Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

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Attestation of Authorship

"I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning".

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Ethics approval

Ethical approval was needed from AUT Ethics Committee (AUTEC) as the research involved human participants. Approval was received on 6th August 2007 with Ethics Application Number 07/59 (Refer to Appendix F).

Abstract

The hospitality industry has seen rapid growth through the last three decades. The hospitality industry in New Zealand is still growing steadily. According to the Ministry of Tourism (2008, para. 3), "Visitor expenditure is forecast (from 2008 to 2014) to increase from $13.73 billion to $19.05 billion per annum, an increase of 41.4%" (Ministry of tourism, 2008b). Therefore, in response to the needs of the industry, training providers have established a number of hospitality, leisure, travel and tourism degrees (O'Mahony & Sillitoe, 2001). However, previous studies have identified that hospitality management degrees tend to lack importance in the actual world (Harkison, 2004a, 2004b; Steele; 2003). Hospitality management students seem to rate the value of their degrees higher than do employees in the industry (Collins, 2002; Raybould & Wilkins, 2005). Therefore, there are gaps between the expectations and assumptions of students and those of hospitality professionals, which have led to problems in the hospitality industry.

This study has taken three steps to identify: 1) how career expectations, assumptions and requirements differ between undergraduate hospitality management students and management employees in the hospitality industry; 2) The working histories of managerial employees and their perceptions of the industry's needs; 3) Establish the perceived value of hospitality management degrees amongst hospitality management undergraduate students and the hospitality industry. To do so, a comprehensive literature review was undertaken, and questionnaires were collected from 137 undergraduates enrolled in a Bachelor of International Hospitality Management degree at AUT University and 74 managerial employees in the hotel industry. After an analysis of the data, the researcher examined and compared the results of both groups' data with relation to the findings of the literature review.

The following key points emerged from the research: most students expected that they would work in the hospitality industry after completing their course and supposed that their first work field would be in a Food and Beverage department at a management trainee level. The results of the survey show a match between students' long-term career expectations and the working history of employees. Students also seem to understand the environment of the hospitality industry well. These results show that students organise well, planning for their future careers, and these results were similar with those of some previous studies (Brien, 2004; Harkison, 2004b; Jenkins, 2001).

The results of this study identified similarities and differences of perceptions between undergraduate students and managerial employees in the hotel industry. Similarities of students' perceptions and managerial employees' perceptions are;

- Commitment is rated as the most important factor in determining success, while personality is rated the most important attribute for an employee in the hospitality industry.
- A degree in hospitality management is not recognised as an important qualification by students or employee respondents. Working experience is more important than a bachelor degree of hospitality management for a prospective employee.
- Students and managerial employees believe that the hospitality educators know the industry well, although educators and employees have different understandings of career expectations.
- Both parties believe that internship might help hospitality students' careers in the industry.

Differences of perceptions between undergraduate students and managerial employees are;

- Students believe that knowledge of the industry and experience are the most significant factors for a new employee in the hospitality industry but employees indicate personality.
- Employees believe that using initiative skills are the most important factor for an employee's career development, whereas students answer communication skills.
- Students believe that a hospitality management bachelor degree will contribute more to the hotel business but employees believe that having three years' experience will contribute more.
- Students consider that an employee with a bachelor's degree in hospitality will receive higher starting salaries than someone without, but employees disagree.
- Students suggest that a bachelor of hospitality management degree will affect opportunities for promotion, but employees do not share that opinion.

This study found that even if students and managerial employees share some common opinions, many gaps still exist between them. Therefore, the researcher suggests recommendations relating to students' expectations and assumptions of their job entry level, the working environment in the hospitality industry, the needs of the hospitality industry, and the value of a bachelors degree of hospitality management. Furthermore, the researcher identifies some limitations of this study and areas for further research.

CHAPTER 1
INTRODUCTION

1.1.   Background

The hospitality industry is rated to be one of the fastest growing industries in New Zealand. The Ministry of Tourism (2008a, para. 7) in its forecast of visitor nights from 2007 to 2014, forecast an increase of

> "15 million or 15.3%, averaging 2.1% increase per annum. The growth will be driven by an additional 12.8 million international visitor nights (up from 46.7 to 60.6 million) and 2.9 million domestic visitor nights (up from 47.2 to 60.0 million) and 2.4 million domestic visitor nights (up from 52.1 to 54.5 million)" (Ministry of Tourism, 2008a).

The forecast suggests an excellent outlook for tourism in New Zealand (Ministry of Tourism, 2008a). This rise in visitor numbers would appear to indicate that more employees will be needed in the hospitality industry, and it seems logical to assume that there will be a need for qualified hospitality employees (Brien, 2004; Ladkin & Riley, 1996; O'Mahony & Sillitoe, 2001). However, the industry does not appear to regard the bachelor of hospitality qualifications very highly. Consequently, students who have studied for these qualifications are often at a disadvantage when competing for employment with peers who have more experience in the field, but hold few, if any, form of tertiary qualifications (e.g. certificate or diploma or bachelor) (Connor & Pollard, 1996; Harkison, 2004b; Jameson & Holden, 2000; Li & Kivela, 1989; Mason, 1995; Petrova & Mason, 2004). The hospitality industry thus appears to value employees with experience in the field more than those with a bachelor of hospitality. This appears to contrast with the expectation of most people that a degree will always give a graduate an advantage in his or her chosen field area (Jameson & Holden, 2000).

The hospitality industry in New Zealand also seems to place more value on employees with experience in the field (Harkison, 2004a; Steele, 2003). Harkison (2004b) notes that the hospitality industry in New Zealand does not consider a hospitality management degree sufficient for graduates to enter management roles without a certain component of work experience. This is supported by Steele (2003)'s findings that only 39 percent of managerial employees had tertiary degrees, 11 percent had tertiary diplomas, while 50 percent had only completed their secondary school education. These studies suggest experience is regarded by hospitality managers as more important than qualifications, and experienced employees are at a greater advantage than their more formally qualified but less experienced peers.

Hospitality graduates expect to be appointed to professional managerial pathways (e.g. management training programmes) in international hotels because they assume their qualifications will afford them greater opportunities for advancement (Brien, 2004). However, because positions such as management training programmes are limited and a certain amount of experience is required, as well as tertiary qualifications, students are likely to be disappointed (Accorhotels, 2007) due to the difficulty of attaining enough industrial experience while the students are studying. Therefore, a gap exists between the expectations and assumptions of hospitality graduates and their employers.

1.2.   Objectives of the study

This study aims to explore the career expectations and assumptions of hospitality students. The expectations and assumptions of Bachelor of International Hospitality Management students at AUT University are compared with the perceptions of managerial employees with regard to the career pathways for new hospitality graduates. Furthermore, this study seeks to identify the current value of a Bachelor of Hospitality Management degree for an individual's intent on a career in hotel management and for managerial employees. The positions of the managerial employees who participated in this study ranged from department supervisors (low management level) to senior-level managers. The participants were employed at six hotels in New Zealand at a large international hotel chain: two from Auckland, one from Rotorua, one from Wellington and two from the South Island.

1.3.   Research questions

This study aims to answer the following questions:
- What are the expectations and assumptions of hospitality management students concerning their future working careers?
- What are the working histories of managerial employees and their perceptions of the needs in the hospitality industry?
- What is the value of hospitality degrees to hospitality management students and their employers?

1.4.   Overview of the study

Chapter 2 contains a review of the literature relevant to the study, and then chapter 3 discusses the methodology that was used for data collection and analysis. Chapter 4 presents the findings from the data analysis regarding career expectations, assumptions and the requirements of undergraduates of hospitality management and managerial employees in the hotel industry. Chapter 5 incorporates a discussion of these findings. Lastly, chapter 6 presents the conclusions and highlights recommendations arising from the research.

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

Most undergraduates in a Bachelor of Hospitality Management course expect to be a senior management level employee in the near future (Brien, 2004; Harkison, 2004a). However, the hospitality industry has been changing rapidly as a result of changing economies, societies, and fast developing technologies (Baum, Amoah, & Spivack, 1997). To cope with these changes, employees need various skills and abilities. The industry will benefit from increased levels of formal vocational education and training (O'Mahony & Sillitoe, 2001). Hospitality tertiary educations provide students with the skill sets to succeed in this fast changing industry. Especially undergraduates studying the bachelor of hospitality management programme need to comprehend the contemporary environment in the hospitality industry, and an understanding of the histories of senior managers may assist students in the future development of their own careers. This chapter provides a review of the relevant literature and, in particular, provides profiles of managers in the hospitality industry, a background on hospitality management courses and training programmes, and identifies career expectations and assumptions of hospitality management students and managerial employees in the hospitality industry.

2.2. Profile of a manager

Previous studies have explored the profiles of managerial employees in the hospitality industry (e.g. Betty & Stella, 1998; Harper, Brown, & Irvine, 2005; Ladkin, 1999, 2000; Ladkin & Juwaheer, 2000; Ladkin & Riley, 1996; Nebel, Braunlich, & Zhang, 1994; Riley & Turam, 1989; Steele, 2003). These studies give insight into the background, education and work experience of managers. Hospitality organisations have different organisational structures, but managerial employee groups are often divided into three levels: low management, mid-management and senior management. The low management levels include department supervisors and department assistant managers who assist and help the front line employees to perform their job or task, solve problems, and report to their department managers. The mid-management levels include department managers or department heads that also assist the operational employees and low managerial employees to perform their tasks, while solving higher lever problems and reporting to the top managers. The top management level includes General

Managers (GMs) and regional managers who establish the organisation's purpose and overall direction (Steele, 2003; Wood, Zeffane, Schermerhorn, Hunt, & Osborn, 2001).

2.2.1 Demographic background

Age and gender

The findings from studies relating to profiles of hotel managers are summarised briefly in a table. This table offers an insight into managers' backgrounds and may act as a reference tool in this study.

Table 1: Profiles of hotel industry managers – ages and gender

Authors	Countries	No. sample	Job Position	Average Age	Gender	
					Males	Females
Nebel, Braunlich and Zhang (1994)	America	136	Food Beverage Director	36	96.2%	3.8%
Nebel, Lee and Vidakovic (1995)	America	114	Hotel GM	43	92.1%	7.9%
Ladkin (2000)	United Kingdom	284	Hotel GM	40	87%	13%
Ladkin and Juwaheer (2000)	Mauritania	16	Hotel GM	42	100%	0%
Ladkin (2002)	Australia	180	Hotel GM	41	80.6%	19.4%
Steele (2003)	New Zealand	172	Hotel GM	49	73%	17%
			Department Head	36	56%	44%
			Department Manager	31	35%	65%
			Department Supervisor	35	17%	83%

Nebel, Braunlich and Zhang (1994) found the average age of Food and Beverage Directors (mid-management level) in American hotels to be 36.1 years and 96.2 percent were male. This study was distributed to all Food and Beverage Directors (n=136) of 4 and 5 star USA hotels (all hotels were listed as four and five-star, according to the 1992 Mobil Travel Guide) to gather an appreciation of their unique characteristics, with regard to demographics, education, or experience.

