

PRESENT AND FUTURE RESTAURANT MANAGEMENT COMPETENCIES:  
AN INDUSTRY PERSPECTIVE

by

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## **Abstract**

Restaurant managers are responsible for the daily operation, coordination of staff, and profitability in the one million plus restaurants in the United States. However, the restaurant industry has a high management turnover rate and the identification of any process that may help restaurant owners identify, hire, and retain qualified managers is vital to the success of any operation, and the industry as a whole.

Clearly identifying competencies that are needed for a manager to be successful might help in lowering the turnover rate and ensure that operations are successful. Not only will the identification of competencies benefit operators, it will also provide information for faculty in hospitality programs to build and adapt curriculum to meet the demands of industry. Few studies have focused on restaurant manager competencies and most are over 20 years old, and no studies have explored future competencies. Thus, the purpose of this study is to determine present and future restaurant management competencies. Specific questions include:

1. Which competencies are necessary for entry-level restaurant managers?
2. How will entry-level management competencies change in the next 10 years?
3. What is the magnitude of change between current and future restaurant manager competencies?

The sample for this study included 123 restaurant managers in the United States, and yielded a 21.9% response rate. Most of the highest ranked competencies are soft skills. Managers ranked leadership skills as the most important competency, while education was ranked lowest. Interestingly, when exploring individual competencies, results of present compared to future competencies showed a slight decrease in mean score. Paired Samples T-tests were used to explore differences between present and future competencies and between the

different domains. Few significant differences were found, though education was the only competency with a significantly higher future mean. Managerial implications, limitations, and directions for future studies are discussed.

# Table of Contents

List of Tables .....	vii
Acknowledgements.....	viii
Chapter 1 - Introduction.....	1
Introduction.....	1
Justification.....	2
Purpose of the study.....	2
Significance of the Study.....	3
Definition of Terms .....	3
Chapter 2 - Literature Review.....	5
Overview of the Restaurant Industry .....	5
Competencies.....	6
Hospitality Industry Competencies.....	8
Issues for Future Managers in the Hospitality Industry.....	9
Importance of Hospitality Education .....	10
Competencies for Hospitality Managers.....	11
Competencies in the Selection, Training, and Retention.....	18
Restaurant Management Competencies.....	19
Food Safety Competencies in the Restaurant Industry .....	22
Chapter 3 - Methodology.....	25
Population and Sampling.....	25
Development of Instrument .....	26
Competencies for a Restaurant Manager.....	26
Demographic Questions.....	27
Project Approval .....	27
Pilot Study.....	27
Data Collection .....	27
Data Analysis.....	28
Chapter 4 - Results and Discussion .....	29

Demographic Characteristics of Restaurant Managers.....	29
Current Competencies for Entry-Level Management.....	31
Future competencies for Entry Level Management.....	38
Comparison Between Means of Present and Future Competencies for Entry-Level Management.....	45
Ranking of Competency Domains for Entry-Level Management .....	52
ANOVA Comparisons Between Groups .....	54
Comparisons by age .....	54
Comparison by job position .....	56
Comparison by type of restaurant .....	56
Chapter 5 - Conclusions and Recommendations .....	60
Major Findings.....	60
Which competencies are necessary for restaurant managers? .....	60
How competencies will change for managers in the next 10 years? .....	61
What is the magnitude of change between current and future restaurant manager competencies?.....	62
Theoretical Implication.....	63
Managerial Implications .....	64
Limitations .....	64
Future Study.....	65
References.....	67
Appendix A - Appendix A – Pilot Study Qualtrics Survey: Present and future restaurant management competencies .....	74
Appendix B - Appendix B - IRB form.....	91

## List of Tables

Table 2.1 Summary of Competencies Developed in Hospitality Studies .....	14
Table 4.1. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123)....	32
Table 4.2 Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). ....	39
Table 4.3. Comparison between Present and Future Competencies by Mean scores.....	46
Table 4.4 Comparison of Means by Domains of Current and Future Competencies .....	53
Table 4.5 Mean Average Ranking of Competencies Based on Age.....	55
Table 4.6 Mean Average Ranking of Competencies Based on Job Position.....	58
Table 4.7 Mean Average Ranking of Competencies Based on Restaurant Type. ....	59

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# **Chapter 1 - Introduction**

## **Introduction**

The restaurant industry is one of the largest employers in the United States (U.S.), with an estimated workforce of 14 million employees (National Restaurant Association [NRA], 2015). The hospitality industry hires around 10% of both the U.S. and globe workforce (Baum, 2002; NRA, 2015). According the U.S. Department of Labor Statistics (2015), there are over 305,000 managers working in foodservice operations in the U.S. These managers are in charge of daily operations in the one million restaurants and establishments that serve food and beverages (U. S. Department of Labor, 2015).

In addition, Okeiyi, Finley, and Postel (1994) mention that the hospitality industry will hire approximately 30% to 90% of their management trainees from hospitality schools. Thus, it is important that the curriculum of hospitality management programs properly prepare students for their future as managers (Rivera, Di Pietro, Murphy, & Muller, 2008).

Ashley et al. (1995) noted that complaints from restaurant industry recruiters and managers have lead hospitality programs to reevaluate their curricula. Studies have stressed the importance of maintaining a curriculum that aligns with the needs of the industry (Barron, 2008; Lefever & Withiam, 1998; Raybould & Wilkins, 2005). However, there is a paucity of current literature related to specific competencies required to make managers more effective in their positions and maximize customer satisfaction (Bharwani & Jauhari, 2013).

The turnover intention in the restaurant industry can reach up to 33% for managers and identifying competencies for future managers may help reduce the turnover intention of managers by improving the selection process (Kalargyrou & Woods, 2011; Tesone & Ricci, 2006). The creation of valid competency measurements could help create training programs,

pre-employment tests, succession planning for managers, leadership development activities, and teambuilding initiatives that could help reduce the turnover intention of managers (Tesone & Ricci, 2006).

### **Justification**

The restaurant industry employees approximately 14 million people (NRA, 2015), including approximately 305,000 managers (U. S. Department of Labor, 2015). The selection of qualified restaurant managers is vital to help restaurant owners improve operations and further develop their selection process (Barron, 2008; Testa & Sipe, 2012). A manager who can evolve to meet the demands of an-ever changing restaurant industry is critical to decreasing turnover rates (Tesone & Ricci, 2006), ensuring proper food safety practices (Cates & Muth, 2009; Egan et al., 2007; Mitchell, Fraser, & Bearon, 2007), and keeping the business profitable (Emenheiser, Clay, & Palakurthi, 1998). Moreover, hospitality management educators need to ensure they are providing an education that will meet industry demands. Few studies have focused on restaurant manager competencies and most of these studies are over 20 years old.

### **Purpose of the study**

The purpose of this study is to analyze current and future competencies of restaurant managers. Specific research questions include:

1. Which competencies are necessary for restaurant entry-level managers?
2. How will competencies change for entry-level managers in the next 10 years?
3. What is the magnitude of change between current and future restaurant manager competencies?

## **Significance of the Study**

Several studies have explored competencies in the hospitality industry, but the vast majority of these studies have focused on managers in the lodging industry and few have focused on the restaurant industry. Although some competencies for the restaurant industry have been identified, most of these articles are over 20 years old and may not be valid for the current needs of the restaurant industry. The results of this study will benefit educators and industry in three different ways. First, the findings of this study will provide hospitality educators current industry-reviewed competencies that can be utilized to update their curriculum to meet present industry requirements. Second, identified competencies may help the industry develop selection tools to improve the hiring process and select candidates that have the skills and abilities required for a demanding job. Finally, findings of this research could assist hospitality students in their understanding of the requirements necessary for success as a manager in the restaurant industry and the abilities they should look to develop. In the literature review done, we could not identify any articles that tried to predict future competencies for restaurant entry level management.

## **Definition of Terms**

**Ability:** The power or skill to do something (Webster, 2015).

**Competencies:** An achievable job-related behavior (Fournier & Ineson, 2010).

**Competency model:** A descriptive tool that identifies the knowledge, skills, abilities and behaviors needed to properly perform inside an organization (Chung-Herrera, Enz, & Lankau, 2003).

**Curriculum:** A set of courses with an identified course of study with specific objectives, subjects and teaching methods. Is a common knowledge for preparation in degrees for hospitality management (Williams, 2005).

**Hospitality Industry:** Businesses that provide food, beverage or lodging to travelers (Williams, 2005).

**Hospitality:** The definition is: that a host is ready to receive a guest requirements like: food, beverages and lodging while the guest is away from home (Williams, 2005).

**Knowledge:** Information, understanding, or skill that one can learn from experience or education (Webster, 2015).

**Restaurant:** Any public space that specializes in the sale of prepared food (Barrows, Powers & Reynolds, 2011).

**Skills:** An ability that can be acquired through training, they can be innate or acquired (Fournier & Ineson, 2010).

## **Chapter 2 - Literature Review**

### **Overview of the Restaurant Industry**

According to the National Restaurant Association (NRA), restaurant industry sales are estimated to be over \$783 billion in 2016, an estimated of \$1.8 billion daily. For every dollar that an American will spend on food in 2016, 47% of it will be spent in a foodservice operation, yielding an estimated industry impact of \$2 trillion (NRA, 2016).

A high volume of sales and expected economic impact results in a large number of employees working in the industry. An estimated 10% of the global workforce is hired in tourism or hospitality-related industries (Baum, 2002; NRA, 2015). According to the NRA, there are greater than 1 million restaurants in the United States (U.S.), and the estimated current workforce is 14 million. Of these 14 million employees, approximately 305,000 are foodservice managers (Bureau of Labor Statistics, 2015). These managers are the individuals responsible for daily operations, directing staff to ensure that customers are satisfied, and keeping the business profitable (Bureau of Labor Statistics, 2015; Emenheiser, Clay & Palakurthi, 1998).

Of these 1 million restaurants in the U.S., an estimated seven out of 10 establishments are single unit operations and 93% of these restaurants have less than 50 employees (NRA, 2013). Because the majority of restaurants are single unit operations, with limited budget available for on-going management training, therefore it is vital that managers have the proper competencies to administer and manage the operation.

To better understand the job and responsibilities of a restaurant manager is important to understand the different types of restaurants. According to Barrows, Powers, and Reynolds (2011) there are four different types of restaurants, which can be classified as:

- **Fine dining restaurants:** these are full service restaurants, which typically have an average check of over \$40. Most of these operations are staffed by professionally trained chefs.
- **Casual upscale restaurants:** these establishments have a theme that guides the restaurant; the food tends to be cheaper than fine dining. Meals also are less time consuming and elaborate than in fine dining.
- **Fast casual restaurant:** described as full service but in a quick service format. They include made to order meals, with more food preparation than in a quick service.
- **Quick service Restaurant:** restaurants that require low labor, and therefore offer lower prices to customers. The key to success relies on its simplicity and the standardization of their products.

## **Competencies**

The literature has defined competencies in many different ways, therefore it is difficult to establish a standard definition. The most common definition found in the literature includes knowledge, skills, abilities, beliefs, values, interests, or any characteristic that can be associated with high performance on the job or to acquire work objectives (Schippmann et al., 2000).

A competency model is a tool that helps identify these knowledge, skills, abilities, and behaviors required to work effectively inside an organization (Chung-Herrera, Enz, & Lankau, 2003). Even though competency models and job analysis are very similar, competency models are worker focused, while job analysis are worker and task focused (Schippmann et al., 2000).

Competency models provide important tools for the human resources systems. For example competency models can help guide:

- **Recruitment and selection**, by establishing skills necessary to perform the job properly.
- **Training and development**, by identifying gaps between required skills and the current skills employees have.
- **Performance appraisals**, by guiding what is important for the company, like desired behavior thus providing a tool for meaningful evaluation, therefore what will be monitored.
- **Coaching and mentoring**, by having 360 degrees feedback, supervisors can use the information to help reinforce desired behavior.
- **Rewards systems**, by linking desired attributes with rewards, this will also help to attract, motivate, and retain employees.
- **Career development**, they can help to create a path to what are the next skills needed to advance to the next position.

- **Succession planning**, to identify possible successors for important positions and making clear the requirements needed for a candidate readiness.
- **Change management**, companies may work towards the future by creating future competencies and what skills will be required (Chung-Herrera et al. 2003).

According to Birdir and Pearson (2000), competency models can be used to design curriculum, recruit, select, coach, and help develop career and succession planning. Competency models can also help guide university faculty in the process of designing curricula to meet industry needs (Chung-Herrera et al., 2003). In the literature, a competency model has been identified as a tool that educators can utilize to identify the knowledge, skills, abilities, and behavior necessary to perform properly in an organization. For the purpose of this study we will utilize the definition proposed by Fournier and Ineson (2010) which define competencies as a set of achievable job-related behaviors. This definition was selected because it has been used in previous hospitality industry research (Fournier & Ineson, 2010).

### **Hospitality Industry Competencies**

The development of managers is key to the future of the hospitality industry, which is impacted significantly by globalization and competitiveness (Littlejohn & Watson, 2004). The average turnover for the restaurant industry in 2005 was 102% for line employees and 33% for managers (Kalargyrou & Woods, 2011). Dyck and Strick (1990) noted that a restaurant chain could have up to 225% turnover rate for managers. Emenheiser et al. (1998), states that up to 90% of manager turnover occurs within the first 90 days of employment. Such a high turnover rate increases the cost for training and development among manager and employees (Kalargyrou & Woods, 2011).



Research has indicated that up to 70% of exiting employees in the hospitality industry would stay longer with better training (Kalargyrou & Woods, 2011). These studies mention that better training could help lower the turnover rates (Kalargyrou & Woods, 2011).

The academic curriculum outcomes must be aligned with the needs of the industry in order to satisfy the work requirements of the restaurant industry and lower employee and manager turnover (Barron, 2008; Lefever & Withiam, 1998; Raybould & Wilkins, 2005). According to Tesone and Ricci (2006), the identification and implementation of competencies and selection of students from hospitality schools known for producing students with strong potential as future managers can help reduce the turnover intention rates in the industry.

Okeiyi, Finley, and Postel (1994) mention the largest hospitality companies hire between 30% to 90% of their management trainees from hospitality schools. Therefore, it is important that hospitality schools align with the growing and evolving restaurant industry (Bharwani & Jauhari, 2013). Hospitality faculty should consider the traits of the most successful managers in the industry when they are educating students and determining the content of curriculum (Emenheiser et al., 1998). Moreover, educators must provide students with realistic expectations from the prospective of hiring companies (Waryszak, 1999).

### **Issues for Future Managers in the Hospitality Industry**

The most cited competencies that trouble current managers, include human resources (Enz, 2004; Lefever & Whitiam, 1998), safe food handling, effective marketing strategies, and innovation (Enz, 2004). Regarding human resources, retention, taxes, government regulations, and legal liabilities are the concerns noted that managers don't know how to effectively address (Enz, 2004). However, other articles note that the most important competencies are related to

listening skills, accounting, ability to motivate others and manage employees, and knowledge of legal issues (Mayo & Thomas-Haysbert, 2005). According to Testa and Sipe (2012), one of the main concerns industry has noted for future managers is the constant and growing competition, which means managers must achieve their goals with fewer resources in order to maintain competitive advantage.

Many managers in different hospitality industries have to deal with turnover rates. In 2013 the restaurant industry had a turnover rate of 62.6% (NRA, 2014). Since the hospitality industry deals with high turnover rates, some researchers had taken steps towards decreasing these rates and therefore helping the hospitality industry. As Birdir (2002) describes, high turnover rates can negatively impact the overall performance of the industry. This situation can be translated into direct monetary cost and also customers and coworker's dissatisfaction.

