument

October 10, 1979

Dear

At Kansas State University we are conducting a study to identify the
necessary skills and abilities needed by beginning commercial foodser-
vice managers. Due to your experience, commitment, and expertise in
the restaurant industry, we believe you can help us. The enclosed
questionnaire is being sent to the Officers, Board of Directors, and Past
Presidents of the National Restaurant Association. This is one of the
first studies of this type done in commercial foodservice and your
response will be valuable. All information will be completely confiden-
tial. The questionnaire is identified by code number for follow-up
purposes only. Your name will not be linked with your responses.

This survey is being conducted under the guidelines established by Kansas
State University, and your participation is strictly voluntary. We would
appreciate your responses to all items on the questionnaire. The return
of the questionnaire will indicate your willingness to participate in the
study.

When you have completed the questionnaire, place it in the enclosed
stamped envelope and drop it in the mail. The questionnaire should take
about thirty minutes of your time. We would appreciate your returning
the questionnaire by the end of the week. If you have any questions
concerning this study, you may reach any member of the project team by
telephone or mail. The results will enable the faculty to examine the
Restaurant Management curriculum critically for the effectiveness of
student preparation in foodservice management.

Sincerely,

Arnold Mariampolski   Marian C. Spears, Ph.D., R.D.
Graduate Assistant   Professor and Head
                                    Dietetics, Restaurant and
                                    Institutional Management

fj

(Letterhead)

Follow-up Letter for Final Instrument

October 29, 1979

Dear

We need your help! About three weeks ago you were sent a questionnaire
concerning the skills and abilities needed by beginning commercial food-
service managers. You were selected to take part in this study because
of your commitment, expertise and experience in the restaurant industry.
The findings will not be as complete without your reactions.

The questionnaire should only take about 30 minutes of your time. Upon
completing the questionnaire, please place it in the enclosed prepaid
envelope and mail it to us by the end of the week.

Thank you for your time and assistance. Your participation in this study
will express your interest in the quality of hospitality education.

Sincerely,

Arnold Mariampolski
Graduate Assistant

Marian C. Spears, Ph.D., R.D.
Head, Dietetics, Restaurant and
  Institutional Management

jj

Enclosures

(Letterhead)

Letter Accompanying Second Distribution

November 15, 1979

Dear

At Kansas State University we are conducting a study to identify the necessary skills and abilities needed by beginning commercial foodservice managers. Due to your experience, commitment, and expertise in the restaurant industry, we believe you can help us. The enclosed questionnaire is being sent to leaders in commercial foodservice operations. This is one of the first studies of this type done in commercial foodservice and your response will be valuable. All information will be completely confidential. The questionnaire is identified by code number for follow-up purposes only. Your name will not be linked with your responses.

This survey is being conducted under the guidelines established by Kansas State University, and your participation is strictly voluntary. We would appreciate your responses to all items on the questionnaire. The return of the questionnaire will indicate your willingness to participate in the study.

When you have completed the questionnaire, place it in the enclosed stamped envelope and drop it in the mail. The questionnaire should take about thirty minutes of your time. We would appreciate your returning the questionnaire by the end of the week. If you have any questions concerning this study, you may reach any member of the project team by telephone or mail. The results will enable the faculty to examine the Restaurant Management curriculum critically for the effectiveness of student preparation in foodservice management.

Sincerely,

Arnold Mariampolski   Marian C. Spears, Ph.D., R.D.
Graduate Assistant   Professor and Head
                                       Dietetics, Restaurant and
                                       Institutional Management

jj

Enclosures

APPENDIX F

Coding Information

Code Form

Card 1:

<u>Col.</u>

1-2 _____ ID

3 _____ Return 1 = 1st, 2 = 2nd

4 _1_ Card Code

5 _____ Q1 area

6 _____ Q2 yrs. NRA

7 _____ Q3(1), family enter 1 if checked, 2 if not

8 _____ Q3(2) worked up

9 _____ Q3(3) experience in RM

10 _____ Q3(4) Voc.

11 _____ Q3(5) Commun College (1 yr.)

12 _____ Q3(6) Commun College (2 yrs.)

13 _____ Q3(7) BS - RM

14 _____ Q3(8) BBA

15 _____ Q3(9) BS or BA

16 _____ Q3(10) Other

17-18 _____ Q4 yr. of degree

19 _____ Q5 yrs. in RM

20-21 _____ Q6 present position

22 _____ Q7(1) Fast Food

23 _____ Q7(2) Family

24 _____ Q7(3) Take out

25 _____ Q7(4) Cafeteria

26 _____ Q7(5) Coffee Shop

27 _____ Q7(6) Atmosphere

<u>Col.</u>

28 _____ Q7(7) Other

29 _____ Q7(8) Vending

30 _____ Q7 b Multiple, 2-3 = 1, 4-5 = 2, 6 or more = 3

31 _____ yrs, present position

32-35 _____ units
     xxxx

36-47 ___,___,___,___ $ Volume in billions
    xxx,xxx,xxx,xxx

Card 2:

<u>Col.</u>

1-2 _____ ID

3 _____ Return

4 _____ Card Code 2

5-66 _____ Record competency statement responses (1 item/col.)