An American study by Nebel, Lee and Vidakovic (1995) explored the career paths of 114 GMs in the United States of America (USA). The study included GMs of mid-range (e.g. Holiday Inns), up-scale (e.g. Hyatts, Marriotts and Hiltons) and luxury hotels (Ritz-Carltons and Four Seasons) of 150 to 1300 rooms. The average size of

mid-range hotels was 277 rooms, up-scale hotels 525 rooms and luxury hotels 470 rooms. They concluded that GMs were young (averaging 43 years) and 92.1 percent were male.

Ladkin (2000) examined the predominance of "vocational education and food and beverage experience in the development of a hotel manager's career" (p.226). This study included 284 hotel managers in the United Kingdom (UK), and found the average age of UK hotel GMs was 40 years, and males occupied 87 percent of those managers.

Ladkin and Juwaheer (2000) explored "the career paths of hotel managers in Mauritius" (p.119). They found the average age of the GMs to be 41.6 years old, and most of the managers were male. The Mauritius study included only 16 respondents, of whom 12 were GMs. The sample size was smaller given the constraints associated with Mauritius being a small island with a limited number of potential participants (Ladkin & Juwaheer, 2000).

Ladkin (2002) also explored "the career paths of hotel GMs in Australia" (p.379). The study based on a sample of 180 hotel managers. This study found the average age of the managers to be 40.6 years and males occupied 80.6 percent of the positions.

A New Zealand study (Steele, 2003) investigated the career paths of three levels of managements (low management, mid-management and top management) in the hotel industry in Auckland. Steele (2003) found the average age of GMs of hotels in Auckland to be 48.7 years and 83 percent of general manager positions were occupied by men. The mean age of mid-managers was 35.6 years and 56 percent were male. The mean age of low managers was 30.9 years and females filled 65 percent of these positions. Supervisors had a mean age of 34.7 and only 17% were male (Steele, 2003).

The studies of Nebel et al. (1995), Ladkin (2000), Ladkin and Juwaheer (2000), and Ladkin (2002) showed similar results. GMs were in their early 40s and predominantly male. However, there are differences in New Zealand from these results. Steele (2003) found the average age of GMs was higher (49 years) than those in other studies. He also found that managers in low to supervisory positions tended to be younger and female. The average age of mid-management level employees in New Zealand was similar to the American study by Nebel et al. (1994), but there were more female managers (44%)

than in the American study. The American study was conducted more than 13 years earlier and may no longer give an accurate account of the hotel industry in the U.S.A. Therefore, it may be unwise to compare the New Zealand study with the study by Nebel et al. However, GMs in New Zealand appear to take a longer time to reach a GM position in a hotel.

In the New Zealand hospitality industry, female managers tend to achieve more promotions than male managers in low management and supervisory positions (Steele, 2003). However, female managers are less likely to obtain senior management positions, particularly a GM position (Ladkin, 2000, 2002; Ladkin & Juwaheer, 2000; Li& Leung, 2001; Li, Tse, & Xie, 2007; Steele, 2003). A number of studies (Brownell, 1994; Li & Leung, 2001; Nebel, Lee, & Vidakovic, 1995) investigated why there are so few female GMs in the hotel industry, despite the high percentage of female hotel management and catering graduates. The most common reason, according to the aforementioned studies, was a lack of experience in a Food and Beverage (F&B) department. Many women tended to work in housekeeping, and sales and marketing rather than in an F&B department. Female employees may have responsibilities associated with their roles as wives and/or mothers that may make it difficult for them to work in F&B departments. In addition, women may pass up promotional opportunities that conflict with their other roles (Li & Leung, 2001).

Furthermore, Li and Leung (2001) found that women in Asian countries tend to find the late work hours, typical of hotel occupations, difficult to manage. These hours are not congruent with strong social lives and may conflict with domestic duties. This problem also exists in Western and African nations, as suggested in previous studies (Table 1). Therefore, the lack of female GMs is a phenomenon existing across the globe. However, the Australian (Ladkin, 2002) and New Zealand studies (Steele, 2003) identified that more female managers were working in the hotel industry in Australia and New Zealand than in other parts of the world. This suggests that female managers in Australia and New Zealand have a greater opportunity to become a GM than exists in other countries.

2.2.2   Education background

Education is an important component of a hospitality manager's career history. The studies in table 1 also explored hotel managers' educational backgrounds. 83.5 percent of GMs in British hotels had gained specific hotel and catering qualifications and 16.5 percent had a general or non-vocational qualification. Of the 83.5 percent of GMs with hotel and catering qualifications, 31.8 percent had three years' tertiary levels of full-time education, 24.9 percent had two years' full-time, and 18.1 percent had degree or higher level qualifications (Ladkin, 2000). Nebel et al. (1995) found that 46.5 percent of GMs in American hotels had a Bachelor's degree, 14 percent had a Master's degree, and 6.2 percent had only a high school qualification. The studies of Australia and New Zealand GMs found that high management level managers tend to have varying qualifications. An Australian study by Ladkin (2002) found that 6.1 percent of the sample had a postgraduate degree, 7.8 percent had gained a degree from full-time study, 1.7 percent gained a degree level from part-time study, 7.8 percent had an advanced diploma, 13.3 percent a diploma, 7.8 percent a certificate, and 0.6 percent a culinary course or apprenticeship. Other qualifications were held by 2.7 percent of the sample.

A New Zealand study (Steele, 2003) found that 39 percent of GMs had a bachelor's degree or higher and 11 percent had a tertiary diploma. Of those with university qualifications, half had degrees in hospitality and/or tourism, and half held a business degree. Half of the GMs had no qualifications above High School. Mid-managers with diplomas and degrees equalled 42 percent, while 16 percent had obtained tertiary certificates specific to the industry, and 37 percent had only completed high school. This study also found that 43 percent of low managers held diplomas and degrees, including a third with hospitality/tourism specialist qualifications. Of this group, 52 percent had only completed secondary school. This study showed that the low manager groups tend to be higher qualified than their more senior colleagues, although 67 percent of supervisors had no tertiary qualifications.

Ladkin and Juwaheer (2000), and Ladkin and Riley (1996) found that a university education did not seem to affect the rate of promotion into a hotel GM position. However, Harper et al. (2005) found that 64 percent of GM respondents in their study agreed that "vocational qualifications support a 'fast-track' progression to the GM role"

(p.56). Harper et al. (2005) examined "the role of formal qualifications in the career development of contemporary hotel GMs in Scotland" (p.52). Ladkin (2000) also stressed that

> "A higher level of education appears to ensure entry into the industry at the assistant manager level, whereas those with lower levels of education begin at the supervisor or department head grades. This is clearly where education is of benefit" (p. 231).

Given the variances between the findings of GMs' background education and the conflicting conclusions drawn in the literature, it is difficult to identify whether a university education affects the rate of promotion or not.

New Zealand GMs have lower levels of education than in other countries. However, the history of hospitality education in New Zealand is short in comparison to that in other parts of the world, which means New Zealand GMs have had fewer opportunities to pursue formal education.

2.2.3 The role of job experiences in becoming a general manager

In order to become a GM in a hotel, prospective senior managers may require considerable operational and managerial experience, including experience in certain specialist roles, such as a department head or assistant managers in the hotel industry. In the New Zealand study, it appears that top managers in Auckland hotels moved through supervisor and low management, then on to mid-management, before obtaining their first GM position (Steele, 2003). This experience was seen as significant training for one's progression towards GM.

Many studies (e.g. Harper et al. 2005; Ladkin, 2000; Ladkin & Riley, 1994, 1995, 1996; Nebel et al, 1994; Steele, 2003) have identified F&B managerial experience as the main career route to a GM position. Ladkin and Riley (1996) found that 49 percent of GMs in U.K. hotels had F&B managerial experience and 60 percent of GMs in Mauritius were from a F&B background (Ladkin & Juwaheer, 2000). An American study (Nebel, Lee, & Vidakovic, 1995) found that most GMs maintain a narrow career path before reaching a GM position. 87.5 percent of GM respondents spent their career in one department before becoming a GM. Three quarters of GMs had a pathway to their positions through two operational departments, 'F&B' and 'Rooms Division (Front

office)'. Front office work experience was ranked second as a career route for reaching a hotel GM position by the above studies. A minority of GMs had come from sales and marketing, accounting and finance, and housekeeping roles (Ladkin, 2002; Nebel, Lee, & Vidakovic, 1995).

Wagner (1993) explored the question of why many hotels were not aware of the importance of sales and marketing, accounting and finance work experience. Wagner found most GMs come from operational backgrounds, such as F&B or Front Office. Therefore, GMs tended to lack sales and marketing skills, although sales and marketing skills are vital for the success of a hotel (Wagner, 1993).

2.2.4   The length of time taken to become hotel managers

It is significant for individuals to consider the length of time it takes to become a hotel GM for their own career planning (Ladkin, 2002). Therefore, many studies (Harper, Brown, & Irvine, 2005; Ladkin, 2002; Ladkin & Juwaheer, 2000; Ladkin & Riley, 1996) examined 'the length of time taken to become a hotel GM'. These studies used either a 'standardised measure' (from the age of 18 until the first GM position), or an 'un-standardised measure' (based on the age the subject first entered the industry after education).

Table 2: The length of time taken to become a hotel GM

Authors	Countries	Average years	Standardised measure	Un-standardised measure
Nebel et al. (1995)	America	8.9		
Ladkin & Riley (1996)	United Kingdom		11.19	9.5
Ladkin & Juwaheer (2000)	Mauritania		13.1	16.1
Ladkin (2002)	Australia		14.1	12.6
Steele (2003)	New Zealand	11.3		
Harper et al. (2005)	Scotland		11.10	9.2

The results of these studies (Harper, Brown, & Irvine, 2005; Ladkin, 2002; Ladkin & Juwaheer, 2000; Ladkin & Riley, 1996) demonstrated that the unqualified managers achieved managerial positions at a younger age than qualified managers did. The qualified managers spent more time studying their course. Therefore, they entered the industry later than an unqualified manager did; hence, there is an age difference when

they started their general manager position. However, Harper et al (2005) found that qualified managers tended to be promoted faster than unqualified managers, which suggests that college or university qualifications might affect the 'fast tracking' of an employee.

2.3. Hospitality Management Education

2.3.1 Background

The hospitality industry has changed rapidly as a result of changing economies, societies and fast developing technologies during the past few decades (Baum, Amoah, & Spivack, 1997). The fast changing hospitality industry needs a new variety of managers. These managers need new skills to handle the complexities of a changing corporate environment. Therefore, hospitality educations are becoming more important to hospitality students and the hospitality industry. Hospitality management courses encourage students to think more strategically and to understand how multinational hospitality companies can best be managed. In New Zealand, this is achieved by instilling an awareness and sensitivity to cultural diversity through the learning of other cultures; the development of appropriate transferable and personal skills through personal development modules (New Zealand Education guide, 2007). O'Mahony and Sillitoe (2001) stress that tertiary hospitality educations might make it possible to operate more effectively, achieve promotion, and change job roles.

2.3.2 What kind of education is needed for the hospitality industry

Employees are quite often required to have specific skills and abilities. Spivack (1997) stated that there are 'skill development issues' related to changes occurring within the tourism and hospitality industry. Christou (1999) highlighted that skills should be given priority when recruiting new staff. Many authors (Damitio, 1988; Damitio & Schmidgall, 1993; Hsu & Gregory, 1995; Knutson & Patton, 1992; Ladkin, 1999; Ley, 1980; Riley & Turam, 1989) pointed out that specific skills would be very important for developing a career because hospitality is becoming more globalised. The need for multicultural abilities and skills is more critical for employees working in the industry (Sigala, 2001).