Turnover intention is not only high among operational workers but on managers too. As Ghiselli, Lopa, and Bai (2001) point out in their study, 50% of participant managers expressed a desire to abandon the food service industry entirely. Furthermore, two out of five managers didn't see themselves in their current companies in the near future.

### **Importance of Hospitality Education**

It is extremely important that hospitality education lead the restaurant industry instead of following (Jayawardena, 2001). Hospitality educators should anticipate future needs of industry and provide research and leadership that will help students be better prepared for senior positions in the restaurant industry (Jayawardena, 2001). This acknowledges the central role that hospitality schools play in the future of our industry (Barron, 2008). Mayo and Thomas-Haysbert (2005) explored essential competencies for hospitality and tourism graduates and

indicted that the main goal for hospitality schools is to prepare students to achieve skills and knowledge to perform successfully in a continuously changing environment, an idea also supported by Barrows (2008).

In order for a college or university to have a high quality and industry-focused education, educators must identify competencies necessary for successful managers (Kay & Russette, 2000). Jayawardena (2001) indicated there are new challenges that hospitality schools must face compared to 25 years ago. These challenges are the understanding of multinational, and therefore multi-ethnic backgrounds of the workforce and preparing students to manage in this diverse environment (Jayawardena, 2001).

Lashley and Barron (2006) stated that there is an increasing number of international students in hospitality programs. This increase has led to cross cultural differences in the classroom and an increase in the differences in learning styles and linguistic patterns. These changes have made it difficult to engage students in the classroom. This research noted that up to 74% of current students prefer an active style of learning (Lashley & Barron, 2006). These findings may help educators guide the design of curriculum to adapt to the requirements, needs, and learning styles of a diverse and cross-cultured international student body (Lashley & Barron, 2006). This study is important because it highlights the importance of having foreign languages as courses required for hospitality students as noted in previous studies (Lashley & Barron, 2006; Lin, 2002).

### **Competencies for Hospitality Managers**

Mayo and Thomas-Haysbert (2005) explored essential competencies for hospitality management graduates, surveying participants of the Council on Hotels, Restaurants, and

Institutional Education Conference (CHRIE). Listening skills, financial accounting, ability to manage subordinates, motivation of others, revenue management, a passion for service, ability to handle food and beverage events, how to plan and conduct meetings, and knowledge of legal issues were the top competencies identified. The research identified that educators view the technical skills of improving revenue and accounting processes as more important than listening/communicating skills, which the industry professionals ranked as the most important (Mayo & Thomas-Haysbert, 2005). The authors indicated there were differences in the ranking of all the competencies between the industry professionals and the educators. However, there were no significant differences in the most essential competencies. As an example, industry professionals ranked communication skills as a top competency, while the educators ranked this as the third most important competency (Mayo & Thomas-Haysbert, 2005). One of the highest ranked competencies by both educators and industry professionals was the ability to understand financial accounting processes (Mayo & Thomas-Haysbert, 2005).

Lin (2002) analyzed the relationship between courses and required competencies for the hospitality industry. The author surveyed managers and assistant managers of 56 international hotels in Taiwan. Respondents rated the importance of the competencies on a 5-point Likert scale. One of the emerging findings of this study was that accounting, marketing, foreign language, communication, and quality management should have more importance in hospitality education (Lin, 2002). The study notes that unlike research done in the United States, foreign language classes are important, because most of the business in many hotels comes from international travelers, especially from U.S. (Lin, 2002). In this research, a significant relationship was noted between having the required competencies and career success. Lin noted that the most important competencies were adaptability, communication skills, and fluency of a

second language. Bharwani and Jauhari (2013), also suggested that hospitality educators should teach cross-cultural communication as part of the curriculum.

Another study analyzed the employer expectations of graduates and noted that people skills, communications, problem solving, and people management are the top expectations for graduates from hospitality programs (Baum, 2002). The authors noted that educators have to introduce some skill development into their programs to have a balance between the theory and the practice (Barron, 2008).

Tesone and Ricci (2006) conducted a study to identify entry-level competencies for hospitality managers. The purpose of the questionnaire was to obtain the knowledge, skills, abilities and attitudes of hospitality managers in Florida. The study mentioned the identification of current and future job competencies could lead to improved selection processes. The competencies were ranked on a 5-point Likert-type scale, where the top competencies were: ability to work as a part of a team ( $m = 4.57$ ,  $SD = 0.73$ ), effective listening, verbal and writing skills ( $m = 4.51$ ,  $SD = 0.70$ ), ability to project a professional image ( $m = 4.50$ ,  $SD = 0.73$ ), knowledge of grooming and professional image standards ( $m = 4.43$ ,  $SD = 0.83$ ) and ability to empathize with guest experience ( $m = 4.41$ ,  $SD = 0.75$ ). Most of these competencies comes from the skills and abilities section of the questionnaire, enforcing previous research on the affective component of expected competencies (Tesone and Ricci, 2006)

Competencies have been developed for various segments of the hospitality industry including: general managers of hotels and motels, corporate offices for chain restaurants of hospitality management programs. Table #2.1 summarizes the research relating competencies for the hospitality industry.

**Table 2.1 Summary of Competencies Developed in Hospitality Studies**

<b>Author</b>	<b>Industry Sector</b>	<b>Findings</b>	<b>Sample Surveyed</b>
Tas (1988)	Lodging	Competencies for manager trainees	General Managers (n=75)
Okeiyi, Finley, and Postel (1994)	Food and beverage management	Expected competencies from graduate students	Educators (n=30), students (n=222), and industry (n=20)
Tas, Labrecque, and Clayton (1996)	Property management	Ranked competencies for property management	American Hotel and Motel association with over 300 rooms (n=107)
Emenheiser, Clay, and Palakurthi (1998)	Restaurant management	Differences according to the type of restaurant	Corporate offices of restaurant companies of Texas Restaurant Association (n=93)
Kay and Russette (2000)	Hospitality management	Job-related competencies	Members of Hotel and Motel Association of Palm Beach county hotel and motel association (n=56)
Kriegl (2000)	International management	Cultural and International competencies	100 Managers working outside United States (n=51)

**Table 2.1. Summary of Competencies Developed in Hospitality Studies (Continued)**

<b>Author</b>	<b>Industry Focus</b>	<b>Findings</b>	<b>Sample Surveyed</b>
Scheule (2000)	Entry-level foodservice managers and dietitians	Food Safety competencies	Directors of dietetics and hospitality management 4 years programs (n=189)
Wilson, Murray, and Black (2000)	Catering management	Need to develop competencies for catering managers	Catering managers in Northern Ireland (n= 56)
Christou (2002)	Hotel management	Job-related competencies	Four and five star hotel managers in Greece (n=108)
Lin (2002)	Lodging management	Communication skills	Managers and Assistants managers of international hotels in Taiwan (n= 96)
Perdue, Ninemeier, and Woods (2002)	Club management	Areas of individual preparation and organizational development	Club managers belonging to Club Managers Association of America (n= 114)
Chung-Herrera, Enz, and Lankau (2003)	Lodging management	Leadership competency models for lodging	Senior Level industry executives at various worldwide hotels (n=137)

**Table 2.1. Summary of Competencies Developed in Hospitality Studies (Continued)**

<b>Author</b>	<b>Industry Focus</b>	<b>Findings</b>	<b>Sample Surveyed</b>
Mayo and Haysberth (2005)	Competencies for hospitality students	Communication skills, financial competencies	Industry and Educators who attended council on hotel, restaurant and institutional education conference (CHRIE) (n= 60)
Tesone and Ricci (2006)	Expectation for hospitality workers	Knowledge, skill, abilities	Hospitality and Tourism managers in central Florida (n=50)
Rivera, DiPietro, Murphy, and Muller (2008)	Needs of training in multi-unit managers	Training in Human Resources, finance and control	Multi-unit managers from top 40 restaurant chains in America (n= 52)
Kalargyrou and Woods (2010)	Implication of training professional in hospitality industry	Competencies for training	Training Professionals from 2 casinos in Las Vegas, Nevada (n=10)
Fournier and Ineson (2010)	Food and beverage interns in Hotels	Personal Qualities and interpersonal skills	Supervisors of Interns in hotels in Switzerland (n=72)



**Table 2.1. Summary of Competencies Developed in Hospitality Studies (Continued)**

<b>Author</b>	<b>Industry Focus</b>	<b>Findings</b>	<b>Sample Surveyed</b>
Bharwani and Jauhari (2013)	Improved Customer Experience	Competencies through a new term “Hospitality Intelligence”	Secondary research, literature review.

The majority of the hospitality research exploring competencies has used Tas’s (1988) system to rank the competencies. Tas (1988), was the first one to analyze and study competencies for the hospitality industry. In this research, he created a questionnaire with 36 items to evaluate the needs of manager trainees, to do this a survey was sent to 229 general managers of the top U.S. hotels, 75 surveys were returned. The items on the questionnaire were placed randomly due to a lack of agreement on the subsections of the collection instrument. The ranking was based on a 5-point Likert type-scale, who were then classified as essential, considerably important, moderately important, and not important. On the findings of the study, 6 competencies were ranked as essential, 18 as considerable importance, 12 as moderately important, and none of the 36 competencies were ranked as not important (Tas, 1988). The 6 essential competencies are related to human relation skills, while the considerable important competencies were related to management process, and the remainders covered several topics like financial management, laws and food safety. This study has served as a base for most of the studies on competencies for the hospitality industry.

## **Competencies in the Selection, Training, and Retention**

Recognizing, selecting, and retaining the best talent is recognized as an important source of competitive advantage for high performing organizations (Barron, 2008). Attracting and retaining talented employees has become difficult in the restaurant industry (Barron, 2008). To select the best candidate, management and recruiters must have clearly defined competencies for a candidate to successfully function within a company culture, competencies like personal attributes, attitudes, and values (Emenheiser et al., 1998). Further, consistency and fairness are considered essential in the selection process for managers (Emenheiser et al., 1998).

Other studies have found that students who have experience in the hospitality industry are preferred by the industry compared to those who do not have the same job experiences (Jayawardena, 2001; Lefever & Withiam, 1998); this being on the same line of the industry who needs graduates who can bring new ideas and a set of defined competencies (Fournier & Ineson, 2010). It would be important to analyze how hospitality education may provide students the required skills and abilities to successfully perform in the industry.

Dyke and Strick (1990), surveyed the top 100 executives of the largest hospitality companies (by sales volume) in the lodging and restaurant industries. They evaluated retention, selection, and recruitment methods. In the findings, they noted that the top characteristic sought by employers is relevant industry experience. This study also found that recruiters rely heavily on recommendations from existing employees and that looking for managers in educational institutions was barely the fourth most used method (Dyke & Strick, 1990).

Barron (2008) analyzed research related to the employment of new hospitality graduates and how competencies could attract and retain these employees. The findings complement the

research by Tesone and Ricci (2006), and states that industry must focus on student employment experiences to provide opportunities to develop the skills and knowledge for long-term careers. In their research, they noted that managers hire staff for their attitudes and train them for the knowledge and skills they will need in the workplace (Barron, 2008). This highlights the importance of hiring the person with the personal traits required by the industry, and how this type of selection process could become a benefit for the company. Lin (2002) mention that competencies like communication skills and adaptability to environmental changes are significantly related to a manager career success. Therefore, to improve the selection from hospitality schools, students must be given the opportunity to develop their skills and abilities on real life settings.

### **Restaurant Management Competencies**

Baum (2002) stresses that hospitality educators should adapt their programs of study to meet the needs of a targeted sector of the industry. This author is against a core curriculum for tourism or hospitality management, where it is difficult to reach a consensus on the training and education required, due to the diversity within the industry (Baum, 2002). A better understanding of restaurant managers and the restaurant industry expert's expectations for hospitality graduates can be a useful tool for hospitality educators and will help to ensure the curriculum meets industry demands. (Lin, 2002; Tesone & Ricci, 2006).

Rivera, Di Pietro, Murphy, and, Muller (2008) interviewed 71 multi-unit casual dining managers to determine training needs in casual dining restaurants. Specifically, this study identified that managers need increased training in human resources, marketing and promotions, finance and control, and professional development if they want to be promoted to the next level

of management (Rivera et al., 2008). Much like general hospitality education, managers in the restaurant industry lacked the skills to perform basic human resources activities like, train staff, lead and build teams (Rivera et al., 2008).

Rivera et al. (2008), noted that multi-unit managers need to better develop their knowledge on finance and control. The managers surveyed indicated they lacked the skills required in this area. The study noted that these managers felt comfortable doing their current jobs, but not as confident in performing their supervisor's job, which highlights the importance of continuing development, especially as managers grow within the organization (Rivera et al., 2008). The researchers believe that career development and proper job conditions should be prioritized by restaurant companies, which would lead to lower turnover rates (Rivera et al., 2008).

Emenheiser et al. (1998) surveyed corporate offices of restaurant chains, which were categorized as, quick service, midscale, and upscale, based on the Texas Restaurant Association (TRA) Restaurant Information Services. The surveys were mailed to corporate recruiters responsible of creating policies and hiring new managers (Emenheiser et al., 1998). To define the profile of a successful restaurant manager, respondents were asked to rate attributes on a 5-point scale. The authors included three dimension in their study: functional job skills, character traits, experience, and education. Respondents indicated that managers agreed that a new manager is expected to have several competencies that include knowledge, education, and proper personality or character traits, such as leadership, interpersonal, and communicational skills (Emenheiser et al., 1998). This study found a difference in the pre-employment preparation between the categories of restaurant, with large chain and upscale restaurants having more

requirements than smaller chains and quick service. According to the authors, upscale and large chain restaurants tend to position their openings as terminal jobs and require more experience and knowledge of the company before candidates are offered interviews (Emenheiser et al., 1998). Other differences between the types of restaurant were based on the psychomotor skills, where quick service restaurants have fewer requirements than other types of restaurants.

However, one of the most important conclusions of this article is the large difference between the expected competencies by graduates according to the type of restaurant that is recruiting. The results show that fine dining managers seek new managers based on personal traits and social skills, while quick service managers are looking for more functional job skills. The authors note that casual dining typically likes a mixture of both. Emenheiser et al. (1998) also found that across all three types of restaurants, education was considered as one of the least important traits for a successful manager, and other factors were considered more important like experience, job, functional skills, and personal traits (Emenheiser et al., 1998).

Fournier and Ineson (2010) focused in food and beverage departments for hotels and compiled a list of competencies for interns working in 350 Swiss hotels, yielding a 30% response rate. Using the competencies developed by Tas (1988), researchers surveyed interns and their direct supervisors to evaluate their performance on the competencies during their internships. Results indicated that there was a gap between students and industry expectations, where students expected to learn while completing their internships and industry expected students to have knowledge and ideas to help improve their operation during the internship. The study noted that supervisors have higher expectations from students, than from their typical line employees, creating an even bigger gap between industry and students expectations (Fournier & Ineson, 2010). Results of the ranking of the competencies, showed the lowest ranking for a competency

was 3.21, indicating that all the competencies asked in the survey were considered at least as moderately important. Most of the competencies rated higher in this article are intangible qualities such as “positive attitude towards customers”, with a score of 4.85. The second highest competency was proper hygiene practices, with a score of 4.82. This was the only hard-skilled related competency between the top 18 competencies ranked by the supervisors, the remaining were all considered soft skills (Fournier & Ineson, 2010). In all of the competencies the intern’s performance were ranked lower than the importance of the competency (Fournier & Ineson, 2010).

### **Food Safety Competencies in the Restaurant Industry**

Management is a key component in the food safety attitudes and actions of foodservice employees, because most of the time they are young, less experienced, not certified, and have less food safety knowledge (Bolte, 2013).