Categories for Open-Ended Questions 4, 9, and 10

4. If you did receive a college degree, what was the date?[1]

    prior to 1940
    1940 to 1949
    1950 to 1959
    1960 to 1969
    1970 to 1973

9. How many foodservice units does your company own as of July 1, 1979?[2]

    2 to 5
    6 to 20
    21 to 60
    61 to 75
    401 to 1,000
    1,001 to 2,500

10. What was the sales volume of your company for the calendar year 1978?[3]

    less than 1,000,000
    1,000,000 to 4,000,000
    4,600,000 to 10,000,000
    10,500,000 to 75,000,000
    100,000,000 to 500,000,000
    over 500,000,000

---

[1]No responses after 1973.

[2]No responses from 175 to 400.

[3]Ranges established based on actual reports of $ volume.

APPENDIX G

Supplemental Table

Table 6: Mean scores and percentage distribution of responses on ratings of skills and abilities for beginning commercial foodservice managers[1]

item number	item	percentage of responses				mean rating[3]
		[2] 1 not important in commercial foodservice management	2 beyond responsibility	3 desirable, not essential	4 essential	
		%	%	%	%	%
1	analyzes problems related to foodservice operation	1.1	22.5	41.6	34.8	2.16
2	uses financial analysis	3.4	38.2	32.6	25.8	1.87
3	justifies purchase of new equipment	3.4	51.7	32.6	12.4	1.59
4	develops job descriptions	1.1	46.1	28.1	24.7	1.78
5	develops purchasing specifications	2.3	51.7	25.8	20.2	1.68
6	motivates personnel	-	1.1	15.7	83.1	2.82

[1] N varies from 87 to 89.

[2] Response #1 was omitted in computation of means.

[3] Mean ratings based on scale:
1 = not expected of the beginning manager
2 = desirable, but not essential
3 = essential

Table 6: (cont.)

item number	item	percentage of responses				mean rating
		1 not important in commercial foodservice management	2 beyond responsibility	3 desirable, not essential	4 essential	
		%	%	%	%	
7	establishes maintenance schedules	1.1	30.7	33.0	35.2	2.05
8	obtains training materials	2.3	48.9	30.7	18.2	1.69
9	delegates	1.1	13.5	30.3	55.1	2.42
10	implements food and beverage control procedures	1.1	15.7	27.0	56.2	2.41
11	maintains accurate and appropriate records	-	16.9	31.5	51.7	2.35
12	develops community relations and involvement	3.4	39.3	39.3	18.0	1.78
13	uses marketing analysis for decision making	4.5	70.8	16.9	7.9	1.34
14	maintains current knowledge	-	19.1	41.6	39.3	2.20
15	designs an inventory control system	4.5	55.1	28.1	12.4	1.55
16	develops policies and procedures	3.4	50.6	22.5	23.6	1.72

Table 6: (cont.)

| | | percentage of responses | | | | |
| | | 1 not important in commercial foodservice management | 2 beyond responsibility | 3 desirable, not essential | 4 essential | mean rating |
item number	item	%	%	%	%	
17	coordinates labor, equipment and personnel	-	14.6	18.0	67.4	2.53
18	identifies labor laws	3.4	41.6	30.3	24.7	1.83
19	uses balance sheets and income statements	2.2	41.6	31.5	24.7	1.83
20	evaluates customer satisfaction	1.1	19.1	31.5	48.3	2.30
21	plans budgets	1.1	43.8	36.0	19.1	1.75
22a	interviews and selects personnel	-	11.4	14.8	73.9	2.63
22b	orients new personnel	-	4.5	17.0	78.4	2.74
22c	conducts in-service training	-	4.5	15.9	79.5	2.75
23	develops selling prices	2.2	47.2	29.2	21.3	1.74
24	determines man-hour requirements	1.1	22.7	38.6	37.5	2.15
25	evaluates effectiveness of methods and procedures	-	21.8	43.7	34.5	2.13

Table 6: (cont.)

item number	item	percentage of responses				mean rating
		1 not impor- tant in commercial foodservice management %	2 beyond responsi- bility %	3 desirable, not essential %	4 essential %	
26	operates equipment properly and safely	-	3.4	15.7	80.9	2.78
27	has technical skills in food and beverage production management	-	6.8	26.1	67.0	2.60
28	plans sanitation schedules and procedures	-	11.2	30.3	58.4	2.47
29	develops methods to support goals	-	24.1	28.7	47.1	2.23
30	uses appropriate techniques for purchasing	1.1	11.2	22.5	65.2	2.55
31a	monitors food items produced and served	-	3.4	18.0	78.7	2.75
31b	supervises personnel effectively	-	-	13.5	86.5	2.87
31c	monitors receiving, storage, and sanitation	-	-	15.7	84.3	2.84
32	uses performance evaluation	-	5.6	28.1	66.3	2.61