Baum (1990), Finegold, Wagner, and Mason (2000) and Jauhari (2006) stressed that hotel managers should have multiple technical skills. For example, a F&B manager has to make a decision buying stocks, storing, costing, and processing, to serving food to customers (Riley, 2005). Using multiple technical skills allows an F&B manager to control and manage their department, and this requirement remains the same in all situations, regardless of size or quality, be it a grand hotel or formal restaurant. A F&B Manager needs multiple skills in areas including accounting, human relations, marketing, customer service and communication in order to effectively manage a department (Riley, 2005). These skills are required by all department managers if they are to work more effectively and efficiently. Hence, technically multi-skilled staff will ultimately offer greater value to the company.

Jauhari (2006) also stated that multi-skilling allows a person to manage a large number of tasks at the same time. Multi-skilling may affect how employees approach a wider arrangement of employment opportunities. Furthermore, multi-skilling can increase an employee's understanding of the wider processes involved in different kinds of functional activity (Finegold, Wagner, & Mason, 2000). Baum (1990) stated, hospitality graduates needs to have multiple skills to handle the rapidly changing working environment of the hospitality industry. Multi-skilled employees will be more enterprising and adaptable.

Ladkin and Juwaheer (2000) argued that effective communication skills are fundamental for career development in the hospitality industry. Communication skills are argued to be a significant skill by many (e.g. Ruddy, 1990; Achorn, 1992; Knutson & Patton, 1992; Stutts, 1995). For example, Achorn (1992) noted that in order to succeed, GMs in the Sheraton hotel group needed a good education and good communication skills. Knutson and Patton (1992) found that hospitality students believed that effective communication skills were especially important for GMs. However, other skills are also stressed, for example, managerial accounting skills (Damitio, 1988; Damitio & Schmidgall, 1991), and technical, leadership and interpersonal skills (Kay & Russette, 2000).

It appears that multi-technical skills, good communication skills, leadership skills and financial skills are necessary to operate effectively in the hospitality industry. Knowing the skills required by the hospitality industry is vitally important to hospitality students

and education providers. If educators know what the industry wants and requires of a new employee, they can focus on changing their curricula to support the industry's expectations and needs and improve the satisfaction of hospitality students.

2.3.3   Training programmes (Internship or Cooperative Education Programme)

For recruitment into management levels in the hospitality industry, the industry tends to favour applicants that have work experience. Many managers in the hospitality industry believe that practical experience is more valuable than a degree qualification for entering into the management levels in the hospitality industry (Harkison, 2004a). However, hospitality graduates argue that they already have enough practical experience because most graduates complete a period of internship or a Cooperative Education Programme (CEP) within their degree. Raybould and Wilkins (2005) also stated that graduates believed that they have already carried-out an 'apprenticeship' through completion of university study, as most hospitality degree programmes are often combined with practical work experience.

Advantages of internship or Cooperative Education Programme (CEP)

Undergraduate students of hospitality management may gain industry work experience through CEP or an internship programme. These programmes are academic programmes that encourage students to apply theory in work settings and gain greater work competencies (Harkison, 2004a). All hospitality degrees in New Zealand have a CEP or internship component, which students complete as part of the normal academic curriculum (Harkison, 2004a). These work experiences tend to offer many benefits to students, education providers, and companies. Many authors have stated the benefits of CEP and internship programmes (Harkison, 2004a; Jauhari, 2006; Posey, Carlisle, & Smellie, 1988; Ricci, 2005). CEP and internship programme experience is seen as a cornerstone for students when they are employed in their first job in the hospitality industry (Harkison, 2004a).

Harper et al. (2005) found that 75 percent of qualified managers in Scotland had undertaken a 'structured work experience' component within the structure of the course.

They believed that structured work experience was a strongly encouraged method of developing their technical and business skills. Furthermore, students might be able to evaluate their professional growth based on the results of their work experience (Harkison, 2004a; Jauhari, 2006; Posey, Carlisle, & Smellie, 1988; Ricci, 2005). The authors argue that if organisations recognise students' needs and wants and support their enquiries during a CEP or internship, students will more effectively and efficiently learn and work. As a result, hospitality companies will also benefit. Hospitality companies may be better able to hold their employees and encourage high performance. Furthermore, they will be able to use the materials the intern has developed (Posey, Carlisle, & Smellie, 1988).

Students' CEP and internship programmes also benefit education providers. Through these programmes, education providers can modify courses to incorporate a suitable training method used by the industry. Posey et al. (1988) stated, "A real opportunity for education providers is that they learn how to better prepare future graduates for careers in business and industry" (p.64).

Challenges of internship or Cooperative Education Programme

However, some studies have different opinions of the internship programme and CEP (Jauhari, 2006; Waryszak, 1999). According to Purcell and Quinn (1995 as cited in Waryszak, 1999), graduates had difficulty in finding opportunities to develop managerial skills during their internship programme or CEP placements. For example, many students recognise that they work just like front line employees during the whole period of their CEP or internship programme. Students might feel that organisations treat students as a source of cheap labour. Students expect that a CEP or internship offer opportunities to participate in meetings with managers and the opportunity to learn more specific management skills. Therefore, students might be unsatisfied with their experience of CEP or internship. Experience from the CEP or internship will be a significant factor for students in making decisions about whether they want to work in the hospitality industry or not. If the work environment does not meet student expectations, students might regret entering the hospitality industry after graduation, and use their CEP or internship experience to find positions in alternative sectors (Waryszak, 1999).

On the other hand, if organisations give students the opportunity to experience several departments during their internship or CEP programme, they will concentrate more on their study and they will be better prepared for higher-level positions. Therefore, the CEP and internship experiences will be of more value to students and organisations if each understands their counterpart's expectations. However, education providers offer different training periods. Some education providers offer longer training periods than others do, giving students greater learning opportunities and valuable experience (Harkison, 2004a).

2.4. Career expectations and requirements of students and the hotel industry

What does the hospitality industry expect and require of the bachelor of hospitality management students? Moreover, what do students expect of their working career in the hospitality industry? Many authors explored and identified different viewpoints on the career expectations of students and the hospitality industry. The different perceptions between education providers and the industry was recognised to be problematical (Collins, 2002; Harkison, 2004b; Li & Kivela, 1989; Petrova & Mason, 2004; Raybould & Wilkins, 2005).

2.4.1 Negative aspects of expectations and assumptions of students

Some early studies identified that many students recognised the negative characteristics (poorly paid, working unsociable days and times, long hours and multi-skill with shift work) of the industry after starting work in the hospitality industry (Barron & Maxwell, 1993; Johns & McKechnie, 1995). Barron and Maxwell (1993) found that most students in Scottish higher education institutions believed that the hospitality industry offered career opportunities, but students in the final year had an overall negative perception of the industry. Furthermore, Johns and McKechnie (1995) found that over 50 percent of all hospitality graduates at a hotel school in Norwich pursued careers within the hospitality industry. These meant that they recognised negative working environments and were disappointed with the hospitality industry when they had work experience (Barron and Maxwell, 1993).

Students of hospitality management tended to have high ambitions for their future working career when they began their studies, but their ambitions changed after recognising the actual circumstances of the industry. As a result, some students tended to change their goal, which has serious implications for students, education providers, and the hospitality industry. For example, if many people view the working environment of the hospitality industry negatively, then potential students may choose not to study hospitality and education providers will find it difficult to recruit students and provide high quality courses. Furthermore, the hospitality industry will find it difficult to select employees who have good quality qualifications, which also will affect customers. As a result, customers may be dissatisfied with the hospitality industry, and the industry may suffer financially, which may influence suppliers.

2.4.2   Positive aspects of expectations and assumptions of students

Jenkins (2001), Harkison (2004b), and Brien (2004) identified undergraduate students who have positive career expectations. Many graduates start working in the hospitality industry as front line employees. However, students believe that hospitality degrees will make a difference to their careers create greater professionalism in the industry (Brien, 2004; Harkison, 2004a). This belief seems to be held by hospitality management students worldwide. Furthermore, undergraduate students tend to believe that they will find a good job in a big hotel chain after completing their degree course (Brien, 2004; Jenkins, 2001). In an Anglo-Dutch study (Jenkins, 2001) on students' future perceptions, 77.5 percent of the respondents, who were studying in a hospitality degree course in the UK and the Netherlands, believed that after graduating from their degree course they would find a job in international hotel chains, such as Starwood, Hilton, Hyatt, Marriott, Intercontinental, and Accor.

Brien (2004) also stated that degree graduates of hospitality management in New Zealand want to "seek and gain positions in international hotels that provide a professional managerial career path option and associated benefits" (para. 7). Graduates in New Zealand have the same expectations as identified in the results of Jenkins's (2001) study. These studies found that graduates have positive expectations for their career paths, which are similar to the expectations of students of hospitality management around the world.

The large corporations tend to want to employ graduates because employers want employees who are bright in personality as well as intelligent. Big corporate hospitality companies have also developed broad management training programmes to foster the best employees (Accorhotels, 2007; Brien, 2004). For example, Langham Hotels, Hilton Hotels, and Accor Hotels provide customised programmes for graduate students. Langham Hotel Hong Kong has a partnership programme with local universities (Tang, 2006). The Hilton Hotel offers an 'Elevator Programme' and Accor hotels provide a 'Graduate Management Traineeship Programme'. These programmes offer different experiences, which include all the departments of a hotel. Trainees work as full time employees during their training (Accorhotels, 2007). After finishing the programme, a trainee will progress towards a GM position at a faster pace. Brien (2004) stated, "Graduates are expected to undertake ongoing professional development related to their careers, which may well include some technical training" (para. 7). However, these opportunities are limited to graduates, although the opportunities benefit both students and organisations.

Most undergraduate students might have career expectations of their future. Jenkins (2001) also found that 70 percent of students expected to be employed as a GM or corporate manager 10 years after graduating, and 65 percent of students expected to be a department manager five years after graduating (Jenkins, 2001). The results of Jenkins' study (2001) were very close to the results of previous studies by Ladkin and Juwaheer (2000) and Harper et al. (2005). Ladkin and Juwaheer (2002) found the length of time to reach GM roles ranges from 9 to 15 years. Furthermore, Harper et al. (2005) identified that GMs in Scotland spent an average of 9 years and 2 months to be a GM (Table 2). These results showed that students' expectations of career paths and real industry employees' career paths were very close. Harkison (2004b) noted that students were realistic in terms of the management goals they could achieve following their graduation. Students tend to have a plan to apply for middle management positions, such as in the supervisory and trainee areas, after graduation (Harkison, 2004b). In order to achieve their goals, they have to have a precise career plan, which is very important for success in their career development (Harkison, 2004b). However, Jenkins (2001) also found that no students wanted their own business five years after graduating, and only seven percent of students expected to own a business ten years after graduating, which means not many students considered starting their own business after completing their course.