Scheule (2000), interviewed directors of dietetics programs and directors of 4-year hospitality management programs to find the most important competencies for entry-level dietitians and foodservice managers. In this study, the food safety competencies were ranked as essential, very important, important, and somewhat important. Hospitality and dietetics educators identified factors that may lead to a foodborne outbreak as the most essential competences for future graduates. Scheule (2000) noted that an increasing number of state food code requirements are mandating a manager certified in food safety while the restaurant is open. One of the competencies that was not rated as high by the hospitality educators, compared to dietetics, were the ones related to foodborne illness with highly susceptible populations. However, these competencies should be emphasized due to the aging of U.S. population and

their desire for quality food. Therefore, it is very important for future managers to have the competencies and food safety certification courses included in their curriculum (Scheule, 2000).

Egan et al., (2007), mentions that training by managers can become a very effective method to reduce food safety problems. According to this study, training given by managers is seen as a precursor to implement realistic food safety practices inside the workplace. They also noted that restaurants who have their kitchen managers trained and certified in food safety have improved inspection scores, over operations without certified managers (Cates & Muth, 2009; Mitchell, Fraser, & Bearon, 2007). The article concluded that manager certification should be prioritized because it could positively influence the hygiene of facilities, help reduce turnover, and that training managers is more cost effective than training all food handlers (Egan et al., 2007).

All these findings attract our attention to the importance of having managers with the adequate competencies for food safety in a restaurant setting, and the crucial role they may have on the restaurant food safety operational procedures. A certification on food safety is going to become required therefore, obtaining this may be a competitive advantage for students in hospitality programs. It will become important that future managers also understand the differences between population groups especially susceptible populations to ensure proper food hygiene practices.

The hospitality industry is one of the largest employers both in the U.S. and in the global workforce, however it also has one of the highest turnover rates. The identification of present and future competencies for entry-level restaurant managers by the industry professionals may help hospitality schools to redesign curriculum to adapt to the need of the industry. The

development of these competencies may help the students to have realistic expectations of their future career in the restaurant industry. This knowledge will help improve selection, and retention processes and lower the turnover rate.



## **Chapter 3 - Methodology**

Previous research has explored competencies for restaurant managers in the hospitality industry, but most of the research is over 20 years old and may not be valid for the current needs of the restaurant industry. This study explored the current and future restaurant management competencies for undergraduate students in hospitality management, to obtain a more recent and comprehensive review of competencies required for success in the restaurant industry. This chapter outlines the methods used to achieve the research objectives. This includes population and sampling, data collection, questionnaire development, and data analysis.

### **Population and Sampling**

The population for this study was current managers of commercial restaurant operations across the United States (U.S.). Managers are considered to be the pertinent individuals to identify the competencies required for entry-level managers (Tesone & Ricci, 2006). These managers are in a unique position to identify the essential knowledge, skills, and abilities needed for entry-level managers to be successful within their operations. The total number of managers employed in the U.S. was approximately 305,000 (U.S. Department of Labor Statistics, 2015). The sample size required for the development of this study is 100 managers. Therefore, 5,000 managers were targeted through an online marketing company, with an anticipated response rate of 2%. A cover letter explaining the purpose of the study was utilized (Appendix A). Due to a low response rate, Qualtrics was contacted to complete the surveys required for the development of this study. Qualtrics distributed the survey, and obtained 108 valid responses, from 532 survey distributed for a total response rate of 20.3%. The remaining 424 responses were not included in this analysis due to a failure in properly answering the screening questions.

## **Development of Instrument**

The survey consisted of two parts. Part I included a set of scaled questions asking the respondent to evaluate the present and future competencies required for restaurant managers. Part II gathered demographic information about the respondents and their place of employment. Because part I of the survey contained 87 different competencies, competencies were divided into four different sections. Each section was arranged in a different order, which resulted in four versions of the same survey. The arrangement was done to prevent responses for only the initial section of the survey, if the respondent decided not to complete the entire survey. In this manner, we could be able to obtain responses all four sections. In all of the versions of the instrument, demographics questions were left at the end of the survey.

### **Competencies for a Restaurant Manager**

The survey was developed with a list of knowledge, skills, and abilities (KSA) based on previous research regarding competencies for commercial restaurant managers. To rank the competencies, Tas's (1988) system was used. Tas's system consists of a Likert-type scale that ranges from 1= extremely unimportant to 5= extremely important to evaluate the importance of the competencies.

For future competencies, managers were asked to rank the competencies on how they thought these will change over the next 10 years. Both present and future competencies were ranked with the same scale. After all the respondents completed the survey, an average ranking was calculated. Competencies were classified as follows: a value over 4.50 was considered as an “*essential competency*”, a value between 3.50 – 4.49 was classified as “*considerably important*” competency, and a value between 2.50 – 3.49 was classified as “*moderately important*”

*competency*”, and any value under 2.49 was not considered as a competency required for restaurant managers.

### **Demographic Questions**

The last part of the survey had questions regarding demographic characteristics. Questions included age, gender, ethnicity, highest education level, position, and length of employment.

### **Project Approval**

Approval from Kansas State University Institutional Review Board (IRB) was obtained prior to data collection. The IRB application can be found on Appendix B.

### **Pilot Study**

Prior to administration, the questionnaire was reviewed by three content experts in foodservice management education to ensure content validity. Then, a pilot test was conducted by sending the survey to a convenience sample of 25 managers in the restaurant industry, of which 15 responded the survey, for a response rate of 60%. This pilot study helped to ensure the clarity of the questions and the validity of the survey content. All questionnaires collected were anonymous. The results of the pilot study showed that most of the questions were meaningful and clear to participants with little revision needed.

### **Data Collection**

An online survey with a cover letter explaining the purpose of the study was distributed through email. A database with 5,000 restaurant managers’ contacts was purchased through ENB, a marketing company. The survey was sent through email, where the participants had a link to the survey. The email contained a cover letter explaining the study and their rights as participants and a link to the survey. Each version of the survey was sent to 1,200 contacts each.

Two reminders were sent one week apart from each other. To improve the response rate of the survey a drawing of three Amazon gift cards of \$50 was offered for the completion of the survey. Due to a low response rate through this method, Qualtrics was contacted to obtain the responses required. Qualtrics distributed version one of the survey and collected 108 valid responses in three days, they sent daily reminders and added two screening questions to assure the accuracy of the responses. The two screening questions were, “are you a restaurant manager”, and in the middle of the survey they asked the participant to write down the word “survey” failure to complete these two questions invalidated the survey.

### **Data Analysis**

The statistical program Minitab was used to analyze data. To summarize the data, descriptive statistics including frequencies, percentages, means, and standard deviations were calculated for observation and questionnaire items, as appropriate. For the comparison between present and future competencies and between sections statistical significance differences were calculated using a paired t-test. ANOVA analysis were realized to observe differences between the different demographics groups and the results of the ranking of competencies.

## **Chapter 4 - Results and Discussion**

To collect the data two different methods were used, a purchase of a database and through the Qualtrics platform. Through the database that was purchased, a total of 4,460 emails were sent. Of these, 1,236 had a hard bounce. From the 3,224 remaining contacts, 15 valid responses were obtained, for a response rate lower than 1%. Through Qualtrics, a total of 493 people accessed the survey, of which 108 completed the survey, for a response rate of 21.9%. A total of 123 valid responses were used for the analysis of data present in this chapter.

### **Demographic Characteristics of Restaurant Managers**

Characteristics of restaurant managers participating in this study are presented in Table 4.1. Most of the respondents (38.21%) were between the ages of 25 and 34 years old. When compared to Tas (1988), this study found similar results, where over 40% of the respondents were under 40 years of age. A total of 55 respondents were male (44.72%) and 68 (55.28%) were female, which is a higher percentage of female managers when compared to the Bureau of Labor Statistics (2015) data.

The majority of respondents (68.29%) were Caucasian/non-Hispanic. This study found a similar percentage of African American managers in the industry when compared to the Bureau of Labor Statistics (2015) data. However, our study had a lower percentage of Asian and Hispanic managers than the national average.

More than half (50.41%) of the managers that participated in this study had over 10 years of industry experience, which mirrors the data collected by Mariampolski, Spears, and Vaden (1980), where 53.4% of respondents possessed over 10 years of industry work experience.

**Table 4.1. Characteristics of Restaurant Managers (N = 123)**

<b>Characteristic</b>	<b>n</b>	<b>%</b>	<b>Characteristic</b>	<b>n</b>	<b>%</b>
<b>Age</b>			<b>Highest Education Level</b>		
18 – 24 years	17	13.82	Less than high school diploma	2	1.63
25 – 34 years	47	38.21	High school or general diploma	25	20.33
35 – 44 years	32	26.02	Some College	37	30.08
45 – 54 years	12	9.76	Some technical school degree	4	3.25
55 – 64 years	10	8.13	Associate degree	16	13.01
65 or over	5	4.07	Bachelor’s degree	31	25.20
<b>Gender</b>			<b>Type of Restaurant</b>		
Male	55	44.72	Quick Service	19	15.45
Female	68	55.28	Fast Casual	28	22.76
<b>Ethnicity</b>			<b>Length of employment in current position</b>		
African American	13	10.57	Casual	53	43.09
Hispanic/Latino	11	8.94	Fine Dining	23	18.70
Native American	3	2.44	<b>Time worked in the restaurant industry</b>		
Caucasian/Non-Hispanic	84	68.29	Less than 6 months	6	4.88
Asian/Aleutian/Pacific	8	6.50	7 – 12 months	20	16.26
Other	4	3.25	1 – 3 years	30	24.39
<b>Current Position</b>			<b>Chain operation</b>		
Manager	68	55.28	Single Unit operation	93	75.61
Assistant Manager	33	26.83	Multi-Unit operation	30	24.39
Area Director /District Manager	8	6.50			
Other	14	11.38			

The majority of the participants in this study worked in a single unit operation (75.61%), which is similar to the National Restaurant Association (2015) statistics that note that seven out of 10 restaurants are single unit operations. A large percentage of respondents (43.09%) worked for a casual restaurant, which is a lower percentage compared to Mariampolski, Spears, and

Vaden (1980), which found that 50% of their respondents worked for Atmosphere-specialty restaurants.

### **Current Competencies for Entry-Level Management**

The frequencies, means, and standard deviations of competencies for current entry-level management can be found in Table 4.2.

The highest ranked competency was “*ensure compliance with regulations*” ( $4.66 \pm 0.73$ ) which belongs in the “*legal issues*” domain. Of the top 10 highest ranked competencies, six belong to the leadership domain, one to legal issues, one to communications skills, one to financial management, and one to coaching and training. These results are similar to previous research, where findings highlight that legal issues, leadership, communications skills, and financial accounting are the top characteristics sought by industry (Chrsitou, 2002; Emenheiser, Clay, and Palakurthi, 1998; Mayo and Thomas-Haysbert, 2005).

The competency “*possess a bachelor degree in a related area*” had the lowest ranking ( $3.27 \pm 1.07$ ). This finding is similar to research conducted by Emenheiser, Clay, and Palakurthi (1998), who noted that education is the least important competency required by the industry. The second lowest competency was “*possess industry experience*” ( $3.96 \pm 0.99$ ).

To rank the competencies, this study used Tas (1988) method, which categorizes competencies with means over 4.50 as “essential”, between 3.50 and 4.49 as “considerably important”, between 2.50 and 3.49 as “moderately important”, and means below 2.49 as “not important” for a manager. The survey included a total of 87 competencies, of these, one was ranked as moderately important, 67 as considerably important and 19 as essential competencies, as it can be observed in Table 4.2. None of the competencies ranked as not important. The results of this study are similar to previous research, where everything was considered necessary for

**Table 4.1. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Human Resources</b>						
Motivates personnel to perform effectively.	2 (1.63)	2 (1.63)	7 (5.69)	32 (26.02)	80 (65.04)	4.51 ± 0.81 <sup>E</sup>
Maintains accurate and appropriate records for personnel management	2 (1.63)	3 (2.44)	7 (5.69)	40 (32.52)	71 (57.72)	4.42 ± 0.84 <sup>CI</sup>
Monitors progress of others and redirects efforts when necessary.	2 (1.63)	2 (1.63)	7 (5.69)	44 (35.77)	68 (55.28)	4.41 ± 0.81 <sup>CI</sup>
Performs interviews and selection of personnel.	4 (3.25)	3 (2.44)	6 (4.88)	40 (32.52)	70 (56.91)	4.37 ± 0.94 <sup>CI</sup>
Uses employee performance evaluation effectively	1 (0.81)	1 (0.81)	13 (10.57)	48 (39.02)	60 (48.78)	4.34 ± 0.77 <sup>CI</sup>
Understands rights of management and labor in collective bargaining	5 (4.07)	3 (2.44)	15 (12.20)	41 (33.33)	59 (47.97)	4.19 ± 1.02 <sup>CI</sup>
Develops job description and specification for personnel	3 (2.44)	6 (4.88)	20 (16.26)	37 (30.08)	57 (46.34)	4.13 ± 1.02 <sup>CI</sup>
<b>Marketing</b>						
Knows the strengths and weaknesses of competitors	1 (0.81)	2 (1.63)	23 (18.70)	40 (32.52)	57 (46.34)	4.22 ± 0.86 <sup>CI</sup>
Plans menus that identify food items accurately	5 (4.07)	3 (2.44)	14 (11.38)	42 (32.15)	59 (47.97)	4.20 ± 1.01 <sup>CI</sup>
Develops methods for evaluating customer satisfaction with food and service	4 (3.25)	4 (3.25)	17 (13.82)	48 (39.02)	50 (40.65)	4.11 ± 0.98 <sup>CI</sup>
Uses marketing analysis for decision making	4 (3.25)	3 (2.44)	25 (20.33)	36 (29.27)	55 (44.52)	4.10 ± 1.02 <sup>CI</sup>
Uses effective merchandising techniques in the presentation of food to customers	2 (1.63)	4 (3.25)	24 (19.51)	44 (35.77)	49 (39.84)	4.09 ± 0.93 <sup>CI</sup>
<b>Professionalism</b>						
Considers ethical implications prior to taking action	1 (0.81)	0 (0)	9 (7.32)	37 (30.08)	76 (61.79)	4.52 ± 0.71 <sup>E</sup>
Maintaining professional appearance and poise.	1 (0.81)	0 (0)	9 (7.32)	37 (30.08)	76 (61.79)	4.52 ± 0.71 <sup>E</sup>
Knowledge of business management and ethics.	1 (0.81)	1 (0.81)	8 (6.50)	38 (30.89)	75 (60.98)	4.50 ± 0.73 <sup>E</sup>
Ability to project a professional image.	2 (1.63)	0 (0)	11 (8.94)	33 (26.83)	77 (62.60)	4.49 ± 0.79 <sup>CI</sup>
Knowledge of grooming and professional image standards	1 (0.81)	2 (1.63)	10 (8.13)	35 (28.46)	75 (60.98)	4.47 ± 0.78 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.