Table 6: (cont.)

item number	item	percentage of responses				mean rating
		1 not impor-tant in commercial foodservice management %	2 beyond responsi-bility %	3 desirable, not essential %	4 essential %	
33	communicates with personnel effectively	-	-	6.7	93.3	2.93
34	realizes that profit is an important goal	-	1.1	6.7	92.1	2.91
35	plans a master schedule for personnel	-	15.9	33.0	55.1	2.35
36	analyzes menu as to nutritional content	14.6	64.0	20.2	1.1	1.26
37	coordinates purchasing with service	-	7.9	30.3	61.8	2.54
38	ranks customer satisfaction as a high priority	-	1.1	6.7	92.1	2.91
39	uses daily food production schedules	1.1	9.0	21.3	68.5	2.60
40	prepares proposals to justify changes	2.2	36.0	39.3	22.5	1.86
41	has technical knowledge in energy conservation	1.1	29.2	48.3	21.3	1.92

Table 6: (cont.)

| item number | item | percentage of responses | | | | mean rating |
		1 not important in commercial foodservice management %	2 beyond responsibility %	3 desirable, not essential %	4 essential %	
42a	uses menu planning principles	4.5	44.9	28.1	22.5	1.77
42b	considers resources in menu planning	1.1	30.7	28.4	39.8	2.10
42c	incorporates new trends in the industry	2.2	56.2	28.1	13.5	1.56
42d	identifies food items accurately	2.2	33.7	20.2	43.8	2.10
43	prepares reports	1.1	8.0	13.6	77.3	2.70
44	conducts labor studies	5.6	51.7	30.4	12.4	1.58
45	understands collective bargaining	1.1	34.1	35.2	29.5	1.95
46	implements changes	1.1	23.9	38.6	36.4	2.13
47	trains personnel to produce customer satisfaction	-	5.6	16.9	77.5	2.72
48	develops organization goals and objectives	2.2	46.1	40.4	11.2	1.64

Table 6: (cont.)

item number	item	percentage of responses				mean rating
		1 not impor-tant in commercial foodservice management	2 beyond responsi-bility	3 desirable, not essential	4 essential	
		%	%	%	%	
49	implements policies and procedures	2.2	20.5	28.4	48.9	2.29
50	understands laws affecting foodservice operations	1.1	23.6	43.8	31.5	2.08
51	analyzes and modifies menu	3.4	47.2	27.0	22.5	1.74
52	uses effective merchandising techniques	5.6	49.4	28.1	16.9	1.66
53	develops training programs	3.4	40.4	28.1	28.1	1.87
54	insures that standardized recipes are used	-	15.7	14.6	69.7	2.54
55	implements new ways of accomplishing objectives	1.1	20.5	40.9	37.5	2.17

ENTRY-LEVEL COMPETENCIES FOR COMMERCIAL FOODSERVICE
MANAGERS: PRACTITIONERS' ASSESSMENT

by

ARNOLD MARIAMPOLSKI

B.A., Queens College, 1975

————————————

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant,
and Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1980

ABSTRACT

In many professional organizations there is a recognizable trend toward the delineation of competencies for persons entering the field from an educational program. Entry-level competencies have not as yet been developed for commercial foodservice managers. The objective of the study, therefore, was to initiate the development of these competencies.

The major concept of this study evolved from the comments by Gale and Pol that the first step in planning educational programs is the development of statements that describe competencies required for successful functioning in a position. Such statements could be developed from a panel of experts or a sample of practitioners in the field. In this study, competency statements for the entry-level commercial foodservice manager were developed by a panel of experts and validated by a select sample of practitioners from the membership of the National Restaurant Association (NRA).

Competencies used in this study were adapted from those evaluated by Loyd in her study of the entry-level generalist dietitian. The final instrument was transmitted to 202 NRA members. Eighty-nine (44 per cent) were returned.

Predicated upon the work of Loyd and Vaden, competency statements with means of 2.50 or above were considered essential, statements with means of 2.01 to 2.49 were desirable, and those with means of 2.00 or less were beyond the responsibility of the beginning manager. Of the 62 statements, 20 were considered essential, 18 desirable, and 24 were beyond the responsibility of the beginning manager. The competency statements were

further classified into technical, human, and conceptual skills as defined by Katz. The ratings of technical skills were divided between essential and desirable but not essential, statements pertaining to human skills were rated generally as essential, and most of the conceptual skills were considered beyond the responsibility of the beginning commercial foodservice manager.

A recommendation drawn from this limited study is that restaurant management curricula should include emphasis on technical and human skills. Indications are that these skills can be incorporated effectively into a curriculum by simulations or preferably by coordinated work experience.

The conclusion from this study is that competencies for entry-level commercial foodservice managers can be developed with the cooperation of restaurateurs. Extensive research toward further definition and refinement of competency statements is recommended.