2.4.3   Different expectations and assumptions of students and employers

Studies by Collins (2002), and Raybould, and Wilkins (2005) focused on the career expectations of hospitality management students and hospitality managers. These two studies found that undergraduates have high expectations of their career in hospitality industry. The authors identified some managers of the hospitality industry who tended to disregard the Bachelor of Hospitality Management degree. Collins (2002) stressed that graduates in Turkey expected to enter a management position after graduating from their course, but employers thought that graduates were not suitable to enter a management position. Some managers considered graduates as having a 'know-it-all' patronising attitude, but that they lacked resilience when coping with the hectic industry environment (Collins, 2002). The studies of Collins, and Raybould, and Wilkins found that students and the industry had different perceptions of career expectations and each tended to insist their perceptions were correct. Students seemed to believe in the value of a degree education and were confident in their career path expectations.

The hospitality industry generally tends to place a low value on degree students' education and capabilities. Purcell and Quinn (1996, as cited in Raybould and Wilkins 2005) stated the hospitality industry tends to ignore students' formal qualifications because students hold unrealistic expectations of the responsibilities and skills they will be expected to show. Therefore, the industry believes that "students are over qualified but under experienced for even entry level management positions" (Raybould and Wilkins, 2005. p. 211). As a result, the industry wants new employees or trainees to gain operational experience for the first 12-18 months, although high achievement students are recruited straight into management training programmes (Raybould & Wilkins, 2005).

The hospitality employers seem to consider work experience as more important than a degree in hospitality management when they select a new employee. This is reflected in the working careers of managerial employees in the New Zealand hospitality industry. Harkison (2004a) and Steele (2003) identified that many unqualified employees still work in management levels in the hospitality industry. They also found that many managers do not have a degree that is relevant to hospitality management. Furthermore, many managers in the hospitality industry in New Zealand also believe that practical experience is more valuable than a hospitality degree and the hospitality degree

qualification is not recognised as an important qualification by the hospitality industry in New Zealand (Harkison, 2004b). However, the industry believes the hospitality degree qualification is needed for entering management levels or for specialist jobs, such as sales and marketing, and accounting (Harkison, 2004a).

According to Spivack (1997), employees with tertiary education in tourism and hospitality tend to out-perform colleagues who lack the same level of education. Ladkin (2000), Harper el al. (2005) and Jauhari (2006) recommended that a person who is looking for a job at a management level in the hospitality industry should undertake a formal qualification or vocational course to enhance career development. Jauhari (2006) also stated that unqualified hospitality managers will have limited exposure and the majority of their learning will occur through trial and error in the workplace. Qualified hospitality managers may reduce training periods and learn faster because of their academic background, which will be beneficial for both students and the industry.

2.4.4 Different expectations of educators and employers

There are gaps between the expectations of educators and the hospitality industry. Some studies (Harkison, 2004b; Li & Kivela, 1989; Petrova & Mason, 2004; Ricci, 2005) showed that the hospitality industry does not know what a hospitality degree consists of, and many educators tend not to understand what the hospitality industry wants from new employees. Hospitality management courses are often designed by academic administrators and educators in order to prepare students for manager positions in the future (Jayawardena, 2001; Ricci, 2005) although in fact the education providers and industry have different viewpoints and do not understand each other's perceptions.

Stutts (1995) and Harris and Zhao (2004) stated some ways to reduce the gaps between industrialists and educators. They need a continuing discussion concerning curriculum, students, facilities, and faculty (Stutts, 1995). Harris and Zhao (2004) also stated that education providers and industry executives should consider job swapping which will benefit both sides. For example, a hotel manager would work at a university as a lecturer and a lecturer would work at a hotel as a manager in a certain department. A hotel manager and a lecturer would have time to address issues of concern. Harris and Zhao (2004) stressed that education providers may benefit from job swapping, to

> "…include updated information for class lectures, skill updates useful in laboratory settings, professional contacts for networking, expanding

research opportunities, curriculum updates, and the opportunity to change the learning environment" (p. 433).

However, educators and hospitality employers need to reach a compromise, as many valuable graduates are disillusioned about their careers. They spent a lot of money and time studying but were not satisfied with their career choice. If they leave the industry, the hospitality industry in New Zealand will suffer, as graduates will search for better prospects overseas, as has occurred in other industries. Stutts (1995) stated that the hospitality industrialists should share their changing needs, expectations, and priorities with the educator. Furthermore, educators need to balance the instruction of primary principles with the results from highly developed, marketplace research (Stutts, 1995).

2.5.   Summary

This chapter started by investigating the profile of managers and hospitality management education, and highlighted the career expectations, assumptions and requirements of students and managerial employees in the hotel industry. Previous hospitality studies identified that senior management employees in the hospitality industry were mostly educated young males. The literature was reviewed in order to offer a profile of the working history of hospitality managerial employees. The literature review was then compared with the findings of students' expectations and assumptions and the working history of managerial employees in this study.

The literature is varied in its assessment of hospitality training programmes (internship and cooperative education programme) for undergraduates of hospitality management. In the literature, it is argued that these programmes offer many advantages to students, educators and the industry, but they also represent challenges. Furthermore, many studies identified different career expectations and assumptions between undergraduate students and managerial employees in the hospitality industry. Therefore, this study attempts to identify the perceptions of students and managerial employees' concerning an internship or CEP. Besides, in order to identify gaps, this study examines the expectations and assumptions of hospitality management students concerning their future careers, and managerial employees' perceptions of the industries needs. Finally, in the literature it was found that employers' perceptions of the hospitality management degree value are lower compared to the students' perceptions. Hence, this study attempted to identify the perceived value of hospitality management degrees amongst

hospitality management undergraduate students and the hospitality industry in New Zealand. The next chapter explains the methodology of this study.

CHAPTER 3
METHODOLOGY

3.1. Introduction

This chapter specifies the methodology and procedures utilised in this study. The statistical procedures chosen for data analysis, as well as the logic, are included. The chapter is classified into the following sections: Introduction, Participants, Research methodology (questionnaire design, survey process, analysis of data), Limitations, and Summary.

3.2. Participants

The participants of this study were students on all levels of a Bachelor of International Hospitality Management programme at AUT University and managerial employees in a large international hotel chain in New Zealand.

3.2.1 Students

In New Zealand, there are six degree programmes in the hospitality field, at two universities (AUT University and Lincoln University), three polytechnics (Wellington Institute of Technology, Otago Polytechnic, and Southern Institute of Technology), and one professional technical school (Pacific International Hotel Management School). This study focuses on students studying on a Bachelor of Hospitality Management course at universities, not at other tertiary institutions. Polytechnics and other training providers generally perform an excellent job in supporting the industry with technical skills. However, a degree qualification from a university may provide a balance of solid managerial skills and technical skills (Brien, 2004).

It was decided to approach students at two universities that offer majors in hospitality management: AUT University and Lincoln University. However, Lincoln University does not offer the same qualification as AUT University. Lincoln University offers a Bachelor of Commerce, with the ability to major in hotel and institutional management. Therefore, it was decided to remove Lincoln University from the research. Consequently, 304 students (120 1st years, 92 2nd years, and 92 3rd years) in the Bachelor of International Hospitality Management at AUT University were approached.

Table 3: Students' sample (Number of enrolled students as at March 2007)

Study year		First year	Second year	Third year	Total
Sample	Count	120	92	92	**304**
	%	39.5%	30.3%	30.3%	**100%**
Total number of responses	Count	113	84	14	**211**
	%	53.6%	39.8%	6.6%	**100%**
Number of usable responses	Count	60	67	10	**137**
	%	43.8%	48.9%	7.3%	**100%**

Table 3 presents the collection data, showing the total number and percentage of usable responses. First year students' (n=113 or 53.6%) participation was higher than second (n=84 or 39.8%) and third year students (n=14 or 6.6%). The number of third year students who responded was considerably lower than the number of first and second year students, but their surveys were completed with greater accuracy. The low number of responses for third year students was a result of many third year students completing their CEP off campus, which was compulsory before the completion of their course. These students attended class only once a week. This study therefore has limited accounts of perceptions and expectations of third year students. The low number of third year respondents influenced the high level of rejected questionnaires in the survey. Furthermore, the student survey was often conducted at the end of classes. Some students may have been preoccupied with moving on to another class or leaving the university, which in turn may have resulted in the rejection of some surveys.

Out of the 211 student responses, 137 were usable. The remaining 74 responses were not used, as they were either incomplete or contained errors. For example, some students misinterpreted the instructions, which stated that only one answer was required for each question. First year students made more mistakes than did second and third year students. Many first year students ticked more than one response for a single question. The questionnaire included a complicated design, which may have contributed to the high number of unusable questionnaires.

3.2.2   Employees

The hospitality industry is a large industry and its employees represent a large workforce in New Zealand. Statistics New Zealand (2006) showed that the number of jobs in the hospitality industry (accommodation, cafes and restaurants) had increased from 80,460 (2000) to 98,560 (2005) during the five years. According to Goodchild and

Leung-Wai (2005), the summary of employee numbers in 2004 for the accommodation industry was 28,615 employees, which occupied 24.4 percent of the hospitality industry in New Zealand. Furthermore, in 2004, numbers of enterprises for the accommodation industry were 4,045 premises in New Zealand (Goodchild & Leung-Wai, 2005). Therefore, the researcher decided to select managerial employees in accommodation industry for the employees' sample in this study, as employees in the accommodation industry represent a large portion of the total number of employees in the hospitality industry. Managerial employees were selected from one large international hotel chain in New Zealand.

The initial aim was to obtain 150 employees from 10 New Zealand hotels (from one international hotel chain) as employee participants. In this study, each hotel had more than 100 rooms of a 3-4 star hotel rating operating in New Zealand. The selected international hotel chain currently operates approximately 23 hotels and resorts across key business and holiday destinations in New Zealand. On average, each hotel has fifteen managerial employees. However, the number of employees at management level was lower in some hotels, with many senior management positions, such as human resources, served by other hotels within the chain. Only seven hotels were approached, and six responded. The total number of managerial employees in the six hotels was 119. The six hotels included two from Auckland (number of respondents: n=47) one from Rotorua (n=20), one from Wellington (n=20) and two from Queenstown (n=32). These regions are the top four areas for the employment of hotel accommodation staff in New Zealand (Statistics New Zealand, 2007) (Refer to Appendix K).

Table 4: Managerial employees' sample

Regions		Auckland	Rotorua	Wellington	South Island	**Total**
Sample	Count	47	20	20	32	**119**
	%	39.5%	16.8%	16.8%	26.9%	**100.0%**
Total number of responses	Count	35	16	8	28	**87**
	%	40.2%	18.4%	9.2%	32.2%	**100.0%**
Number of usable responses	Count	32	13	6	23	**74**
	%	43.2%	17.6%	8.1%	31%	**100.0%**

Out of 119 employees approached, 87 (73.1%) responded. This represents a high response rate, despite the fact that the survey was executed over a short period (from 15th August 2007 to 15th September 2007). Postal surveys typically receive only

twenty-five to thirty percent (Ticehurst & Veal, 2000). The reasons for a high response rate might be that six hotels are under the same International Hotel chain and the researcher sent an e-mail to each hotel human resource manager to ask for cooperation in this study. In addition, an F&B manager at one of the hotels wrote a letter of support for the research and distributed the letter to the human resource mangers involved. Response rates and usable responses of the Auckland region were higher than for the other regions. It seems that the Auckland region is a very significant destination for tourists and business people. Consequently, Auckland hotel A and B were large hotels with many employees, which generated higher numbers of usable responses. However, only 74 out of 87 responses were usable for this study. The remaining 13 managerial employee respondents made mistakes (e.g. ticking more than one box for a single question) while answering the questions.