**Table 4.2. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123). (Continued)**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Innovative</b>						
Implements changes in methods and procedures to solve problem with operation	3 (2.44)	2 (1.63)	10 (8.13)	44 (35.77)	64 (52.03)	4.33 ± 0.88 <sup>CI</sup>
Stays informed about industry practices and new developments	3 (2.44)	1 (0.81)	11 (8.94)	46 (37.40)	62 (50.41)	4.33 ± 0.89 <sup>CI</sup>
Maintains current knowledge of new methods in food service management	2 (1.63)	3 (2.44)	12 (9.76)	44 (35.77)	62 (50.41)	4.31 ± 0.87 <sup>CI</sup>
Reduces redundancies in processes and procedures	2 (1.63)	3 (2.44)	18 (14.63)	41 (33.33)	59 (47.97)	4.24 ± 0.91 <sup>CI</sup>
Implements new ways of accomplishing objectives	3 (2.44)	5 (4.07)	15 (12.20)	46 (37.40)	54 (43.90)	4.16 ± 0.96 <sup>CI</sup>
Ability to make creative decisions to achieve service standards.	5 (4.07)	5 (4.07)	15 (12.20)	36 (29.27)	62 (50.41)	4.18 ± 1.06 <sup>CI</sup>
<b>Financial Management</b>						
Realizes that profit is an important goal	1 (0.81)	2 (1.63)	6 (4.88)	33 (26.83)	81 (65.85)	4.55 ± 0.74 <sup>CI</sup>
Administrative skills for cash/credit settlements, forms and reports.	2 (1.64)	2 (1.64)	10 (8.20)	36 (29.51)	72 (59.02)	4.43 ± 0.84 <sup>CI</sup>
Prepares accurate, timely and appropriate reports	2 (1.63)	1 (0.81)	13 (10.57)	38 (30.89)	69 (56.10)	4.39 ± 0.84 <sup>CI</sup>
Justifies purchases of new equipment.	1 (0.81)	8 (6.50)	13 (10.57)	39 (31.71)	62 (50.41)	4.24 ± 0.94 <sup>CI</sup>
Uses financial analysis to evaluate operational performance	2 (1.64)	5 (4.10)	16 (13.11)	40 (32.79)	59 (48.36)	4.22 ± 0.94 <sup>CI</sup>
Uses the balance sheet and income statement for decision making	2 (1.64)	8 (6.56)	15 (12.30)	38 (31.15)	59 (48.36)	4.18 ± 1.00 <sup>CI</sup>
<b>Education</b>						
Knowledge of basic terminology used in the industry.	3 (2.44)	3 (2.44)	18 (14.63)	45 (36.59)	54 (43.90)	4.17 ± 0.94 <sup>CI</sup>
Previous career experience	3 (2.44)	8 (6.50)	20 (16.26)	52 (42.28)	40 (32.52)	3.96 ± 0.99 <sup>CI</sup>
Bachelor degree in related area	5 (4.07)	19 (15.45)	46 (37.40)	32 (26.02)	21 (17.07)	3.37 ± 1.07 <sup>MI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.2. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123). (Continued)**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Cost Control</b>						
Uses appropriate techniques for purchasing food and supplies	1 (0.81)	2 (1.63)	7 (5.69)	37 (30.08)	76 (61.79)	4.50 ± 0.75 <sup>E</sup>
Implements effective procedures for food and beverage control	2 (1.64)	2 (1.64)	3 (2.46)	45 (36.89)	70 (57.38)	4.47 ± 0.77 <sup>CI</sup>
Ability to minimize use of resources while providing services.	5 (4.07)	1 (0.81)	10 (8.13)	38 (30.89)	69 (56.10)	4.34 ± 0.97 <sup>CI</sup>
Develops selling prices based on operational costs, expected profits and competition	5 (4.07)	1 (0.81)	13 (10.57)	36 (29.27)	68 (55.28)	4.31 ± 0.98 <sup>CI</sup>
Plans a budget that conforms to financial requirements	5 (4.10)	2 (1.64)	11 (9.02)	42 (34.43)	62 (50.82)	4.26 ± 0.99 <sup>CI</sup>
Analyzes menu for costing, selling, price, and customer satisfaction; If necessary modifies menu	7 (5.69)	2 (1.63)	15 (12.20)	28 (22.76)	71 (57.72)	4.25 ± 1.11 <sup>CI</sup>
<b>Coaching and Training</b>						
Trains personnel to produce customer satisfaction	1 (0.81)	1 (0.81)	10 (8.13)	29 (23.58)	82 (66.67)	4.54 ± 0.75 <sup>E</sup>
Coaches others in skill development	2 (1.63)	1 (0.81)	13 (10.57)	34 (27.64)	73 (59.35)	4.42 ± 0.84 <sup>CI</sup>
Performs in-service training of personnel	1 (0.81)	2 (1.63)	15 (12.20)	32 (26.02)	73 (59.35)	4.41 ± 0.83 <sup>CI</sup>
Performs orientation of new personnel	2 (1.63)	3 (2.44)	15 (12.20)	43 (34.96)	60 (48.78)	4.27 ± 0.89 <sup>CI</sup>
Develops orientation and in service training programs for foodservice personnel	2 (1.63)	5 (4.07)	15 (12.20)	39 (31.71)	62 (50.41)	4.25 ± 0.94 <sup>CI</sup>
<b>Results Oriented</b>						
Understands the agendas and perspectives of owners, staff members, managers, and other	2 (1.63)	1 (0.81)	12 (9.76)	43 (34.96)	65 (52.85)	4.37 ± 0.82 <sup>CI</sup>
Spends time on the most important issues, not just the most urgent	1 (0.81)	3 (2.44)	14 (11.38)	43 (34.96)	62 (50.41)	4.32 ± 0.83 <sup>CI</sup>
Translates business strategies into clear objectives and tactics	2 (1.63)	5 (4.07)	18 (14.63)	41 (33.33)	57 (46.34)	4.19 ± 0.94 <sup>CI</sup>
Develops long and short range organizational goals and objectives	3 (2.44)	3 (2.44)	18 (14.63)	51 (41.46)	48 (39.36)	4.12 ± 0.92 <sup>CI</sup>
Develops methods for evaluating customer satisfaction	5 (4.07)	4 (3.25)	11 (8.94)	42 (34.15)	61 (49.59)	4.22 ± 1.02 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.2. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123) (Continued)**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Communication Skills</b>						
Maintains effective communication with personnel	2 (1.63)	1 (0.81)	4 (3.25)	35 (28.46)	81 (65.85)	4.56 ± 0.75 <sup>E</sup>
Effective listening, verbal and written communication skills.	2 (1.63)	1 (0.81)	6 (4.88)	34 (27.64)	80 (65.04)	4.54 ± 0.77 <sup>E</sup>
Ability to empathize with the guest experience.	1 (0.81)	4 (3.25)	4 (3.25)	33 (26.83)	81 (65.85)	4.54 ± 0.78 <sup>E</sup>
Listens to people without interrupting	2 (1.63)	1 (0.81)	12 (9.76)	37 (30.08)	71 (57.72)	4.41 ± 0.83 <sup>CI</sup>
Encourages others to express their views, even contrary ones	4 (3.25)	3 (2.44)	18 (14.63)	37 (30.08)	61 (49.59)	4.20 ± 1.00 <sup>CI</sup>
<b>Legal Issues</b>						
Understands the different laws that affect food service operations and management	2 (1.63)	2 (1.63)	7 (5.69)	33 (26.83)	79 (64.23)	4.50 ± 0.81 <sup>E</sup>
Identifies state, local and federal labor laws relating to personnel management	2 (1.63)	0 (0)	15 (12.20)	31 (25.20)	75 (60.98)	4.44 ± 0.83 <sup>CI</sup>
Maintains accurate and appropriate records for fiscal control	2 (1.63)	1 (0.81)	12 (9.76)	35 (28.46)	73 (59.35)	4.43 ± 0.83 <sup>CI</sup>
Plans sanitation schedules and procedures that conform to state and local regulations	2 (1.63)	3 (2.44)	12 (9.76)	39 (31.71)	67 (54.47)	4.35 ± 0.88 <sup>CI</sup>
Plans safety/security procedures to conform to regulations	3 (2.44)	6 (4.88)	12 (9.76)	33 (26.83)	69 (56.10)	4.29 ± 1.00 <sup>CI</sup>
Ensure compliance with health and safety, hygiene, licensing and other regulations	2 (1.63)	1 (0.81)	4 (3.25)	23 (18.70)	93 (75.61)	4.66 ± 0.73 <sup>CI</sup>
<b>Cross Cultural Differences</b>						
Promotes respect and appreciation for diversity and individual differences	2 (1.63)	1 (0.81)	11 (8.94)	29 (23.58)	80 (65.04)	4.50 ± 0.82 <sup>E</sup>
Welcomes diversity	2 (1.63)	2 (1.63)	8 (6.50)	32 (26.02)	79 (64.23)	4.50 ± 0.82 <sup>E</sup>
Ability to work with all nationalities	2 (1.64)	2 (1.64)	11 (9.02)	32 (26.23)	75 (61.48)	4.44 ± 0.85 <sup>CI</sup>
Displays intercultural understanding	2 (1.64)	1 (0.82)	16 (13.11)	30 (24.59)	73 (59.84)	4.40 ± 0.87 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.2. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123) (Continued)**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Technical Skills</b>						
Ensures that daily food production schedules are used	2 (1.63)	5 (4.07)	10 (8.13)	33 (26.83)	73 (59.35)	4.38 ± 0.92 <sup>CI</sup>
Maintains quality and quantity control through routine monitoring of food items produced and served	3 (2.44)	3 (2.44)	12 (9.76)	32 (26.02)	73 (59.35)	4.37 ± 0.94 <sup>CI</sup>
Ensures that standardized recipes are used to provide consistent basis for quantity and quality control	3 (2.44)	2 (1.63)	13 (10.57)	36 (29.27)	69 (56.10)	4.35 ± 0.91 <sup>CI</sup>
Coordinates purchasing with food preparation and preparation with service	3 (2.46)	1 (0.82)	12 (9.84)	40 (32.79)	66 (54.10)	4.35 ± 0.88 <sup>CI</sup>
IT competence	2 (1.63)	2 (1.63)	16 (13.01)	38 (30.89)	65 (52.85)	4.32 ± 0.88 <sup>CI</sup>
Plans a master schedule for personnel	4 (3.28)	2 (1.64)	17 (13.93)	30 (24.59)	69 (56.56)	4.30 ± 0.99 <sup>CI</sup>
Determines man-hour requirements that relate to menu and service	4 (3.25)	2 (1.63)	15 (12.20)	35 (28.46)	67 (54.47)	4.29 ± 0.97 <sup>CI</sup>
Establishes a maintenance schedule for equipment and facilities	3 (2.46)	4 (3.28)	14 (11.48)	35 (28.69)	66 (54.10)	4.29 ± 0.97 <sup>CI</sup>
Has technical skills in management of food and beverage production (cooking, bartending, dishwashing)	4 (3.25)	2 (1.63)	17 (13.82)	33 (26.83)	67 (54.47)	4.28 ± 0.99 <sup>CI</sup>
Coordinates labor equipment and personnel with area	3 (2.46)	3 (2.46)	15 (12.30)	39 (31.97)	62 (50.82)	4.26 ± 0.94 <sup>CI</sup>
Write a standard operating procedure (SOP)	4 (3.28)	1 (0.82)	18 (14.75)	37 (30.33)	62 (50.82)	4.25 ± 0.96 <sup>CI</sup>
Plans menus that incorporate principle of good menu planning (color, texture, shape, variety, and nutritional content)	5 (4.07)	6 (4.88)	23 (18.70)	29 (23.58)	60 (48.78)	4.08 ± 1.11 <sup>CI</sup>
Plans menus that incorporate new trends in the restaurant industry	5 (4.07)	4 (3.25)	17 (13.82)	34 (27.64)	63 (51.22)	4.19 ± 1.06 <sup>CI</sup>
Develops purchasing specifications for food and supplies that ensure quality and quantity control	6 (4.88)	1 (0.81)	15 (12.20)	36 (29.27)	65 (52.85)	4.24 ± 1.03 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.2. Frequencies, Means, and Standard Deviation of Current Competencies (N = 123) (Continued)**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Leadership</b>						
Motivates personnel to perform effectively	1 (0.81)	0 (0)	7 (5.69)	28 (22.76)	87 (70.73)	4.63 ± 0.67 <sup>E</sup>
Treats people with respect	1 (0.81)	2 (1.63)	4 (3.25)	30 (24.39)	86 (69.62)	4.61 ± 0.71 <sup>E</sup>
Displays consistency between words and actions	1 (0.81)	1 (0.81)	8 (6.50)	26 (21.14)	87 (70.73)	4.60 ± 0.72 <sup>E</sup>
Ability to generate an attitude of trust among co-workers.	1 (0.81)	0 (0)	10 (8.13)	25 (20.33)	87 (70.73)	4.60 ± 0.71 <sup>E</sup>
Ability to work as part of a team.	2 (1.63)	2 (1.63)	5 (4.07)	29 (23.58)	85 (69.11)	4.57 ± 0.79 <sup>E</sup>
Ability to deal with daily uncertainties and changes in routine.	1 (0.81)	2 (1.63)	6 (4.88)	31 (25.20)	83 (67.48)	4.57 ± 0.74 <sup>E</sup>
Team Building abilities	2 (1.63)	0 (0)	8 (6.50)	37 (30.08)	76 (61.79)	4.50 ± 0.76 <sup>E</sup>
Defines self as empathetic to the needs of others.	2 (1.63)	0 (0)	9 (7.32)	38 (30.89)	74 (60.16)	4.48 ± 0.77 <sup>CI</sup>
Gives others the authority necessary to accomplish their objectives	1 (0.81)	1 (0.81)	14 (11.38)	33 (26.83)	74 (60.16)	4.45 ± 0.79 <sup>CI</sup>
Pursues continual learning and self-development	2 (1.63)	1 (0.81)	14 (11.38)	38 (30.89)	68 (55.28)	4.37 ± 0.84 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

entry-level management (Chrsitou, 2002; Emenheiser, Clay, and Palakurthi, 1998; Mayo and Thomas-Haysbert, 2005; Tas, 1988). These results are not surprising as the current study utilized a literature review of previous competencies in hotel and restaurant industry to build the list of competencies. Most of these studies only evaluated competencies chosen by industry experts and faculty in hospitality schools. Their process eliminated competencies that were considered not important for the industry. Therefore, it was expected that the participant were going to rank all the competencies as important for entry-level management.

### **Future competencies for Entry Level Management**

No previous research has attempted to predict future competencies required for entry-level management. However, as mentioned by Jayawardena (2001), hospitality faculty who try to predict the future needs of the industry will help chart the path of the industry. The frequencies, means, and standard deviations of future competencies for entry-level management can be found in Table 4.3. The same competencies were used for both the current and future ranking, therefore 87 competencies were evaluated.

In future competencies, eight had a mean average over 4.50 placing them as “*essential*” competencies. From these eight essential competencies, five belong to the “*leadership*” section, one to “*legal issues*”, one to “*financial management*”, and one to “*cross-cultural differences*”. The competency “*ensure compliances with regulations*” ( $4.55 \pm 0.93$ ), and “*realizes that profit is an important goal*” ( $4.53 \pm 0.73$ ), were the only two competencies that are not soft skills from the “*essential*” competencies.