Table 5: Frequency analysis of job positions with working department of employee respondents

Job position levels	Department Supervisor		Low Management		Mid Management		Top Management		Total	
Working field	Count	%	Count	%	Count	%	Count	%	**Count**	**%**
FO/ Reservation	7	9.5	14	18.9	5	6.8	0	0	**26**	**35.1**
F&B	7	9.5	1	1.4	5	6.8	0	0	**13**	**17.6**
House Keeping	6	8.1	1	1.4	7	9.5	0	0	**14**	**.18.9**
Admin & General	3	4.1	5	6.8	8	10.8	0	0	**16**	**21.6**
Executive Office	0	0	1	1.4	1	1.4	3	4.1	**5**	**6.8**
Count	**23**	**31.1**	**22**	**29.7**	**26**	**35.1**	**3**	**4.1**	**74**	**100**

The highest response rate from employees came from Mid-Managers (Department Managers), with Department Supervisor respondents ranked second. The lowest response rate came from Top Management level (GM, n=3). This was because there is only one GM Position in each hotel and only three out of six GMs responded. The highest department response rate was from the Front Office Department (35.1%). The Front Office Departments have more managerial employees (e.g. a number of assistant managers, night duty managers and one department manager) than other departments.

There were fewer respondents from low management level employees (Department Assistant Manager or Duty Manager or Graduate Management Trainee) in F&B and

Housekeeping departments than from other departments. It seems that the Front Office departments employed several Assistant Managers, but the F&B departments utilised several supervisors and one Restaurant Manager or Assistant F&B Manager in each hotel. Furthermore, some hotels did not have a Restaurant Manager; therefore, the numbers of Low Management level employees in F&B might be lower than other departments, such as Front Office, and Administration departments. The housekeeping departments also employed one department manager and several supervisors. Therefore, it was difficult to find low management level employees in the Housekeeping departments.

3.3.   Research method

The survey used quantitative questionnaires. Questionnaire surveying is a survey method that stands out in contrast to qualitative techniques.

Qualitative techniques involve interaction on some level between the researcher and the respondents. They encourage the researcher to gain an in-depth appreciation of the issues and they draw detailed responses. The interaction between researcher and respondents can stimulate discussion and uncover issues that may not have been initially apparent to the researcher. However, a disadvantage of qualitative techniques is the fact the results may not be biased towards the respondents involved in the research, and may not always represent the greater population (Bryman, 2001; Veal, 1997).

In contrast, quantitative techniques offer statistically reliable results. They may determine if one idea or concept is better than the alternatives, and the results can be argued to represent the wider population. In other words, the proportion of respondents with a given response may be seen as a reflection of the proportion of the greater population that may have offered the same response if asked (Bryman, 2001; Veal, 1997). These were the key reasons for selecting a quantitative research method for this study. The researcher wanted accurate and realistic results relating to the perceptions of hospitality management students and employers. The researcher attempted to draw a wider sample size and believed a quantitative technique (questionnaire) rather than qualitative techniques would provide this opportunity. Furthermore, a questionnaire survey improves the accuracy of results, as results are relatively easy to understand and

master and the research may be easily compared to other similar studies (Eiser & van der Pligt, 1988; Veal, 1997). This method also allows the researcher to gather many data in a short amount of time using a statistical computer programme and allows for a broader study.

However, a quantitative survey also has some disadvantages. Respondents may answer inaccurately if the questionnaire takes a lot of time to complete. Hence, the questionnaire should not ask too many questions. As questionnaires are standardised, it is not possible to explain aspects of the question that may be misinterpreted by participants. A solution may be to pilot the questions on a small group of students, or with friends and (Bryman, 2001). This study included a pre-test before the data collection phase commenced, in order to ensure the questions were clear and could be interpreted as intended.

The questionnaire for students was administered directly with the support of lecturers and researchers. The questionnaire for employees in hospitality was conducted through self-completion surveys, which were mailed-out, with an enclosed self-addressed envelope. The self-completion survey allows respondents to answer whenever they are free (Bryman, 2001). For this reason, this method is considered non-intrusive compared to interviews. However, mail surveys can take several weeks to complete between mailing out questionnaires and receiving responses (Bryman, 2001; Veal, 1997).

3.3.1 Questionnaire design

Both the student and employee questionnaire surveys were created after an extensive review of the literature relating to hospitality management, travel and tourism students' career expectations, and assumptions and perceptions of employees in the hospitality industry (Johns & McKechnie, 1995; Li & Kivela, 1989; Nebel, Braunlich, & Zhang, 1994; Petrova & Mason, 2004). The questionnaire surveys were mainly adapted from a study by Petrova and Mason (2004), which was designed to identify "the value of tourism degrees, comparing students' career expectations and aspirations with industry needs and perceptions of travel and tourism degrees and graduates" (P.153). The survey was completed by 187 students from the University of Luton, and six interviews were conducted with employees of a charter airline.

The study by Petrova and Mason (2004) focused on tourism degree students. The authors were to identify the value of the tourism degrees in relation to what tourism students needed to enter the industry, in comparison to what people in the industry expected of tourism graduates. This study focused on undergraduates in hospitality management in the New Zealand hospitality industry, with a goal of identifying students' expectations and assumptions of their future working careers post graduation and the value of the hospitality management degree. In addition, the focus was to identify the background of managerial employee respondents working careers and their expectations and assumptions of a new employee with a Bachelor of Hospitality Management degree. Both the student and employee questionnaires were designed with those goals in mind.

Questionnaire for students

The students' questionnaire included 22 questions, based on the following key questions:

- Where do students expect their career to begin?
- Are students informed about the working environment of the hospitality industry?
- Are students aware of the hospitality industry needs, and of the requirements they pose to potential employees?
- What is the value of a hospitality degree to students?
- Do students believe different expectations or gaps exist between hospitality management educators and employees in the hospitality industry and that the internship or cooperative education programme will help their future career? (Refer to Appendices A & B).

Questionnaire for managerial employees

The employees' questionnaire included 20 questions based on the following key questions:

- What are the employees' working history, educational background, and career experiences?
- What do employers expect from graduate hospitality management students, during their time of employment at the hotel? What do hospitality industry employers believe to be the essential characteristics for graduates entering the

hospitality industry?

- What are the employer's human resources needs the requirements for potential employees?

- What is the value of hospitality management degrees to employers?

- Do you recognise that there are different expectations or gaps between hospitality management educators and employees in the hospitality industry, and that an internship or a cooperative education programme will help students' careers in the hospitality industry? (Refer to Appendices C & D)

The questionnaire began with a message of appreciation and included the instructions for the survey. An information sheet was attached to the questionnaire. The information sheet introduced the survey, included a welcome message and announced the purpose of the survey (Refer to Appendix E). The introduction to the information sheet was based on Deutsch's (2006) English project (Deutsch, 2006). A welcome message and the statement of purpose for the survey were given in hope of encouraging the respondents to complete the questionnaire.

3.3.2 Surveys process

Development Pre-test

Before conducting the main data collection, pre-test surveys were completed with five students and five employees to check the structure of the questionnaire. The purpose of pre-test surveys was to test questionnaire wording, sequencing and layout. As such, a pre-test survey is important to establish whether there were any difficulties in understanding the questions posed (Veal, 1997). Through this pre-test, a number of problems were identified and adjustments were made before conducting the actual survey. The problems were largely to do with questionnaire layout and wording, and the answering choices available in the employees' questionnaire. For example, some questions needed more choices. The category 'other' was added 'to some questions' as an alternative 'to cover instances' when neither of the proposed choices was a logically possible answer.

Administration for managerial employees

Before sending the survey forms to managerial employees, e-mails were sent to Human Resources Managers in seven hotels on 12 August 2007 for approval (Refer to Appendix G). These e-mails explained the purpose of the study and why the researcher

had ask the respondent to participate. It also explained the benefits of the study and dealt with possible participant concerns. It also included a reference letter from the F&B Manager at Auckland hotel A, as verification that the study was genuine (Refer to Appendix H). E-mail responses were received from six Human Resource Managers, and questionnaires were then sent to employees. The sending of a questionnaire to employees began on the 15th of August 2007. The questionnaire survey included an information letter about the study and a self-addressed return envelope (Refer to Appendix C). Out of 119 potential employee respondents, 87 responded. The 87 responses included 35 from Auckland, 16 from Rotorua, 8 from Wellington and 28 from the South Island.

Administration for students

The students started the surveys from 6 August 2007 and were completed on 27 August 2007. Return rates for questionnaires is usually low (Bryman, 2001; Veal, 1997). However, a return rate can be dramatically improved if the questionnaire is delivered and responded to in class. Therefore, the survey was performed at the conclusion of the students' class. It took approximately 15 minutes for respondents to complete the questionnaire. The lecturer or researcher explained the purpose of the study, why the researcher chose to ask students to participate in the study, and the benefits of the study. Students were also told that there were no predictable risks connected with the project, but if they felt uncomfortable answering any questions; they could exit from the survey. Out of 304 students, 211 completed the questionnaire. First year students (n=113) participated more than second (n=84) and third year students (n=14). The first year students were more prevalent in classes, whereas many third year students were on Cooperative Education Programme (CEP) or scattered in smaller classes.

3.3.3   Analysis of data

The researcher completed analysis of the collected data once the completed student and employee questionnaires have been collated and checked. The completed student questionnaires were classified by study years and employee questionnaires were divided by workplaces. For data entry the statistical computer programme, 'Statistical Package for Social Sciences' (SPSS), Version 13 (SPSS 13) was used. SPSS is a statistics package particularly suitable to social science survey data. Therefore, it seems to be amongst the most widely used programs for statistical analysis in social sciences.

The questionnaire included multiple choices with single response and semantic rating questions. In addition, there was one open-ended question for identifying the work places of employee respondents. For those questions, the answers were categorised into like groups. For example, employees in hotels were originally from six separate hotels, and the researcher then condensed the six hotels into four regions: Auckland region; Rotorua region; Wellington region and South island region (Refer to Appendix I).

Some raw data were aggregated into significant or similar groups to reduce the vast range of answers, and to produce a more accurate data analysis (Refer to Appendix I). The transform function (recorded into different variables) of SPSS was used to merge samples of responses into a smaller number of groups in order to improve the strength of the data analysing. The data were analysed using Frequency and Cross-tabulations. A frequency distribution shows the distribution of a single variable, and a contingency table explains the distribution of at least two variables simultaneously (Bryman, 2001). On the other hand, a cross-tabulation shows the joint distribution of at least two variables. They are generally shown as a contingency table in a matrix format (Bryman, 2001). Chi-square tests were used to determine whether the variables were independent by testing the significance of the relationship between the two variables.

According to Pryman (2001),

> "Chi-square is a test of statistical significance, which is typically employed to establish how confident we can be that the findings displayed in a contingency table can be generalised from a probability sample to a population" (p.501).

3.4. Limitations

The questionnaire was somewhat complicated, and perhaps as a result, some respondents made errors in their response. For example, in some instances the instructions lacked full explanations on how to answer questions. Furthermore, some questions were not clear, and respondents may have misunderstood them. However, the pilot test failed to identify these design faults, and therefore did not afford the researcher the opportunity to improve the design.

Employee participants for the survey were chosen from the hotel industry as time constraints prevented the research from exploring a broader cross section of the

hospitality industry. Furthermore, the hotels that were approached were part of a very large worldwide hotel chain, as it was believed this would result in the best representation of the industry. However, it may be argued that one hotel chain cannot be considered to represent the wider hospitality industry. It is important to acknowledge, however, that each department within a hotel (such as food and beverage, front office, house keeping, and human resources) has unique characteristics that can be designed to suit different sectors of the industry, such as restaurants and bars.

The spread of job positions for employee participants was quite wide, but only three out of six GMs responded. Many hospitality students may desire to be a GM in the future, therefore the research would have benefited from the GMs' insight. Importantly, their perceptions of what they believe graduates need to accomplish in order to reach the position of GM would have added value to this study.

This study has a weak profile of hospitality managerial employees because the researcher did not investigate the respondents' gender and age, although these are critical questions in almost any survey. If the researcher had included gender and age questions, this study could have offered a stronger profile of managerial employees.

3.5. Summary

The methodology used self-completion quantitative questionnaires, created by the researcher, based on a study by Petrova and Mason (2004). The surveys were conducted by 211 students from the Bachelor of International Hospitality Management at AUT University and 119 management level employees from six international hotels in New Zealand. Before conducting the survey, pre-test surveys were conducted. The students' survey was completed over a three week period, from 6th to 27th August, while the sending of the questionnaire to employees began on 15th August, 2007. The data were analysed using the 'statistical analysis software, 'Statistical Package for Social Sciences', Version 13 (SPSS 13).

The use of a quantitative approach provides the ability to quantify determinants identified by previous research. This research provides a quantitative link between the students and employees' career expectations, assumptions and requirements. The next chapter will highlight the findings of this study.

CHAPTER 4
FINDINGS

4.1.   Introduction

This chapter explores the findings from the data analysis of 137 student respondents and 74 managerial employees in the hotel industry. Questionnaires were used as the survey instrument for both students and employees. The questionnaires analysed hospitality management students' expectations and assumptions concerning their future working careers; and to investigate the working histories of managerial employees and their perception of the needs of the hospitality industry. The questionnaires were also used to consider the value of hospitality degrees for hospitality management students and their employers. The students' questionnaires included 22 questions and the employees' questionnaires included 20 questions. The findings were drawn from Frequency, Cross-tabulation and Chi-square analysis of the results. Chi-square analysis allows the researcher to ascertain whether 'observed' frequencies show sufficient difference from the 'expected' frequencies in order to determine whether the two variables are, in fact, related (Wild & Seber, 2000).

The Chi-square results that were statistically significant are discussed in this report. Values of less than 0.05 were taken as statistically significant. However, values of more than 0.12 show no relationship between the variables under consideration (Bryman, 2001; Wild & Seber, 2000). As a result, if the Chi-square results indicate the level of association is not significant, the data tables show just counts and percentage.

4.2. Students' survey

This section will cover the findings of the student survey. The student data were analysed following the five main questions (Refer to Appendix B). When analysing these questions, some answering scales were merged in order to obtain more accurate results (Refer to Appendix I).

4.2.1 Students' career expectations for the future

This section presents responses to questions about students' career expectations for the future, which includes responses to the question 3, 6, 7, 16 and 17:

Q3: Do you intend to follow a career related to the hospitality industry after graduation?

Q6: After graduation, if you work in the hospitality industry, which department would be your preferred choice?

Q7: What do you think will be your entry-level first job after graduation?

Q16: What level of employment do you expect to hold five years after completing your course?

Q17: What level of employment do you expect to hold 10 years after completing your course?

Table 6: Cross-tabulation analysis of students' career expectations for the future - I

Study year Chi-square (Sig.) .283		First year	Second & Third year	Total %
Expectation after graduation				
Probably	Observed	54	73	**92.7**
	Expected	56	71	
Uncertain	Observed	6	4	**7.3**
	Expected	4	6	
Count		**60**	**77**	**100.0** **137**

Note. Chi-square result indicates the level of association is not significant

Most student respondents wanted to work in the hospitality industry after completing their courses. Second year students were the most adamant that they would work in the hospitality industry after completing their course. Third year students indicated 'certain' less than did first and second year students. As the number of third year student respondents was very small, third year student respondents were added to the second

year student respondents to get more accurate results. Table 6 shows that the 'observed' frequencies are not significantly different from the 'expected' frequencies. Consequently, the two variables are not related; that is, there is no evidence of relationship between students' study year and expectations of a career in the hospitality industry after graduation.

Table 7: Frequency analysis of students' career expectations for the future - II

Job field/ department	F&B		House Keeping		Front Office		Admin. & General		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
	51	37.2	3	2.2	33	24.1	50	36.5	137	100
Entry level job position	Front line employee		Management Trainee		Department Manager		Department Manager		Total	
	51	37.2	64	46.7	14	10.2	8	5.8	137	100
5 years after graduation	Low Management		Mid Management		Top Management		Self-employ		Total	
	14	10.2	57	41.6	48	35.0	18	13.1	137	100
10 years after graduation	0	0	8	5.8	77	56.2	52	38	137	100

Table 7 shows that student respondents preferred working in Food & Beverage (F&B) departments as their first job field/department and then Administration or General, including Human Resources, Finance and Sales or Marketing Departments. Furthermore, Management Trainee level was the position students thought most likely to be their job entry level. Working at a hotel as a front line employee ranked second. Undergraduate students seemed to believe that when holding a qualification, such as a bachelor of hospitality degree, they did not need to work in the Housekeeping Department and they expected to enter a high-level position. A minority of the students expected that they would start working in a Housekeeping Department as a front line employee or a Management Trainee.

Many student respondents expected their job positions to be at the Mid Management or Top Management level within five years of graduation. A total of 57 (41.6%) student respondents expected that they would work in the hotel industry as Mid Management manager (e.g. department manager) five years after graduation. A total of 77 (56.2%) student respondents expected that they would work as a top manager in the hotel

industry whereas 52 (38%) student respondents thought that they would be self-employed ten years after graduation. No respondents expected to work as a low management level employee in the hotel industry ten years after graduation.

The findings of students' career expectation for the future suggest that most student respondents want to work as a Management Trainee in a Food and Beverage department in the hospitality industry after completing their course. More than half (n=77 or 56.2%) of student respondents suggested that they will work as a top manager in the hotel industry, and a large number of student respondents (n=52 or 38%) expected they will be self-employed ten years after graduation.

4.2.2 Students' awareness of the working environment in the hospitality industry

This section presents responses to questions relating to students' awareness of the working environment in the hospitality industry, which includes responses to questions 9, 10 and 11:

Q9: Do you think that the hospitality industry is a growing industry with many career opportunities?

Q10: Do you think that jobs in the hospitality industry are poorly paid?

Q11: Do you think that jobs in the hospitality industry demand that you work unsociable hours?

Table 8: Frequency analysis of students' awareness of the working environment in the industry - I

Hospitality industry is a growing industry	Count	%
Agree	129	94.1
No opinion	1	0.7
Disagree	7	5.1
Total	**137**	**100**

Table 9: Cross-tabulation analysis of students' awareness of the working environment in the industry –II

Poor payment in hospitality industry Chi-square (Sig.) .000		Agree	No opinion	Disagree	Total %
The industry demand working unsocial hours					
Agree	Observed	82	14	9	**76.60%**
	Expected	72	21	12	
No opinion	Observed	10	12	3	**18.20%**
	Expected	17	5	3	
Disagree	Observed	2	1	4	**5.10%**
	Expected	5	1	1	
Count		**94**	**27**	**16**	**137**

Note. Chi-square result indicates the level of association is significant

Many hospitality management students were aware of the working environment in the hospitality industry. Table 8 shows that most student respondents (n=129 or 94.1%) believed that the hospitality industry is a growing industry with many career opportunities. However, table 8 shows that jobs in the industry are poorly paid (n=94 or 68.6%). A minority of student respondents (n=16 or 11.7%) disagreed that the industry is poorly paid. Furthermore, a large majority of student respondents (n=105 or 76.6%) recognised that jobs in the hospitality industry demand working unsociable hours. Of these student respondents, 82 (59.9%) students recognised that jobs in the hospitality industry demand working unsociable hours with poor payment. Many hospitality roles require shift work, so employees need to work roster shifts. As a result, employees may need to work weekends, public holidays and late at night or early in the morning. Student respondents may be aware of this working environment through their part-time working experience in the industry.

Table 9 shows that many student respondents (n=82 or 59.9%) have negative views of the working environments within the hospitality industry; for example the industry demands working unsociable hours with poor remuneration. The table also shows that

the 'observed' frequencies are significantly different from the 'expected' frequencies. Consequently, the two variables are related. Therefore, Chi-square analysis shows that there is a strong relationship between the perceptions that jobs in the hospitality industry are poorly paid and that jobs in the hospitality industry involve working unsociable hours (sig. to the .000 level). In other words, those who think the pay is poor also think the hours are unsociable. This result may highlight one of the causes of increasing employee turnover or disillusionment with work in the hospitality industry.

4.2.3   Students' awareness of what the hospitality industry needs and the requirements for employees

Question 12 and 13 are analysed together in table 10, and questions 14 and 15 are analysed together.

Q12: Which characteristic is the most important for an employee?

Q13: What do you think human resources departments consider the most important factor for a new employee?

Q14: Which of the following factors is the most important to possess as an employee in the hospitality industry?

Q15: Which skill do you think will be the most important for your career development?

Table 10: Frequency analysis of the hospitality industry needs and the requirements for potential employees

Criteria for a new employee	Knowledge & Experience		Specific Skill		Personality		Qualification		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	55	40.1	48	35.0	27	19.7	7	5.1	137	100
Characteristic for an employee	Enthusiasm		Commitment		Willing to learn		Specific Skills		Total	
Total	34	24.8	49	35.8	47	34.3	7	5.1	137	100
To possess as an employee	Knowledge & Experience		Specific Skill		Personality		Qualification		Total	
Total	43	31.2	22	16.1	66	48.2	6	4.4	137	100

For career development	Communi-Cation		Using initiative		Human relation		Problem solving		Self-management		Total	
Total	59	43.1	19	13.9	22	16.1	20	14.6	17	12.4	137	100

The findings of students' awareness of 'what the hospitality industry needs and the requirements for potential employees', suggest that they believed that knowledge and experience of the industry is the most significant skill for a new employee, and commitment is the most significant character trait for an employee. A total of 55 (40.1%) student respondents believed that Human Resource departments (HR) will consider knowledge of the industry and experience of the industry as being the most important factor for a new employee, and specific skills are ranked second by 48 (35%) student respondents. Student respondents believed that qualifications would not be considered as the most important factor for a new employee by HR. Only a minority of student respondents (5.1%) indicated that HR would consider qualifications as the most important factor for a new employee.

Student responses showed that they believed that commitment was the most important characteristic for an employee (n=49 or 35.8%), while willingness to learn was ranked as second, with 47 (34.3%) of student responses. Student respondents may think that employee organisational commitment will contribute to quality improvements and reduction of employee turnover. Student respondents suggested specific skills are not the most important characteristic for an employee. However, 48 (35%) student respondents indicated specific skills are the most important criterion for a new

51

employee (ranked second). This means that some departments may require specific skills. For example, finance departments may require finance skills and marketing departments may require marketing skills for a new employee. It seems students are aware that specific skills may be important for a new employee.