Unlike the current competencies, there were no competencies that had a ranking under 3.50, therefore all the competencies were ranked either as “*considerably important*” or “*essential*”. This means that “*possess a bachelor degree in related area*” had a significantly

**Table 4.2 Frequencies, Means, and Standard Deviation of Future Competencies (N = 123).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Human Resources</b>						
Motivates personnel to perform effectively.	3 (2.48)	2 (1.65)	9 (7.44)	32 (26.45)	75 (61.98)	4.44 ± 0.89 <sup>CI</sup>
Monitors progress of others and redirects efforts when necessary.	2 (1.65)	3 (2.48)	11 (9.09)	42 (34.71)	63 (52.07)	4.33 ± 0.87 <sup>CI</sup>
Uses employee performance evaluation effectively	2 (1.65)	3 (2.48)	15 (12.40)	42 (34.71)	59 (48.76)	4.26 ± 0.89 <sup>CI</sup>
Maintains accurate and appropriate records for personnel management	1 (0.83)	9 (7.44)	15 (12.40)	38 (31.40)	58 (47.93)	4.18 ± 0.97 <sup>CI</sup>
Performs interviews and selection of personnel.	4 (4.13)	6 (4.96)	8 (6.61)	42 (34.71)	60 (49.59)	4.21 ± 1.05 <sup>CI</sup>
Understands rights of management and labor in collective bargaining	3 (2.48)	7 (5.79)	18 (14.88)	37 (30.58)	56 (46.28)	4.12 ± 1.03 <sup>CI</sup>
Develops job description and specification for personnel	2 (1.65)	11 (9.09)	18 (14.88)	43 (35.54)	47 (38.84)	4.01 ± 1.03 <sup>CI</sup>
<b>Marketing</b>						
Knows the strengths and weaknesses of competitors	1 (0.83)	7 (5.79)	15 (12.40)	36 (29.75)	62 (51.24)	4.25 ± 0.94 <sup>CI</sup>
Uses effective merchandising techniques in the presentation of food to customers	1 (0.83)	6 (4.96)	20 (16.53)	38 (31.40)	56 (46.28)	4.17 ± 0.94 <sup>CI</sup>
Develops methods for evaluating customer satisfaction with food and service	5 (4.13)	5 (4.13)	16 (13.22)	38 (31.40)	57 (47.11)	4.13 ± 1.06 <sup>CI</sup>
Plans menus that identify food items accurately	5 (4.13)	7 (5.79)	13 (10.74)	41 (33.88)	55 (45.45)	4.11 ± 1.08 <sup>CI</sup>
Uses marketing analysis for decision making	6 (4.96)	3 (2.48)	24 (19.83)	34 (28.10)	54 (44.63)	4.05 ± 1.09 <sup>CI</sup>
<b>Professionalism</b>						
Considers ethical implications prior to taking action	0 (0)	6 (4.96)	8 (6.61)	28 (23.14)	79 (65.29)	4.49 ± 0.83 <sup>CI</sup>
Knowledge of business management and ethics.	0 (0)	3 (2.48)	14 (11.57)	32 (26.45)	72 (59.50)	4.43 ± 0.79 <sup>CI</sup>
Maintaining professional appearance and poise.	2 (1.65)	1 (0.83)	15 (12.400)	28 (23.14)	75 (61.98)	4.43 ± 0.89 <sup>CI</sup>
Knowledge of grooming and professional image standards	2 (1.65)	3 (2.48)	13 (10.74)	27 (22.31)	76 (62.81)	4.42 ± 0.90 <sup>CI</sup>
Ability to project a professional image.	0 (0)	6 (4.96)	16 (13.22)	26 (21.49)	73 (60.33)	4.37 ± 0.90 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.3. Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). (Continued).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Innovative</b>						
Implements changes in methods and procedures to solve problem with operation	2 (1.65)	3 (2.48)	18 (14.88)	37 (30.58)	61 (50.41)	4.26 ± 0.92 <sup>CI</sup>
Maintains current knowledge of new methods in food service management	2 (1.65)	5 (4.13)	15 (12.40)	38 (31.40)	61 (50.41)	4.25 ± 0.94 <sup>CI</sup>
Stays informed about industry practices and new developments	4 (13.31)	3 (2.48)	14 (11.57)	39 (32.23)	61 (50.41)	4.24 ± 0.98 <sup>CI</sup>
Reduces redundancies in processes and procedures	2 (1.65)	7 (5.79)	14 (11.57)	35 (28.93)	63 (52.07)	4.24 ± 0.98 <sup>CI</sup>
Implements new ways of accomplishing objectives	3 (2.48)	3 (2.48)	16 (13.22)	39 (32.23)	60 (49.59)	4.24 ± 0.95 <sup>CI</sup>
Ability to make creative decisions to achieve service standards.	3 (2.48)	6 (4.96)	13 (10.74)	38 (31.40)	61 (50.41)	4.22 ± 1.00 <sup>CI</sup>
<b>Financial Management</b>						
Realizes that profit is an important goal	1 (0.83)	1 (0.83)	8 (6.67)	33 (27.50)	77 (64.17)	4.53 ± 0.73 <sup>E</sup>
Administrative skills for cash/credit settlements, forms and reports.	1 (0.83)	1 (0.83)	9 (7.50)	39 (32.50)	70 (58.33)	4.47 ± 0.74 <sup>CI</sup>
Prepares accurate, timely and appropriate reports	2 (1.65)	1 (0.83)	13 (10.74)	35 (28.93)	70 (57.85)	4.40 ± 0.84 <sup>CI</sup>
Justifies purchases of new equipment.	1 (0.83)	7 (5.79)	10 (8.26)	34 (28.10)	69 (57.02)	4.35 ± 0.92 <sup>CI</sup>
Uses the balance sheet and income statement for decision making	3 (2.50)	10 (8.33)	13 (10.83)	31 (25.83)	63 (52.50)	4.18 ± 1.08 <sup>CI</sup>
Uses financial analysis to evaluate operational performance	2 (1.67)	7 (5.83)	16 (13.33)	28 (23.33)	67 (55.83)	4.29 ± 1.01 <sup>CI</sup>
<b>Education</b>						
Knowledge of basic terminology used in the industry.	3 (2.44)	3 (2.44)	18 (14.63)	45 (36.59)	54 (43.90)	4.17 ± 0.96 <sup>CI</sup>
Previous career experience	6 (4.96)	5 (4.13)	30 (24.79)	32 (26.45)	48 (39.67)	3.92 ± 1.12 <sup>CI</sup>
Bachelor degree in related area	7 (5.79)	16 (13.22)	34 (28.10)	27 (22.31)	37 (30.58)	3.59 ± 1.22 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No

competencies were ranked as not important.



**Table 4.3. Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). (Continued).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Cost Control</b>						
Ability to minimize use of resources while providing services.	0 (0)	3 (2.48)	11 (9.09)	34 (28.10)	73 (60.33)	4.46 ± 0.76 <sup>CI</sup>
Implements effective procedures for food and beverage control	1 (0.83)	6 (5.00)	8 (6.67)	31 (25.83)	74 (61.67)	4.43 ± 0.89 <sup>CI</sup>
Uses appropriate techniques for purchasing food and supplies	2 (1.65)	3 (2.48)	11 (9.09)	34 (28.10)	71 (58.68)	4.40 ± 0.88 <sup>CI</sup>
Analyzes menu for costing, selling, price, and customer satisfaction; If necessary modifies menu	9 (7.44)	2 (1.65)	12 (9.92)	22 (18.18)	76 (62.81)	4.27 ± 1.18 <sup>CI</sup>
Plans a budget that conforms to financial requirements	5 (4.17)	6 (5.00)	12 (10.00)	30 (25.00)	67 (55.83)	4.23 ± 1.09 <sup>CI</sup>
Develops selling prices based on operational costs, expected profits and competition	5 (4.13)	4 (3.31)	11 (9.09)	32 (26.45)	69 (57.02)	4.29 ± 1.04 <sup>CI</sup>
<b>Coaching and Training</b>						
Trains personnel to produce customer satisfaction	2 (1.65)	2 (1.65)	12 (9.92)	29 (23.97)	76 (62.81)	4.45 ± 0.87 <sup>CI</sup>
Coaches others in skill development	4 (3.31)	5 (4.13)	9 (7.44)	34 (28.10)	69 (57.02)	4.31 ± 1.01 <sup>CI</sup>
Performs in-service training of personnel	2 (1.65)	7 (5.79)	14 (11.57)	26 (21.49)	72 (59.50)	4.31 ± 1.00 <sup>CI</sup>
Performs orientation of new personnel	3 (2.48)	6 (4.96)	14 (11.57)	36 (29.75)	62 (51.24)	4.22 ± 1.00 <sup>CI</sup>
Develops orientation and in service training programs for foodservice personnel	3 (2.48)	8 (6.61)	14 (11.57)	33 (27.27)	63 (52.07)	4.20 ± 1.05 <sup>CI</sup>
<b>Results Oriented</b>						
Understands the agendas and perspectives of owners, staff members, managers, and other parties	1 (0.83)	7 (5.79)	8 (6.61)	36 (29.75)	69 (57.02)	4.36 ± 0.90 <sup>CI</sup>
Translates business strategies into clear objectives and tactics	1 (0.83)	6 (4.96)	14 (11.57)	35 (28.93)	65 (53.72)	4.30 ± 0.95 <sup>CI</sup>
Spends time on the most important issues, not just the most urgent	2 (1.65)	6 (4.96)	12 (9.92)	41 (33.88)	57 (47.11)	4.25 ± 0.94 <sup>CI</sup>
Develops long and short range organizational goals and objectives	3 (2.48)	4 (3.31)	16 (13.22)	41 (33.88)	57 (47.11)	4.20 ± 0.96 <sup>CI</sup>
Develops methods for evaluating customer satisfaction	4 (3.31)	4 (3.31)	16 (13.22)	33 (27.27)	64 (54.89)	4.23 ± 1.02 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.3. Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). (Continued).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Communication Skills</b>						
Effective listening, verbal and written communication skills.	3 (2.48)	4 (3.31)	8 (6.61)	38 (31.40)	68 (56.20)	4.36 ± 0.93 <sup>CI</sup>
Maintains effective communication with personnel	3 (2.48)	3 (2.48)	9 (7.44)	38 (31.40)	68 (56.20)	4.36 ± 0.91 <sup>CI</sup>
Ability to empathize with the guest experience.	4 (3.33)	5 (4.17)	13 (10.83)	22 (18.33)	76 (63.33)	4.34 ± 1.05 <sup>CI</sup>
Listens to people without interrupting	4 (3.31)	4 (3.31)	17 (14.05)	29 (23.97)	67 (55.37)	4.25 ± 1.04 <sup>CI</sup>
Encourages others to express their views, even contrary ones	2 (1.65)	8 (6.61)	17 (14.05)	32 (26.45)	62 (51.24)	4.19 ± 1.02 <sup>CI</sup>
<b>Legal Issues</b>						
Ensure compliance with health and safety, hygiene, licensing and other regulations	3 (2.48)	4 (3.31)	7 (5.79)	16 (13.22)	91 (75.21)	4.55 ± 0.93 <sup>E</sup>
Understands the different laws that affect food service operations and management	2 (1.65)	3 (2.48)	12 (9.92)	21 (17.36)	83 (68.60)	4.49 ± 0.90 <sup>CI</sup>
Identifies state, local and federal labor laws relating to personnel management	3 (2.48)	3 (2.48)	12 (9.92)	28 (23.14)	75 (61.98)	4.40 ± 0.94 <sup>CI</sup>
Maintains accurate and appropriate records for fiscal control	5 (4.13)	1 (0.83)	10 (8.26)	34 (28.10)	71 (58.68)	4.36 ± 0.97 <sup>CI</sup>
Plans sanitation schedules and procedures that conform to state and local regulations	1 (0.83)	5 (4.13)	21 (17.36)	25 (20.66)	69 (57.02)	4.29 ± 0.95 <sup>CI</sup>
Plans safety/security procedures to conform to regulations	4 (3.31)	7 (5.79)	15 (12.40)	30 (24.79)	65 (53.72)	4.20 ± 1.08 <sup>CI</sup>
<b>Cross Cultural Differences</b>						
Ability to work with all nationalities	0 (0)	3 (2.48)	10 (8.26)	30 (24.79)	78 (64.46)	4.51 ± 0.75 <sup>E</sup>
Welcomes diversity	3 (2.48)	2 (1.65)	10 (8.26)	26 (21.49)	80 (66.12)	4.47 ± 0.90 <sup>CI</sup>
Promotes respect and appreciation for diversity and individual differences	2 (1.65)	3 (2.48)	11 (9.09)	26 (21.49)	79 (65.29)	4.46 ± 0.89 <sup>CI</sup>
Displays intercultural understanding	1 (0.83)	2 (1.65)	15(12.40)	31 (25.62)	72 (59.50)	4.41 ± 0.83 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.3. Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). (Continued).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Technical Skills</b>						
Maintains quality and quantity control through routine monitoring of food items produced and served	1 (0.83)	6 (4.96)	12 (9.92)	26 (21.49)	76 (62.81)	4.40 ± 0.92 <sup>CI</sup>
Determines man-hour requirements that relate to menu and service	4 (3.31)	4 (3.31)	10 (8.26)	32 (26.45)	71 (56.68)	4.34 ± 1.00 <sup>CI</sup>
IT competence	3 (2.48)	5 (4.13)	4 (3.31)	35 (28.93)	74 (61.16)	4.32 ± 0.88 <sup>CI</sup>
Ensures that standardized recipes are used to provide consistent basis for quantity and quality control	4 (3.31)	2 (1.65)	13 (10.74)	36 (29.75)	66 (54.55)	4.31 ± 0.96 <sup>CI</sup>
Plans a master schedule for personnel	2 (1.68)	5 (4.20)	16 (13.45)	28 (23.53)	68 (57.14)	4.30 ± 0.97 <sup>CI</sup>
Establishes a maintenance schedule for equipment and facilities	2 (1.67)	11 (9.17)	9 (7.50)	33 (27.50)	65 (54.17)	4.29 ± 0.97 <sup>CI</sup>
Has technical skills in management of food and beverage production (cooking, bartending, dishwashing)	2 (1.65)	6 (4.96)	14 (11.57)	34 (28.10)	65 (53.72)	4.27 ± 0.97 <sup>CI</sup>
Coordinates labor equipment and personnel with area	3 (2.50)	4 (3.33)	14 (11.67)	36 (30.00)	63 (52.50)	4.27 ± 0.97 <sup>CI</sup>
Coordinates purchasing with food preparation and preparation with service	4 (3.36)	3 (2.52)	10 (8.40)	42 (35.29)	60 (50.42)	4.27 ± 0.96 <sup>CI</sup>
Write a standard operating procedure (SOP)	4 (3.33)	6 (5.00)	11 (9.17)	33 (27.50)	66 (55.00)	4.25 ± 0.96 <sup>CI</sup>
Develops purchasing specifications for food and supplies that ensure quality and quantity control	6 (4.96)	3 (2.48)	17 (14.05)	28 (23.14)	67 (55.37)	4.24 ± 1.03 <sup>CI</sup>
Ensures that daily food production schedules are used	2 (1.65)	7 (5.79)	14 (11.57)	35 (28.93)	63 (52.07)	4.24 ± 0.98 <sup>CI</sup>
Plans menus that incorporate new trends in the restaurant industry	6 (4.96)	7 (5.79)	9 (7.44)	37 (30.58)	62 (51.24)	4.19 ± 1.06 <sup>CI</sup>
Plans menus that incorporate principle of good menu planning (color, texture, shape, variety, and nutritional content)	8 (6.61)	6 (4.96)	18 (14.88)	31 (25.62)	58 (47.93)	4.08 ± 1.11 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

**Table 4.3. Frequencies, Means, and Standard Deviation of Future Competencies (N = 123). (Continued).**

Competency	Frequency (%)					Mean ± Standard Deviation <sup>a</sup>
	Very Unimportant	Unimportant	Neutral	Important	Very Important	
<b>Leadership</b>						
Treats people with respect	1 (0.83)	2 (1.65)	6 (4.96)	28 (23.14)	84 (69.42)	4.59 ± 0.74 <sup>E</sup>
Ability to work as part of a team.	1 (0.83)	3 (2.48)	9 (7.44)	23 (19.01)	85 (70.25)	4.55 ± 0.81 <sup>E</sup>
Ability to generate an attitude of trust among co-workers	1 (0.83)	4 (3.31)	4 (3.31)	30 (24.79)	82 (67.77)	4.55 ± 0.78 <sup>E</sup>
Displays consistency between words and actions	0 (0)	3 (2.48)	8 (6.61)	31 (25.62)	79 (65.29)	4.54 ± 0.73 <sup>E</sup>
Motivates personnel to perform effectively	1 (0.83)	4 (3.31)	7 (5.79)	31 (25.62)	78 (64.46)	4.50 ± 0.82 <sup>E</sup>
Pursues continual learning and self-development	1 (0.83)	1 (0.83)	10 (8.26)	36 (29.75)	73 (60.33)	4.48 ± 0.75 <sup>CI</sup>
Defines self as empathetic to the needs of others	1 (0.83)	3 (2.48)	9 (7.44)	34 (28.10)	74 (61.16)	4.46 ± 0.81 <sup>CI</sup>
Ability to deal with daily uncertainties and changes in routine	1 (0.81)	2 (1.65)	12 (9.92)	33 (27.27)	73 (60.33)	4.45 ± 0.81 <sup>CI</sup>
Team Building abilities	1 (0.83)	4 (3.31)	11 (9.09)	30 (24.79)	75 (61.98)	4.44 ± 0.89 <sup>CI</sup>
Gives others the authority necessary to accomplish their objectives	3 (2.48)	1 (0.83)	12 (9.92)	35 (28.93)	70 (57.85)	4.39 ± 0.89 <sup>CI</sup>

<sup>a</sup>A footnote of “E” denotes an essential competency, “CI” denotes a considerably important competency, and “MI” a moderately important competency. No competencies were ranked as not important.

higher mean compared to the current competencies. However, the education competency was still considered as the least important competency with a mean of 3.59 and standard deviation of 1.22, but on future competencies this mean falls into the ranking of “*moderately important*”. The second lowest competency was still “*previous career experience*” ( $3.92 \pm 1.12$ ), this question also belonged to the “*education*” domain of the survey, which reinforces the idea that industry is not looking for entry-level managers with education, but with human soft skills. This finding supports the idea that in the future the industry will seek for managers with the soft skills required to lead a team, but also managers who can produce profit, and that ensure the restaurant is complying all the laws and regulations required.