Furthermore, table 10 shows that personality (n=66 or 48.2%) is considered the most important factor to possess as an employee in the hospitality industry, and knowledge of the industry and experience were ranked second by 43 (31.4%) of student respondents. Communication skills (n=59 or 43.1%) are indicated as the most important skills for students' career development. Significantly, qualifications are considered a less important factor for a new employee. Hospitality roles tend to include personal interaction. Employees have to deal with many people, which can bring stress to their role. Perhaps this is why student respondents believed that personality is a very important factor, as a certain personality type may better suit interaction with the public. Furthermore, good communication skills will affect employees' career development. However, qualifications were also not ranked as such an important factor to possess as an employee in the hospitality industry.

4.2.4 Hospitality management education and existing gaps between educators and the hospitality industry

This section highlights responses to questions surrounding the nature of hospitality management education and existing gaps between educators and the hospitality industry. This relates to the student questions 4, 5, and 8.

Q4: Do you think that the hospitality management educators know the hospitality industry well?

Q5: Do you think that an internship or cooperative education programme will help your career in the hospitality industry?

Q8: Do you think that a different understanding of career expectations exists between educators and managers in the hospitality industry?

Table 11: Cross-tabulation analysis of hospitality management education and existing gaps between educators and the industry

Study year	First year		Second year		Third year		Total	
Educators know the industry well	Count	%	Count	%	Count	%	**Count**	**%**
Probably	57	41.6	61	44.5	10	7.3	**126**	**93.4**
Uncertain	2	1.5	5	3.6	0	0	**7**	**5.1**
No	1	0.7	1	0.7	0	0	**2**	**1.5**

Note. Chi-square result is .759 which is not statistically significant

Internship/CEP will help students	First year		Second year		Third year		Total	
Agree	51	37.2	57	41.6	7	5.1	**115**	**83.9**
No opinion	8	5.8	8	5.8	1	0.7	**17**	**12.4**
Disagree	1	0.7	2	1.5	2	1.5	**5**	**3.6**

Note. Chi-square result is .078 which is not statistically significant

Different expectations exist between educators and the industry	First year		Second year		Third year		Total	
Agree	38	27.8	40	29.2	8	5.8	**86**	**62.8**
No opinion	20	14.6	25	18.2	2	1.5	**47**	**34.3**
Disagree	2	1.5	2	1.5	0	0	**4**	**2.9**
Total	**60**	**43.8**	**67**	**48.9**	**10**	**7.3**	**137**	**100**

Note. Chi-square result is .792 which is not statistically significant

Most students believed that their educators know the hospitality industry well. All third year students indicated that their educators know the hospitality industry well and 57 (41.6%) of first year and 61 (44.5%) second year student respondents also believed this. The fact that more third year students indicate their educators know the hospitality industry well compared to first and second students can be explained as follows: third year students tend to study more specialised papers than first and second year students. Therefore, third year students will have greater evidence that their educators know the hospitality industry than first or second year students.

A large majority of student respondents (n=115 or 83.9%) believed that an internship or CEP will be helpful for their career in the hospitality industry because they might expect to have industry experience through these programmes. Only five (3.6%) students answered this question negatively. However, the data showed fewer third year students (7 out of 10 third year students, 70%) believed their careers would benefit from the CEP programme than did second (57 out of 67 second year students, 85%) or first year students (51 out of 60, 85%). This finding may be a result of the fact that 3rd year students have more experience in a CEP programme.

Student respondents believed that a different understanding of career expectations exist between educators and managers in the hospitality industry. Responses showed that a large majority of the student respondents (n=86 or 62.8%) believed a different understanding of career expectations exists between educators and managers in the hospitality industry. The fact that positive answers by third year students (8 out of 10 third year students) were significantly higher than first and second year students can be explained as follows: third year students may recognise gaps between their educators and managers as result of greater work experience in the hospitality industry. Only a few respondents (n=4 or 2.9%) believed the expectations of educators and the hospitality industry do not differ.

The overall student responses showed that their educators know the hospitality industry well and that an internship or CEP would be helpful for their career in the hospitality industry. However, student respondents suggested that a different understanding of career expectations exists between educators and managers in the hospitality industry.

4.2.5   Value of a hospitality degree to students

This section presents responses to questions concerning the value of a hospitality degree to students. The section relates specifically to questions 18, 19, 20, 21 and 22.

Q18: Do you think work experience is more important than a degree qualification for a prospective employee?

Q19: Do you think that a hospitality management degree will contribute more to the hotel business than three years experience in the hospitality industry?

Q20: Do you believe there are any benefits for a hospitality company if an employee has a hospitality management degree?

Q21: Do you think graduates with a bachelor's degree in hospitality will receive higher starting salaries than people who do not hold a degree?

Q22: Do you think that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes?

Table 12: Value of a hospitality degree to students – I

Cross-tabulation analysis of experiences is more important than a hospitality degree with a hospitality degree will contribute to the hotel's business					
Experience is more important than a hospitality degree for a prospective employee Chi-square (Sig.)　　.011		Agree	No opinion	Disagree	**Total** **%**
A hospitality degree will contribute more to the hotel business than three years experience					
Agree	Observed	38	12	20	**51.1%**
	Expected	46	9	15	
No opinion	Observed	29	5	7	**29.9%**
	Expected	27	5	9	
Disagree	Observed	24	0	2	**19.0%**
	Expected	17	3	6	
Count		**91**	**17**	**29**	**137 100%**

Note. The Chi-square result indicates the level of association is significant

A large majority of student respondents (n=91 or 66.4%) believed that work experience is more important than a degree qualification for a prospective employee. Only 29 (21.2%) student respondents indicated that a degree qualification is more important than experience for a prospective employee. Table 12 demonstrates that a little more than half (51.1%) of the students believed that a hospitality management degree will contribute more to the hotel business than three years of experience in the hospitality industry. This is surprising given that they were enrolled in a hospitality management degree. The Cross-tabulation analysis shows that 38 (27.7%) students indicated that experience is more important than a hospitality degree, but a hospitality management degree will contribute more to the hospitality business than experience.

The 'observed' frequencies are significantly different from the 'expected' frequencies. Consequently, these two variables are related. Therefore, the Chi-square analysis shows that there is a relationship between the statement that 'work experience is more important than a degree qualification for a prospective employee', and the statement that 'a hospitality management degree will contribute more to the hotel business than three years of experience in the hotel industry'. This means that a hospitality degree qualification is not an important factor when employers select a new employee but

employers believe that employees who have a hospitality degree qualification will contribute to their hotel business.

Table 13: Value of a hospitality degree to students- II

Cross-tabulation analysis of degree qualified employee gives benefits to employer with expectations of higher salaries					
Degree qualified employee will receive higher salaries			No		**Total**
		Agree	opinion	Disagree	**%**
Degree qualified employee gives benefits to a company *Chi-square (Sig.) .021					
Agree	Observed	78	29	18	
	Expected	75	29	20	**91.2%**
No opinion	Observed	4	3	1	
	Expected	5	2	1	**5.8%**
Disagree	Observed	1	0	3	
	Expected	2	1	1	**2.9%**
Bachelor of hospitality degree affects an employee's promotion **Chi-square (Sig.) .253					
Agree	Observed	50	15	10	
	Expected	45	18	12	**54.7%**
No opinion	Observed	19	10	4	
	Expected	20	8	5	**24.1%**
Disagree	Observed	14	7	8	
	Expected	17	7	5	**21.2%**
Count		**83**	**32**	**22**	**137 100%**

Note. * Chi-square result indicates the level of association is significant
　　**Chi-square result indicates the level of association is not significant

Many student respondents (n=125 or 91.2%) believed that a degree qualified employee offers benefits to a hospitality company. Furthermore, 83 (60.6%) student respondents expected that they would receive higher starting salaries than people who do not hold a degree. As a result, more than half of the students (n=78 or 56.9%) believed that degree qualified employees offer benefits to a hospitality company, and expect to have higher starting salaries than employees without a degree. The 'observed' frequencies are effectively different from the 'expected' frequencies. Consequently, these two variables are related. Therefore, the Chi-square analysis shows that there is a relationship between the statement, 'an employee with a bachelor degree in hospitality will receive higher starting salaries than people who do not hold a degree', and the statement, 'a degree-qualified employee gives benefits to a company'. Students who believed degree-

qualified employees offer greater benefits also believed degree-qualified employees should receive higher starting salaries.

The student responses also showed that 54.7 percent of student respondents believed jobs in the hospitality industry require a bachelor's degree in hospitality management for promotion purposes. These results show that many student respondents believed that their qualification would offer benefits to a hospitality company. However, more than half of student respondents believed that a hospitality degree would affect receiving higher starting salaries and promotion purposes. A total of 50 (36.5%) student respondents believed that a bachelor's degree in hospitality management will afford employees higher salaries and greater promotional opportunities. Conversely, a minority of student respondents (n=8 or 5.8%) indicated that a bachelor of hospitality degree will not affect an employee's promotional opportunities or generate higher salaries. These students' viewpoints suggest a hospitality degree is not important for a prospective employee.

The findings indicate there is little perceived value in a hospitality degree. Many student respondents indicate that work experience (n=91 or 66.4%) is more important than a degree qualification for a prospective employee. However, there were some positive signs in that 51.1 percent (n=70) of student respondents seemed to believe that a hospitality degree will contribute more to the hotel business than three years' experience and 125 (91.2%) of student respondents suggested a degree qualified employee offers greater benefit to a hospitality company.

4.3. Employees' survey

This section will begin with a description of employee respondents and the questions from the employees' survey, followed by the findings. The employee data was analysed following the five main questions for managerial employees (Refer to Appendices C & D). When analysing these questions, some answering scales were merged in order to obtain more accurate results (Refer to Appendix I).

4.3.1 Historical backgrounds of managerial employees

This section introduces responses to questions concerning profiles of managerial employees, which included the employee questions 4, 5 and 6.

Q3: What is your department?

Q4: How long have you been working in the hospitality industry?

Q5: In which department did you start your career in the hospitality industry?

Q6: What qualifications do you have?

Table 14: Cross-tabulation analysis of history backgrounds of managerial employees - I

Job position levels		Department Supervisor	Low Management	Mid Management	Top Management	Total %
Years in the industry Chi-square (Sig.) .002						
Less than 5	Observed	11	10	2	1	
	Expected	8	7	8	1	32.4%
5 to 10	Observed	7	11	11	0	
	Expected	9	9	10	1	39.2%
11+	Observed	5	1	13	2	
	Expected	7	6	7	1	28.4%
Count		**23**	**22**	**26**	**3**	**100%** **74**

Note. The Chi-square result indicates the level of association is significant

A total of 32.4 percent (n=24) of managerial employee respondents had been working in the hotel industry less than five years. This group includes one Top Management level employee, which is a surprising finding. Achieving a Top Management level position generally requires considerable operational and managerial experience in the hospitality industry. However the aforementioned employee had been working as a top management level employee, although he had worked less than five years in the

industry. Responses show that employees who have been working from five to ten years account for 39.2 percent (n=29) of all employee respondents. However, no one in this group had worked as a management employee.