The finding that five out of eight competencies belong to “*leadership*” domain of the survey highlights the importance the industry gives to leadership abilities for future managers, and how these personal characteristics are going to be “*essential*” for the future of the industry. The competency “*ability to work with all nationalities*” was ranked as essential, which give us an idea of the importance of understanding how the industry must accept different nationalities, backgrounds, and cultural differences to succeed in the future (Jayawardena, 2001).

As with the current competencies, no competencies were ranked as not important. However, because there is no previous research on future competencies, the results and differences between present and future competencies were analyzed to observe and record the expectation for future entry-level managers in the restaurant industry.

### **Comparison Between Means of Present and Future Competencies for Entry-Level Management**

A comparison between the means of present and future competencies can be found in Table 4.4. In Tables 4.2 and 4.3 it can be observed that only one of the competencies fell into the “*moderately important*” category, which was “*possess a bachelor degree*” ( $3.37 \pm 1.07$ ), which

**Table 4.3. Comparison between Present and Future Competencies by Mean scores.**

Competency	Mean $\pm$ Standard Deviation		
	Current	Future	
<b>Human Resources</b>			
Motivates personnel to perform effectively	4.51 $\pm$ 0.81	4.44 $\pm$ 0.89	
Maintains accurate and appropriate records for personnel management	4.42 $\pm$ 0.84	4.18 $\pm$ 0.97	*
Monitors progress of others and redirect efforts when necessary	4.41 $\pm$ 0.81	4.33 $\pm$ 0.87	
Performs interviews and selection of personnel.	4.37 $\pm$ 0.94	4.21 $\pm$ 1.05	
Uses employee performance evaluation effectively	4.34 $\pm$ 0.77	4.26 $\pm$ 0.89	
Understands rights of management and labor in collective bargaining	4.19 $\pm$ 1.02	4.12 $\pm$ 1.03	
Develops job description and specification for personnel	4.13 $\pm$ 1.02	4.01 $\pm$ 1.03	
<b>Marketing</b>			
Knows the strengths and weaknesses of competitors	4.22 $\pm$ 0.86	4.25 $\pm$ 0.94	
Plans menus that identify food items accurately	4.20 $\pm$ 1.01	4.11 $\pm$ 1.08	
Develops methods for evaluating customer satisfaction with food and service	4.11 $\pm$ 0.98	4.13 $\pm$ 1.06	
Uses marketing analysis for decision making (theme concept, service hours, expansion)	4.10 $\pm$ 1.02	4.05 $\pm$ 1.09	
Uses effective merchandising techniques in the presentation of food to customers (example menu design)	4.09 $\pm$ 0.93	4.17 $\pm$ 0.94	
<b>Professionalism</b>			
Considers ethical implications prior to taking action	4.52 $\pm$ 0.71	4.49 $\pm$ 0.83	
Maintaining professional appearance and poise	4.52 $\pm$ 0.71	4.43 $\pm$ 0.89	
Knowledge of business management and ethics.	4.50 $\pm$ 0.73	4.43 $\pm$ 0.79	
Ability to project a professional image	4.49 $\pm$ 0.79	4.37 $\pm$ 0.90	
Knowledge of grooming and professional image standards	4.47 $\pm$ 0.78	4.42 $\pm$ 0.90	
<b>Innovation</b>			
Implements changes in methods and procedures to solve problem with operation	4.33 $\pm$ 0.88	4.26 $\pm$ 0.92	
Stays informed about industry practices and new developments	4.33 $\pm$ 0.89	4.24 $\pm$ 0.98	
Maintains current knowledge of new methods in food service management	4.31 $\pm$ 0.87	4.25 $\pm$ 0.94	
Reduces redundancies in processes and procedures	4.24 $\pm$ 0.91	4.24 $\pm$ 0.98	
Implements new ways of accomplishing objectives	4.16 $\pm$ 0.96	4.24 $\pm$ 0.95	
Ability to make creative decisions to achieve service standards	4.18 $\pm$ 1.06	4.22 $\pm$ 1.00	

\* Denotes a significant change between present and future competencies at 95% CI.

**Table 4.3 Comparison Between Present and Future Competencies by Mean scores. (Continued)**

<b>Competency</b>	<b>Mean ± Standard Deviation</b>	
	<b>Current</b>	<b>Future</b>
<b>Financial Management</b>		
Realizes that profit is an important goal	4.55 ± 0.74	4.53 ± 0.73
Administrative skills for cash/credit settlements, forms and reports	4.43 ± 0.84	4.47 ± 0.74
Prepares accurate, timely and appropriate reports	4.39 ± 0.84	4.40 ± 0.84
Justifies purchases of new equipment	4.24 ± 0.94	4.35 ± 0.92
Uses financial analysis to evaluate operational performance	4.22 ± 0.94	4.29 ± 1.01
Uses the balance sheet and income statement for decision making	4.18 ± 1.00	4.18 ± 1.08
<b>Cost Control</b>		
Uses appropriate techniques for purchasing food and supplies	4.50 ± 0.75	4.40 ± 0.88
Implements effective procedures for food and beverage control	4.47 ± 0.77	4.43 ± 0.89
Ability to minimize use of resources while providing services	4.34 ± 0.97	4.46 ± 0.76
Develops selling prices based on operational costs, expected profits and competition	4.31 ± 0.98	4.29 ± 1.04
Plans a budget that conforms to financial requirements	4.26 ± 0.99	4.23 ± 1.09
Analyzes menu for costing, selling, price, and customer satisfaction; If necessary modifies menu	4.25 ± 1.11	4.27 ± 1.18
<b>Coaching and Training</b>		
Trains personnel to produce customer satisfaction	4.54 ± 0.75	4.45 ± 0.87
Coaches others in skill development	4.42 ± 0.84	4.31 ± 1.01
Performs in-service training of personnel	4.41 ± 0.83	4.31 ± 1.00
Performs orientation of new personnel	4.27 ± 0.89	4.22 ± 1.00
Develops orientation and in service training programs for foodservice personnel	4.25 ± 0.94	4.20 ± 1.05

\*Denotes a significant different between present and future competencies at 95% CI.

**Table 4.3 Comparison Between Present and Future Competencies by Mean scores. (Continued)**

Competency	Mean $\pm$ Standard Deviation		
	Current	Future	
<b>Leadership</b>			
Ability to work as part of a team	4.57 $\pm$ 0.79	4.55 $\pm$ 0.81	
Ability to deal with daily uncertainties and changes in routine	4.57 $\pm$ 0.74	4.45 $\pm$ 0.81	
Team Building	4.50 $\pm$ 0.76	4.44 $\pm$ 0.89	
Defines self as empathetic to the needs of others	4.48 $\pm$ 0.77	4.46 $\pm$ 0.81	
Gives others the authority necessary to accomplish their objectives	4.45 $\pm$ 0.79	4.39 $\pm$ 0.89	
Pursues continual learning and self-development	4.37 $\pm$ 0.84	4.48 $\pm$ 0.75	
Ability to generate an attitude of trust among co-workers	4.60 $\pm$ 0.71	4.55 $\pm$ 0.78	
Motivates personnel to perform effectively	4.63 $\pm$ 0.67	4.50 $\pm$ 0.82	
Displays consistency between words and actions	4.60 $\pm$ 0.72	4.54 $\pm$ 0.73	
Treats people with respect	4.61 $\pm$ 0.71	4.59 $\pm$ 0.74	
<b>Education</b>			
Knowledge of basic terminology used in the industry	4.17 $\pm$ 0.94	4.17 $\pm$ 0.96	
Previous career experience	3.96 $\pm$ 0.99	3.92 $\pm$ 1.12	
Bachelor degree in related area	3.37 $\pm$ 1.07	3.59 $\pm$ 1.22	*
<b>Communication Skills</b>			
Maintains effective communication with personnel	4.56 $\pm$ 0.75	4.36 $\pm$ 0.91	*
Effective listening, verbal and written communication skills	4.54 $\pm$ 0.77	4.36 $\pm$ 0.93	
Ability to empathize with the guest experience.	4.54 $\pm$ 0.78	4.34 $\pm$ 1.05	*
Listens to people without interrupting	4.41 $\pm$ 0.83	4.25 $\pm$ 1.04	
Encourages others to express their views, even contrary ones	4.20 $\pm$ 1.00	4.19 $\pm$ 1.02	

\* Denotes a significant change between present and future competencies at 95% CI.



**Table 4.3 Comparison Between Present and Future Competencies by Mean scores. (Continued)**

Competency	Mean $\pm$ Standard Deviation	
	Current	Future
<b>Legal Issues</b>		
Understands the different laws that affect food service operations and management	4.50 $\pm$ 0.81	4.49 $\pm$ 0.90
Identifies state, local and federal labor laws relating to personnel management	4.44 $\pm$ 0.83	4.40 $\pm$ 0.94
Maintains accurate and appropriate records for fiscal control	4.43 $\pm$ 0.83	4.36 $\pm$ 0.97
Plans sanitation schedules and procedures that conform to state and local regulations	4.35 $\pm$ 0.88	4.29 $\pm$ 0.95
Plans safety/security procedures to conform to regulations	4.29 $\pm$ 1.00	4.20 $\pm$ 1.08
Ensure compliance with health and safety, hygiene, licensing and other regulations	4.66 $\pm$ 0.73	4.55 $\pm$ 0.93
<b>Cross Cultural Differences</b>		
Promotes respect and appreciation for diversity and individual differences	4.50 $\pm$ 0.82	4.46 $\pm$ 0.89
Welcomes diversity	4.50 $\pm$ 0.82	4.47 $\pm$ 0.90
Ability to work with all nationalities	4.44 $\pm$ 0.85	4.51 $\pm$ 0.75
Displays intercultural understanding	4.40 $\pm$ 0.87	4.41 $\pm$ 0.83
<b>Results Oriented</b>		
Understands the agendas and perspectives of owners, staff members, managers, and other parties	4.37 $\pm$ 0.82	4.36 $\pm$ 0.90
Spends time on the most important issues, not just the most urgent	4.32 $\pm$ 0.83	4.25 $\pm$ 0.94
Translates business strategies into clear objectives and tactics	4.19 $\pm$ 0.94	4.30 $\pm$ 0.95
Develops long and short range organizational goals and objectives	4.12 $\pm$ 0.92	4.20 $\pm$ 0.96
Develops methods to evaluate customer satisfaction	4.22 $\pm$ 1.02	4.23 $\pm$ 1.02

**Table 4.3 Comparison Between Present and Future Competencies by Mean scores. (Continued)**

Competency	Mean $\pm$ Standard Deviation	
	Current	Future
<b>Technical Skills</b>		
Ensures that daily food production schedules are used	4.38 $\pm$ 0.92	4.24 $\pm$ 0.98
Maintains quality and quantity control through consistent supervision of personnel	4.37 $\pm$ 0.94	4.40 $\pm$ 0.92
Ensures that standardized recipes are used to provide consistent basis for quantity and quality control	4.35 $\pm$ 0.91	4.31 $\pm$ 0.96
Coordinates purchasing with food preparation and preparation with service	4.35 $\pm$ 0.88	4.27 $\pm$ 0.96
IT competence	4.32 $\pm$ 0.88	4.42 $\pm$ 0.93
Plans a master schedule for personnel	4.30 $\pm$ 0.99	4.30 $\pm$ 0.97
Determines man-hour requirements that relate to menu and service	4.29 $\pm$ 0.97	4.34 $\pm$ 1.00
Establishes a maintenance schedule for equipment and facilities	4.29 $\pm$ 0.97	4.23 $\pm$ 1.04
Has technical skills in management of food and beverage production (cooking, bartending, dishwashing)	4.28 $\pm$ 0.99	4.27 $\pm$ 0.97
Coordinates labor equipment and personnel with area	4.26 $\pm$ 0.94	4.27 $\pm$ 0.97
Write a standard operating procedure (SOP)	4.25 $\pm$ 0.96	4.26 $\pm$ 1.04
Plans menus that incorporate principle of good menu planning (color, texture, shape, variety, and nutritional content)	4.08 $\pm$ 1.11	4.03 $\pm$ 1.20
Plans menus that incorporate new trends in the restaurant industry	4.19 $\pm$ 1.06	4.17 $\pm$ 1.12
Develops purchasing specifications for food and supplies that ensure quality and quantity control	4.24 $\pm$ 1.03	4.21 $\pm$ 1.10

belonged to the present competencies part of the survey. Participants ranked 67 present competencies and 79 future competencies on the “*moderately important*” category. Nineteen present competencies and eight future competencies fell into the “*essential*” category. From the eight future competencies ranked as “*essential*”, seven current competencies were also ranked “*essential*”.

The only “*essential*” future competency that was not ranked as “*essential*” in current competencies was “*ability to work with different nationalities*” ( $4.51 \pm 0.75$ ), which was ranked as “*considerably important*” in present competencies ( $4.44 \pm 0.85$ ), and this highlights the importance managers are giving to the ability to understand different backgrounds. This competency was the only one who shifted from “*considerably important*” to “*essential*”, on the other hand, there were 12 present competencies ranked as “*essentials*” that lowered their category to “*considerably important*” in the future competencies.

Statistical differences were calculated using paired t-tests and can be observed in Table 4.4. From the 87 competencies, four had significant differences between present and future competencies. Out of the four competencies, one competency (“*possess a bachelor degree in a related area*”) had a higher mean average for future competencies when compared to current competencies. This is an important finding and encouraging for hospitality educators. This finding could mean that current managers are observing a difference between people with a degree in hospitality compared to other managers without these degrees. However, this competency is still ranked with the lowest mean average for both present and future competencies.

The other three competencies that had a significant differences, had a lower mean in future competencies when compared to present competencies. The three competencies were “*effective communication with personnel*”, “*ability to empathize with guest experience*”, and “*maintain records for personnel management*”. These competencies are all related to communication skills with personnel and guests, which may not be as important as they were considered in the past. These competencies can be delegated to human resources and may not be as important for future entry-level management. Besides these four competencies, all the other

83 competencies showed no significant change, even though some of the competencies shifted from moderately important to considerably important or from essential to considerably important.

Twelve competencies had a lower ranking, without being significantly different, in future competences when compared to present competencies and they come from different sections of the survey and are related to: “*communications skills*”, “*legal issues*”, “*professionalism*” and other domains, without having a clear pattern of why they shifted from “*essential*” to “*considerably important*”. Some of these competencies were, “*ability to deal with uncertainties*”, “*effective communication with personnel*”, or “*ability to empathize with guest experience*”, most of these competencies can be related to soft skills.

### **Ranking of Competency Domains for Entry-Level Management**

The present study evaluated 87 competencies divided into 14 different domains, the changes between current and future ranking based on domains can be observed in table 4.5.

The “*marketing*” and “*cross-cultural differences*” domains had the same average means between the present and future domains of the survey. Five domains had statistically significant lower means scores for the future competencies when compared to present competencies. There were four future domains which had higher average means when compared to present domains, “*financial management*”, “*cost control*”, “*results oriented*”, and “*education*”.

Results indicate that managers are looking for future managers who can improve the overall financial performance of the restaurant while reaching company goals. These results also note that managers think that the future of the industry requires personnel who has the finance knowledge required to manage a restaurant. Hospitality schools should see these results as good news and focus on those KSAs that can provide students with the necessary tools to properly

work and perform in the industry. Most of the competencies that belonged to these sections are related to increased revenue, lower costs, and inventory controls that may lead to higher profits in the restaurant. Previous research has shown that these competencies have been considered as important in the development of curriculum in hospitality programs (Mariampolski, Spears, and Vaden 1980; Mayo & Thomas-Haysbert, 2005)

**Table 4.4 Comparison of Means by Domains of Current and Future Competencies**

Competency	Mean		
	Current	Future	
Leadership	4.54	4.50	
Professionalism	4.50	4.43	*
Cross Cultural Differences	4.46	4.46	
Communication Skills	4.45	4.30	*
Legal Issues	4.45	4.38	*
Coaching and Training	4.38	4.30	*
Human Resources	4.34	4.22	*
Financial Management	4.34	4.37	
Cost Control	4.34	4.35	
Technical Skills	4.28	4.27	
Innovation	4.26	4.24	
Results Oriented	4.24	4.27	
Marketing	4.14	4.14	
Education	3.83	3.89	

\* Denotes a significant change between present and future competencies

Table 4.4 indicates that the set of competencies for “*leadership*” and “*professionalism*” were the highest ranked domain and “*education*” and “*marketing*” as the lowest ranked domain. These findings are similar to the results found by Fournier and Ineson (2010), who noted that managers rate personal and interpersonal characteristics higher than practical and technical skills.

From all the changes mentioned in the sections of the survey, only five showed a statistically significant difference. All of the five domains with a significant difference showed a lower mean average in the future competencies when compared to the present competencies.

Even though the education domain improved in the ranking of the competencies, it is still the lowest ranked domain for present and future competencies. This could mean that current managers do not evaluate education as an important trait. However, it is a trend that may start changing in the coming years, and as discussed before it could mean that manager are seeing a competitive advantage of hiring managers that possess a degree in hospitality programs.

All of the results of the study showed a decrease in the ranking of 12 competencies, which could imply that restaurant managers are lowering the requisites for future entry-level managers. This could be due a lack of manager with all the traits required to work on the industry, and a need to hire more personnel for managing the restaurant, although they might not have the “*essential*” competencies required.

## **ANOVA Comparisons Between Groups**

### **Comparisons by age**

A comparison between the different groups of ages was done between the 87 present and future competencies. Of the 174 comparisons, six significant differences were found. From the six differences, five differences belongs to future competencies (Table 4.5). The only competency that goes in the present ranking was “welcomes diversity”, which fits in the cross cultural domain. It is important to mention that “welcomes diversity” had differences in both the present and future rankings. This is an interesting finding because different ages of managers might considers diversity as an important trait, while other generations don’t think of it as an important trait for an entry-level manager. Most of the significant differences are from the group

**Table 4.5 Mean Average Ranking of Competencies Based on Age.**

Competency	18 – 24	25 - 34	35 – 44	45 – 54	55 - 64	65+	F value <sup>a</sup>	P value
	Mean Average Score ± SD							
LEGAL ISSUES: In ten years (2026)-Understands the different laws that affect food service operations and management.	4.18 ± 1.01 <sup>xy</sup>	4.19 ± 1.11 <sup>x</sup>	4.88 ± 0.33 <sup>y</sup>	4.92 ± 0.28 <sup>xy</sup>	4.67 ± 0.70 <sup>xy</sup>	4.5 ± 0.57 <sup>xy</sup>	3.61	0.005
CROSS CULTURAL DIFFERENCES: Currently- Welcomes diversity.	4.35 ± 0.99 <sup>xy</sup>	4.45 ± 0.85 <sup>xy</sup>	4.88 ± 0.33 <sup>x</sup>	4.42 ± 0.51 <sup>xy</sup>	4.00 ± 1.33 <sup>y</sup>	4.20 ± 0.83 <sup>xy</sup>	2.51	0.033
CROSS CULTURAL DIFFERENCES: In ten years (2026)-Welcomes diversity.	4.47 ± 0.94 <sup>xy</sup>	4.13 ± 1.15 <sup>x</sup>	4.84 ± 0.37 <sup>y</sup>	4.67 ± 0.49 <sup>xy</sup>	4.78 ± 0.44 <sup>xy</sup>	4.25 ± 0.96 <sup>xy</sup>	3.05	0.13
INNOVATIVE: In ten years (2026)-Stays informed about industry practices and new developments.	4.18 ± 1.07 <sup>xy</sup>	3.89 ± 1.18 <sup>x</sup>	4.53 ± 0.67 <sup>y</sup>	4.58 ± 0.67 <sup>xy</sup>	4.56 ± 0.53 <sup>xy</sup>	4.50 ± 0.58 <sup>xy</sup>	2.41	0.41
LEADERSHIP: In ten years (2026)-Treats people with respect.	4.18 ± 0.95 <sup>x</sup>	4.47 ± 0.83 <sup>xy</sup>	4.81 ± 0.47 <sup>y</sup>	5.00 ± 0.00 <sup>y</sup>	4.56 ± 0.73 <sup>xy</sup>	4.75 ± 0.50 <sup>xy</sup>	2.90	0.17
TECHNICAL SKILLS: In ten years (2026)-Has computer knowledge competence, like POS systems.	3.88 ± 1.36 <sup>x</sup>	4.32 ± 0.98 <sup>xy</sup>	4.57 ± 0.72 <sup>xy</sup>	4.92 ± 0.29 <sup>y</sup>	4.67 ± 0.50 <sup>xy</sup>	4.75 ± 0.50 <sup>xy</sup>	2.46	0.37

Notes: Means with different superscripts (x,y) differed significantly by Tukey’s post hoc test, p < 0.05

<sup>a</sup> Results from ANOVA

age 35 to 44 years old, this could mean that this generation has a different perspective from all the other generations.

### **Comparison by job position**

ANOVA test were done to observe significant differences between job position and competencies 'ranking. Out of 174 analysis made, eight competencies were different. From the eight differences between groups two domains had three differences each: "marketing" and "cost control" (Table 4.6). There were seven competencies with differences that belonged to the current competencies and only one of future rankings. One competency, "*plans menus that identify food item accurately*", had differences on both present and future competencies. It is important to mention that four of the eight differences belonged to "*cost controls*" and "*financial management*". The classification of the group denominated as "other" in the survey was the group that had a significant different ranking in all the competencies.

### **Comparison by type of restaurant**

ANOVA tests were performed to observe differences among the managers and the types of restaurants they work in. The results indicated there were 13 differences among the 174 competencies ranked in the survey (Table 4.7). These 13 differences belong to nine of the 14 domains of the instrument where, two belonged to "*cross cultural differences*", two to "cost control", and three belonged "technical skills", the remaining differences belonged to six different domains. There is one competency which has difference in both present and future competencies, "ability to work with different nationalities". This means that between the four different types of restaurants there are differences about the importance of working



with personnel with different personal backgrounds. According to the type of restaurant, is where we could find the biggest amount of ranking competencies differences between groups. Most of the significant differences belong to “fine dining” restaurant type. These results are similar to find in previous research where fine dining has more requirements for their management team.

**Table 4.6 Mean Average Ranking of Competencies Based on Job Position.**

Competency	Manager	Assistant Manager	Area Director	Other	F value <sup>a</sup>	P value
	Mean Average Score ± SD					
MARKETING: Currently-Uses marketing analysis for decision making (theme concept, service hours, and expansion).	4.25 ± 0.87 <sup>x</sup>	4.15 ± 1.12 <sup>x</sup>	4.13 ± 0.83 <sup>xy</sup>	3.21 ± 1.19 <sup>y</sup>	4.38	0.006
MARKETING: Currently-Plans menus that identify food items accurately.	4.26 ± 0.89 <sup>xy</sup>	4.39 ± 0.93 <sup>x</sup>	4.25 ± 0.71 <sup>xy</sup>	3.36 ± 1.50 <sup>y</sup>	4.00	0.009
MARKETING: In ten years (2026)-Plans menus that identify food items accurately.	4.24 ± 1.02 <sup>x</sup>	4.15 ± 1.00 <sup>x</sup>	4.25 ± 0.71 <sup>xy</sup>	3.17 ± 1.40 <sup>y</sup>	3.65	0.15
RESULTS ORIENTED: Currently-Develops long and short range organizational goals and objectives.	4.13 ± 0.85 <sup>xy</sup>	4.27 ± 1.01 <sup>x</sup>	4.50 ± 0.53 <sup>xy</sup>	3.50 ± 1.02 <sup>y</sup>	3.03	0.032
FINANCIAL MANAGEMENT: Currently-Uses the balance sheet and income statement for decision making.	4.36 ± 0.85 <sup>x</sup>	4.12 ± 1.14 <sup>xy</sup>	4.13 ± 1.13 <sup>xy</sup>	3.50 ± 1.02 <sup>y</sup>	3.09	0.030
COST CONTROL: Currently-Plans a budget that conforms to financial requirements.	4.40 ± 0.83 <sup>x</sup>	4.30 ± 1.05 <sup>x</sup>	4.38 ± 0.74 <sup>xy</sup>	3.38 ± 1.33 <sup>y</sup>	4.22	0.007
COST CONTROL: Currently-Develops selling prices based on operational costs, expected profits and competition.	4.46 ± 0.84 <sup>x</sup>	4.24 ± 1.09 <sup>xy</sup>	4.63 ± 0.52 <sup>xy</sup>	3.57 ± 1.28 <sup>y</sup>	3.68	0.014
COST CONTROL: Currently-Analyzes menu for costing, selling, price, and customer satisfaction; If necessary modifies menu.	4.40 ± 1.02 <sup>x</sup>	4.24 ± 1.12 <sup>xy</sup>	4.38 ± 0.92 <sup>xy</sup>	3.50 ± 1.34 <sup>y</sup>	2.69	0.049

Notes: Means with different superscripts (x,y) differed significantly by Tukey's post hoc test, p < 0.05

<sup>a</sup> Results from ANOVA

**Table 4.7 Mean Average Ranking of Competencies Based on Restaurant Type.**

Competency	Quick Service	Fast Casual	Casual	Fine Dining	F value <sup>a</sup>	P value
	Mean Average Score ± SD					
HUMAN RESOURCE MANAGEMENT: Currently-Perform interviews and selection of personnel.	4.58 ± 0.96 <sup>xy</sup>	4.61 ± 0.57 <sup>y</sup>	4.38 ± 0.84 <sup>xy</sup>	3.91 ± 1.31 <sup>x</sup>	2.87	0.039
COMMUNICATION SKILLS: Currently-Encourages others to express their views, even contrary ones.	4.58 ± 0.96 <sup>x</sup>	3.82 ± 1.12 <sup>y</sup>	4.08 ± 0.96 <sup>xy</sup>	4.65 ± 0.71 <sup>x</sup>	4.43	0.005
CROSS CULTURAL DIFFERENCES: Currently-Ability to work with different nationalities.	4.42 ± 1.17 <sup>xy</sup>	4.44 ± 0.64 <sup>xy</sup>	4.25 ± 0.92 <sup>x</sup>	4.91 ± 0.29 <sup>y</sup>	3.48	0.018
CROSS CULTURAL DIFFERENCES: In ten years (2026)-Ability to work with different nationalities.	4.58 ± 0.77 <sup>xy</sup>	4.58 ± 0.57 <sup>xy</sup>	4.29 ± 0.83 <sup>x</sup>	4.87 ± 0.63 <sup>y</sup>	3.45	0.019
EDUCATIONAL: Currently-Knowledge of basic terminology used in the industry.	4.84 ± 0.37 <sup>x</sup>	3.89 ± 0.99 <sup>y</sup>	4.00 ± 0.92 <sup>y</sup>	4.35 ± 0.98 <sup>xy</sup>	5.45	0.002
MARKETING: Currently-Plans menus that identify food items accurately.	4.58 ± 0.77 <sup>x</sup>	4.32 ± 0.67 <sup>xy</sup>	4.25 ± 0.92 <sup>x</sup>	3.61 ± 1.47 <sup>y</sup>	3.92	0.010
PROFESSIONALISM: Currently-Knowledge of business management and ethics.	4.89 ± 0.32 <sup>x</sup>	4.50 ± 0.58 <sup>xy</sup>	4.34 ± 0.88 <sup>y</sup>	4.57 ± 0.66 <sup>xy</sup>	2.90	0.038
FINANCIAL MANAGEMENT: Currently-Uses financial analysis to evaluate operational performance.	4.74 ± 0.56 <sup>x</sup>	4.14 ± 0.85 <sup>xy</sup>	4.21 ± 0.96 <sup>xy</sup>	3.91 ± 1.12 <sup>y</sup>	2.92	0.037
COST CONTROL: In ten years (2026)-Develops selling prices based on operational costs, expected profits and competition.	4.05 ± 1.22 <sup>xy</sup>	4.39 ± 0.92 <sup>xy</sup>	4.53 ± 0.64 <sup>x</sup>	3.83 ± 1.53 <sup>y</sup>	2.96	0.035
COST CONTROL: In ten years (2026)-Analyzes menu for costing, selling, price, and customer satisfaction; If necessary modifies menu.	4.00 ± 1.45 <sup>xy</sup>	4.39 ± 1.03 <sup>xy</sup>	4.56 ± 0.67 <sup>x</sup>	3.65 ± 1.70 <sup>y</sup>	4.03	0.009
TECHNICAL SKILLS: Currently-Determines man-hour requirements that relate to menu and service.	4.63 ± 0.76 <sup>x</sup>	4.39 ± 0.74 <sup>xy</sup>	4.32 ± 0.87 <sup>xy</sup>	3.83 ± 1.40 <sup>y</sup>	2.76	0.045
TECHNICAL SKILLS: Currently-Develops purchasing specifications for food and supplies that ensure quality and quantity control.	4.74 ± 0.56 <sup>x</sup>	4.36 ± 0.96 <sup>xy</sup>	4.21 ± 0.86 <sup>xy</sup>	3.78 ± 1.54 <sup>y</sup>	3.26	0.024
TECHNICAL SKILLS: In ten years (2026)-Know how write a standard operating procedure (SOP).	4.37 ± 1.01 <sup>xy</sup>	4.52 ± 0.70 <sup>x</sup>	4.33 ± 0.86 <sup>xy</sup>	3.70 ± 1.52 <sup>y</sup>	3.11	0.029

Notes: Means with different superscripts (x,y) differed significantly by Tukey’s post hoc test, p < 0.05

<sup>a</sup> Results from ANOVA

## **Chapter 5 - Conclusions and Recommendations**

The purpose of this study was to research current and future competencies required for entry-level managers in the restaurant industry. In this chapter, the findings of the research questions are discussed, then practical and theoretical recommendations are given. Limitations of the study are presented at the end of the chapter.

### **Major Findings**

#### **Which competencies are necessary for restaurant managers?**

The current competencies described in this study were all ranked between values of 3.37 and 4.66. The lowest ranked competency was “*has a bachelor degree in a related area to the industry*”, with a value of 3.37, according to Tas rank system this would fall into the category of a *moderately important* competency. As found in previous research, education, and experience had the least importance when entering the restaurant industry. The highest competency evaluated by managers was “*ensure compliances with regulations*” with a mean of 4.66, which falls into the category of *essential* competencies.

This research found that all the competencies asked on the survey were ranked at least as moderately important. Except the competency of “bachelor degree in related area”, most of the competencies fell into the considerably important competencies. According to the findings of this study, all of the 87 competencies ranked are necessary for entry-level management. This means that future managers will need abilities like leadership and communication skills, but also will need to have the knowledge required to perform properly in an ever changing industry.

When the KSA were divided by sections the set of most important competencies were “*leadership’s competencies*”. Abilities like leadership and professionalism are the characteristics

sought by the industry. These findings support the idea the industry is looking for managers with personal characteristics, while the knowledge can be given through on the job coaching.

Most of the “*essential competencies*” can be considered as soft competencies. Current students of hospitality programs will need to have an integral approach to their program of study to have the KSA required to become managers in tomorrow’s industry. Hospitality program will have to focus not only on the knowledge required, but also help the students develop the required personal characteristics to properly perform in a restaurant setting.

### **How competencies will change for managers in the next 10 years?**

In the present study, we evaluated present and future competencies and compared them utilizing an independent sample t-test to observe differences in current entry-level management competencies versus competencies that will be required in 10 years. This study found that there was only one competency that showed a significant increase, “*possess a bachelor degree in a related area*”. This finding could be very important for hospitality schools, due to the importance current managers are placing on students pursuing a degree in hospitality and related programs.

On the future competencies, this study found only eight competencies ranked as “*essentials*”. Most of these competencies continue to be related to “*leadership*”. Seven out of these eight competencies were also ranked as “*essential*” on present competencies. The only competency that was not considered “*essential*” on present competencies was “*ability to work with all nationalities*” This means that industry will continue to select managers that have the personal characteristic to lead personnel and to improve the restaurant industry, while having the ability to understand and comprehend different backgrounds.

Analysis by domains reveals that future and present competencies are very similar and there is no big change between the highest ranked sections of the study. This study found 5

significant decreases on the domains of the survey. And even though domains like communication skills lowered their mean average it continues to be one of the top characteristics sought by the industry. Four domains like “*education*” increased their average mean score, however their differences were not significantly higher.

The findings of this study show that competencies will not have a big change in the next 10 years. But this study reinforces the idea of previous research that mentions the industry will select for attitudes and behavior and not necessarily for the knowledge. However, the only exception might be possessing a degree in a related program.

### **What is the magnitude of change between current and future restaurant manager competencies?**

A comparison of competencies and domains between the present and future competencies, found nine statistically significant differences. Four of these significant differences were between the competencies. This study found three competencies with a lower and mean averages and one competency with higher mean average of future competencies, when compared to the current competencies. This four changes may seem rather low if we consider, there were 87 competencies being ranked in the survey. This mean that current and future competencies will not represent a high shift in the next 10 years. The same KSA that is required in today industry will continue to be important in the future.

When we analyze the competencies by domains, we can find bigger changes, where five out of 14 domains had a significant difference. However, all of these five sections had a lower mean average for future competencies compared to current competencies. Can this finding mean that the industry is asking for fewer requirements for future managers? Perhaps the use of technology is helping the industry to simplify some of the process, which used to be more complicated in the past. Some of the sections these sections are “human resources”, “legal

issues”, and “professionalism” as it can be noted this sections can be outsourced or POS systems can help the future managers. Maybe the industry is going to see changes, where the future manager can focus more on the production of food and less time in administrative duties.

Analysis were done to observe group differences by age, job position and type of restaurant, where only few significant differences among the various groups were found. This study found that a higher number of differences was encountered on the analysis by restaurant type, where Fine Dining was the group with higher number of differences.

### **Theoretical Implication**

This is the first study that examines present and future competencies for entry-level management in restaurants. It was discovered that there are no significant changes between current and future competencies. However, the findings of this study may help guide hospitality programs to design the curriculum according to the expected needs of the restaurant industry in the coming years.

The finding that education was the only competency who showed an improved can be encouraging for hospitality programs and educators. This finding shows that hospitality faculty are doing a good job and that students with a degree differentiate themselves from other workers. Educators can also utilize this study as a guide to reinforce their programs on those areas on which they are weaker, compared to the most important competencies found on this research.

The findings of this study showed that the restaurant industry is looking for future managers with leadership, therefore it may help hospitality programs to recruit students that have these personal characteristics. The selection of students with the required skills and abilities combined with education can supply the demands for the future of the industry. Hospitality

programs may also include programs or courses that provide the students with the resources and tools required to succeed in the restaurant industry.

### **Managerial Implications**

The findings of this study can be used to provide a guide for the restaurant entry-level management. The findings of this study could help restaurant managers, hospitality program students, educators and human resource practitioners.

The development of these competencies and the instrument utilized in this study can be used by management to evaluate, train, select and promote entry level managers. Based on the importance of required knowledge, skills, and abilities managers can look for the most important characteristics of new hires or before promoting employees inside the company.

Even though different types of restaurants select their managers according to their particular needs, it can be noted that certain characteristics are ranked more important than others. The instrument developed for this research evaluates KSA in the most critical areas of management. The use of this tool could help restaurants to evaluate the performance of managers and not only at the entry-level. The ranking of these competencies may be used to succession planning and to help train and coach future managers to strengthen their skills and aptitudes.

Managers and future managers can use the present competencies to evaluate and self-evaluate themselves to improve the KSA that needs improvement. Some single unit restaurants can use this tool as a guide for selection and retention of the personnel with the proper KSA to perform on the job.

### **Limitations**

This study introduced the idea of predicting future competencies for future restaurant entry-level managers and determine which KSAs restaurant managers are looking for. Even



though the demographics characteristics of the sample is similar to that found on previous research, the sample is small for the population, therefore it cannot be generalized to the entire restaurant industry. The instrument tool was self-administered and can cause common bias from the respondents like social desirability and errors in self-observation. Caution should be used when interpreting the results of this study.

For the development of this study several methods were used for collecting data to obtain a representative sample of the restaurant industry, however due to a low response rate, lower than 1.00%, we had to limit the study to a sample of 100 managers. On the development of the study it was not included any geographical questions to record the geographical spread of the responses, therefore we cannot determine from where the data was collected. This can limit the generalizability of the study.

### **Future Study**

This study is the first one that tried to predict future competencies for restaurant management. Therefore, there is a potential to continue analyzing that needs of the industry in the coming years. This study found that education, in particular having a degree in hospitality management might guide the future of the industry, future studies should continue analyzing competencies and observe if these predictions are accurate in the next 10 for the restaurant industry.

This study tried to analyze the KSAs required for entry-level management, however research should be conducted to determine if current manager possess the “*essential*” competencies found in this study, and how to develop these characteristics in managers across the industry.

Additional research could be conducted on leadership competencies that can help improve hospitality programs and students. Leadership is one of the top domains that the manager are looking for, therefore studies that help to better understand how leadership can impact the industry may be necessary to help the development of the restaurant industry.

Research on why the managers rank education as the lowest domain of the study may help understand why the industry does not give importance to have bachelor degree in this area. To better understand the current and future needs of the industry can provide schools with the required knowledge to keep helping the development of the industry, studies where managers can explain the KSA required for the industry may be beneficial for all the parties involved.

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**Appendix A - Appendix A – Pilot Study Qualtrics Survey: Present  
and future restaurant management competencies**

Dear Participants:

The restaurant industry has one of the highest turnover rates of all industries and the identification of any process that may help reduce turnover rates could be helpful for a growing and evolving industry. Therefore, we are conducting a research study exploring present and future competencies for restaurant managers, which will help in the selection, and retention processes. Because managers are an important components of restaurants, we are inviting you to participate in this research study by completing the survey.

The following questionnaire will require approximately 20 minutes to complete. There are no foreseeable risks involved in this study. In order to ensure that all information will remain confidential, please do not include your name in the survey. If you choose to participate in this project, please answer all questions honestly as uncompleted surveys cannot be used. Participation in this study is voluntary and you may refuse to participate at any time.

If you are not satisfied with the manner in which this study is being conducted or if you have any concerns and questions, please feel free to reach me at (785) 317 6791 or via email me at [danielvega@ksu.edu](mailto:danielvega@ksu.edu). You may also contact Dr. Kevin Roberts at (785)532-2399 or via email at [kevrob@k-state.edu](mailto:kevrob@k-state.edu). This research study has been reviewed and approved by the KSU Institutional Review Board (IRB). You may contact the IRB at (785)532-3224 for any questions you might have about your rights as a research participant.

If you are interested in obtaining a copy of the main results of the study, please contact Daniel Vega via email at [danielvega@ksu.edu](mailto:danielvega@ksu.edu).

Thank you for your participation.

Sincerely,  
Daniel Vega  
Graduate Student  
Department of Hospitality Management  
College of Human Ecology

Kevin R. Roberts, PhD  
Major Professor  
Associate Professor  
Undergraduate Program Director  
Department of Hospitality Management

Please rank the importance of the following competencies for an entry level restaurant manager in your current operating environment and how you feel it will evolve in the next 10 years. Please answer on a very unimportant to important scale.

HUMAN RESOURCE MANAGEMENT

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Performs interviews and selection of personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses employee performance evaluation effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains accurate and appropriate records for personnel management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands rights of management and labor in collective bargaining.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops job description and specification for personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors progress of others and redirects efforts when necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates personnel to perform effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEGAL ISSUES

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Maintains accurate and appropriate records for fiscal control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the different laws that affect food service operations and management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies state, local and federal labor laws relating to personnel management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans sanitation schedules and procedures that conform to state and local regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans safety/security procedures that conform to regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure compliance with health and safety, hygiene, licensing and other regulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION SKILLS

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Effective listening, verbal and written communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to empathize with the guest experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains effective communication with personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listens to people without interrupting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages others to express their views, even contrary ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CROSS CULTURAL DIFFERENCES

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Displays intercultural understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcomes diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work with different nationalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes respect and appreciation for diversity and individual differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EDUCATIONAL

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Possess a bachelor's degree in related area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has previous career experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of basic terminology used in the industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MARKETING

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Develops methods for evaluating customer satisfaction with food and service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses effective merchandising techniques in the presentation of food to customers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses marketing analysis for decision making (theme concept, service hours, expansion).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knows the strengths and weaknesses of competitors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans menus that identify food items accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



RESULTS ORIENTED

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Develops methods for evaluating customer satisfaction with food and service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops long and short range organizational goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translates business strategies into clear objectives and tactics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands the agendas and perspectives of owners, staff members, managers, and other parties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spends time on the most important issues, not just the most urgent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COACHING AND TRAINING

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Performs in-service training of personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performs orientation of new personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trains personnel to produce customer satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops orientation and in service training programs for foodservice personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaches others in skill development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONALISM

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Knowledge of grooming and professional image standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to project a professional image.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of business management and ethics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considers ethical implications prior to taking action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining professional appearance and poise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INNOVATIVE

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Ability to make creative decisions to achieve service standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains current knowledge of new methods in food service management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements new ways of accomplishing objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements changes in methods and procedures to solve problem with operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stays informed about industry practices and new developments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduces redundancies in processes and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FINANCIAL MANAGEMENT

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Has administrative skills for cash/credit settlements, forms and reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizes that profit is an important goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justifies purchases of new equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares accurate, timely and appropriate reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses financial analysis to evaluate operational performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the balance sheet and income statement for decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COST CONTROL

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Ability to minimize use of resources while providing services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate techniques for purchasing food and supplies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implements effective procedures for food and beverage control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepares accurate, timely and appropriate reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans a budget that conforms to financial requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops selling prices based on operational costs, expected profits and competition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes menu for costing, selling, price, and customer satisfaction ; If necessary modifies menu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEADERSHIP

	Currently					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Ability to work as part of a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to deal with daily uncertainties and changes in routine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to generate an attitude of trust among co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is empathetic to the needs of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates personnel to perform effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess team building abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays consistency between words and actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treats people with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives others the authority necessary to accomplish their objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursues continual learning and self-development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TECHNICAL SKILLS

	Current					In ten years (2026)				
	Very Unimportant	Unimportant	Neutral	Important	Very Important	Very Unimportant	Unimportant	Neutral	Important	Very Important
Maintains quality and quantity control through routine monitoring of food items produced and served.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has technical skills in management of food and beverage production (cooking, bartending, dishwashing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that daily food production schedules are used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that standardized recipes are used to provide consistent basis for quantity and quality control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates purchasing with food preparation and preparation with service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordinates labor equipment and personnel with area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans a master schedule for personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Determine s man-hour requiremen ts that relate to menu and service.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishe s a maintenan ce schedule for equipment and facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans menus that incorporate principle of good menu planning (color, texture, shape, variety, and nutritional content).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops purchasing specificatio ns for food and supplies that ensure quality and quantity control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans menus that incorporate new trends in the restaurant industry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know how write a standard operating procedure (SOP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has computer knowledge competenc e, like POS systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is your current age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 or over

What is your gender?

- Male
- Female

Which of the following best describes your ethnicity?

- African-American
- Hispanic/Latino
- Native American
- Caucasian/Non-Hispanic
- Asian/Aleutian/Pacific Islander
- Other

What is your highest educational level?

- Less than high school diploma
- High school diploma or general diploma
- Some college
- Some technical school degree
- Associate degree
- Bachelor degree
- Some graduate school
- Graduate or professional degree

How would you classify the restaurant you manage?

- Quick Service
- Fast Casual
- Casual
- Fine Dining

What is your current position?

- Manager
- Assistant manager
- Area Director / District Manager
- Other

How long have you been in your current position?

- Less than 6 months
- 7 - 12 months
- 1 - 3 years
- 3 - 5 years
- More than 5 years

How long have you been employed in the foodservice/ restaurant industry?

- Maintains quality and quantity control through routine monitoring of food items produced and served.
- Realizes that profit is an important goal.
- 3 - 5 years
- 5 - 10 years
- More than 10 years

## **Appendix B - Appendix B - IRB form**

TO: Kevin Roberts  
HMD  
106 Justin

Proposal Number: 8301

FROM: Rick Scheidt, Chair   
Committee on Research Involving Human Subjects

DATE: 05/25/2016

RE: Proposal Entitled, "PRESENT AND FUTURE RESTAURANT MANAGEMENT  
COMPETENCIES: AN INDUSTRY PERSPECTIVE"

The Committee on Research Involving Human Subjects / Institutional Review Board (IRB) for Kansas State University has reviewed the proposal identified above and has determined that it is EXEMPT from further IRB review. This exemption applies only to the proposal - as written - and currently on file with the IRB. Any change potentially affecting human subjects must be approved by the IRB prior to implementation and may disqualify the proposal from exemption.

Based upon information provided to the IRB, this activity is exempt under the criteria set forth in the Federal Policy for the Protection of Human Subjects, **45 CFR §46.101, paragraph b, category: 2, subsection: ii.**

Certain research is exempt from the requirements of HHS/OHRP regulations. A determination that research is exempt does not imply that investigators have no ethical responsibilities to subjects in such research; it means only that the regulatory requirements related to IRB review, informed consent, and assurance of compliance do not apply to the research.

Any unanticipated problems involving risk to subjects or to others must be reported immediately to the Chair of the Committee on Research Involving Human Subjects, the University Research Compliance Office, and if the subjects are KSU students, to the Director of the Student Health Center.