Employees who had been working more than 11 years made up 28.4 percent (n=21) of employee respondents. Of these employees, 13 have been working as Mid Management level (Department Manager) employees. Out of three Top Management employees (GMs), two had worked in the hotel industry for more than 11 years. The table 14 shows that the 'observed' frequencies are significantly different from the 'expected' frequencies consequently; these two variables are related. Therefore, the Chi-square analysis shows that there is relationship between the statement on employees' job position levels and the statement of years of work.

The employee responses showed:

- Just under half of the employees of the Department Supervisors (n=11 out of 23 or 47.8%) had been working in the hospitality industry for less than five years.
- More than half of Low Management level (n=12 out of 22 or 54.5%) had been working in the hospitality industry for five to ten years or more than 11 years.
- Half employees of Mid Management level (n=13 out of 26 or 50%) had been working in the hospitality industry for over 11 years.
- Two out of three employees (66.7%) of Top Management level had been working in the hospitality industry for more than 11 years

These show that in order to achieve higher positions, employees need long term working careers in the hospitality industry.

Table 15: Cross-tabulation analysis of history backgrounds of managerial employees

Job position levels	Department Supervisor		Low Management		Mid Management		Top Management		Total	
First job	Count	%	Count	%	Count	%	Count	%	**Count**	**%**
Front office	3	4.1	6	8.1	5	6.8	2	2.7	**16**	**21.7**
F&B	12	16.2	8	10.8	12	16.2	1	1.4	**33**	**44.6**
Manage-ment Trainee	1	1.4	1	1.4	1	1.4	0	0	**3**	**4.1**
House Keeping	5	6.8	4	5.4	6	8.1	0	0	**15**	**20.2**
Administer General	2	2.7	3	4.1	2	2.7	0	0	**7**	**9.4**
Count	**23**	**31.1**	**22**	**29.7**	**26**	**35.1**	**3**	**4.1**	**74**	**100**

Note. Chi-square result is .893, which is not statistically significant

Qualification	Department Supervisor		Low Management		Mid Management		Top Management		Total	
Secondary	5	6.8	1	1.4	7	9.5	1	1.4	**14**	**18.9**
Certification/ Diploma	10	13.5	13	17.6	10	13.5	1	1.4	**34**	**45.9**
Bachelor Degree	4	5.4	6	8.1	4	5.4	1	1.4	**15**	**20.3**
Postgraduate	1	1.4	2	2.7	2	2.7	0	0	**5**	**6.8**
No qualification	3	4.1	0	0	3	4.1	0	0	**6**	**8.1**
Count	**23**	**31.1**	**22**	**29.7**	**26**	**35.1**	**3**	**4.1**	**74**	**100**

Note. Chi-square result is .627, which is not statistically significant

Nearly half the employees (n=33 or 44.6%) started their career in the F&B department. The Front Office department (n=16 or 21.7%) ranked second. Only a few employees (n=3 or 4.1%) started their working career at Management Trainee level. Also, table 15 shows an interesting finding: three Top Management managers started their careers in the Front Office department (n=2) and the F&B department (n=1). The data shows that front of house operational experience is more common for starting work in a hotel than back of house experience, such as Sales and Marketing, Finance and Human Resource Management, for those who go on to become a Top Management manager.

The responses show that employees have various qualifications. Certificate or Diploma qualifications (n=34 or 45.9%) were the predominant qualifications. The three Top Management employees, who responded to the survey, had varying levels of qualification. One held a secondary school qualification, one held a certification/diploma, and another held a degree. The table also shows some interesting findings: three Department Supervisors and three Mid Management employees had no

qualifications at all, although their positions were at managerial level. These findings suggest that qualification is not an absolute necessity for employees' career progression.

Table 16: Cross-tabulation analysis of qualification of managerial employees with current working field/department

Qualification of employees		Secondary	Certification/ Diploma	Bachelor Degree	Post Graduate	No Qualification	Total %
Working field/department Chi-square .000							
Front Office	Observed	6	14	6	0	0	
	Expected	5	20	5	2	2	**35.1%**
F&B	Observed	3	6	3	1	0	
	Expected	3	6	3	1	1	**17.6%**
House Keeping	Observed	2	6	0	0	6	
	Expected	3	6	3	1	1	**18.9%**
Admin./ General	Observed	1	6	5	4	0	
	Expected	3	7	3	1	1	**21.6%**
Executive Office	Observed	2	2	1	0	0	
	Expected	1	2	1	0	0	**6.8%**
Count		**14**	**34**	**15**	**5**	**6**	**74 100%**

Note. The Chi-square result indicates the level of association is significant

Employees who work in the Administration/General department (n=16 or 21.6%) tended to have higher qualifications than employees in the other working fields/departments. Out of 21.6 percent (n=16) Administration or General Department (Human Resources, Finance, Sales and Marketing) employees, four held a Postgraduate qualification, five had a Bachelor's Degree, six had a Certificate or Diploma and one had just a Secondary School qualification. Employees in the Administration or General Department seem to require specific skills, such as finance and marketing skills. Therefore, they tend to have a higher level of education than employees in the other departments, such as the Housekeeping and F&B departments.

Six of the housekeeping employees did not have any qualifications. This finding suggests that managerial employees in housekeeping may not need tertiary educational qualifications. In addition, Executive Officers did not have higher qualifications than Low Management or Mid Management level employees did. Of the five (6.8%) of respondents who were Executive Officers, two had a secondary qualification and two held a Certificate and Diploma qualification. Only one Executive Officer had a Bachelor degree. This phenomenon might be due to current Low and Mid Management employees having more opportunities for educational advancement than current Top

Management employees (generational gap) do. The history of undergraduate degrees for hospitality management programmes in New Zealand is short. The first undergraduate degree programme, majoring in hospitality management was introduced by Lincoln University (Bachelor of Commerce: Hotel and Institution Management) in 1993 (Lincoln University, 2007). Therefore, current Top Management employees did not have the opportunities for educational advance that students do today.

The table shows that the 'observed' frequencies are sufficiently different from the 'expected' frequencies. Consequently, these two variables are related. Therefore, Chi-square analysis shows that there is a strong relationship between the qualifications of managerial employees and their working field or department. This seems to suggest that certain managerial employees may need a higher qualification (e.g. Front Office and Sales &Marketing department).

4.3.2 Expectations of managerial employees as graduate hospitality management students during their time of employment at the hotel

This section presents responses to questions concerning the expectations of managerial employees as graduate hospitality management students during their time of employment at the hotel. This related specifically to employee question 10.

Q10: What do you expect of hospitality management graduates during their employment at the hotel?

Table 17: Frequency analysis of expectation employment from graduates

	Count	Percent
Individual attributes	14	18.9
Achieves high levels of task	6	8.1
Willing to perform	16	21.6
Good general knowledge	16	21.6
Work performance effective	6	8.1
Works effectively in team work	16	21.6
Total	**74**	**100**

Table 17 shows three equal rates for employee responses: 'willing to perform' (n=16 or 21.6%), 'good general knowledge of the hotel industry' (21.6%) and 'works effectively in team work' (21.6%). Ranked second, 18.9 percent of employee respondents expected

hospitality management graduates to have individual attributes during their employment at the hotel. Six employees (8.1%) expected working units to achieve high levels of task accomplishment and another six employees expected an effective working performance from the graduates during their employment at the hotel. Therefore, these findings showed that managerial employees might expect that hospitality management graduates will be more willing to perform, have a good general knowledge, and work effectively in teamwork during their employment at the hotel.

4.3.3   The hospitality industry needs and the requirements for employees

This section presents responses to questions concerning the employer's human resource needs and the requirements for potential employees. This includes the employee answers to questions 12, 13, 14 and 15.

Q12: Which characteristic is the most important for an employee?

Q13: What do you consider the most important factor for a new employee?

Q14: Which of the following factors is the most important to possess as an employee in the hospitality industry?

Q15: Which skill do you think was the most important for your career development?

Table 18: Frequency analysis of human resource needs and the requirements for potential employees

Criteria for a new employee	Knowledge & Experience		Specific Skill		Personality		Qualification		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	14	18.9	10	13.5	46	62.2	4	5.4	74	100
Characteristic for an employee	Enthusiasm		Commitment		Willing to learn		Specific Skills		Total	
Total	13	17.6	35	47.3	20	27.0	6	8.1	74	100
To possess as an employee	Knowledge & Experience		Specific Skill		Personality		Qualification		Total	
Total	12	16.2	13	17.6	48	64.9	1	1.4	74	100

For career development	Communication		Using initiative		Human relation		Problem solving		Self-management		Total	
Total	15	20.3	21	28.4	14	18.9	12	16.2	12	16.2	74	100

Managerial employees tended to think that personality is the most important factor for a new employee. On the other hand, qualifications were not rated highly by managerial employees (n=4 or 5.4%). Furthermore, managerial employees believed that commitment was the most important characteristic for an employee (n=35 or 47.3%). Willingness to learn was ranked second, with 20 (27%) of responses. However, many employees did not consider specific skills as the most important characteristic for an employee.

A total of 64.9 percent (n=48) of the managerial employees also indicated that personality is the most important factor to possess as an employee in the hospitality industry. Only 1.4 percent of employee respondents suggested qualifications are the most important factor. Table 18 also shows that 28.4 percent (n=21) of employee respondents indicated using initiative is the most important skill for their career development.

The data suggest that employees consider commitment to be the most important characteristic for an employee, and that personality is the most important criterion for a new employee and an important factor to possess as an employee. On the other hand, qualifications were not rated as an important characteristic for an employee, or an important factor to possess as an employee in the hospitality industry.

4.3.4 Hospitality management education and existing gaps between educators and the hospitality industry

This section presents responses to questions relating to recognising the nature of hospitality management education and the gaps that exist between educators and the hospitality industry, which included the employee questions 7, 8 and 9.

Q7: Do you think that hospitality management educators know the industry well?

Q8: Do you think that an internship or a cooperative education programme (CEP) may help students' careers in the hospitality industry?

Q9: Do you think that a different understanding of career expectation exists between educators and managers in the hospitality industry?

Table 19: Hospitality management education and existing gaps between educators and the hospitality industry-I

Cross-tabulation analysis of educators know the industry well with internship/ CEP will help a student career in the industry					
Internship or CEP will help a student career in the hospitality industry		Agree	No opinion	Disagree	Total %
Educators know the industry well Chi-square (Sig.) .000					
Certain	Observed	57	0	1	
	Expected	54	2	2	**78.4**
Uncertain	Observed	11	2	0	
	Expected	12	0	1	**17.6**
No	Observed	1	0	2	
	Expected	3	0	0	**4.0**
Count		**69**	**2**	**3**	**74 100%**

Note. Chi-square result indicates the level of association is significant

Most managerial employees believed that the study of hospitality management is beneficial to the industry and they respected their education providers. A total of 58 (78.4%) managerial employees felt that hospitality management educators know the hospitality industry well and 69 (93.2%) of managerial employees believed that an internship or CEP may help students' careers in the hospitality industry. A total of 77 percent (n=57) of those believed that students' educators knew the industry well and an internship/CEP could assist students' career development. Only a minority of employees indicated they had no opinion or answered this question negatively.

The Chi-square analysis indicates that there is a strong relationship between the statement on what educators know and the statement relating to an internship or CEP

(sig. to the .000 level). The 'observed' frequencies are significantly different from the 'expected' frequencies. Consequently, these two variables are related. This seems to be very positive sign for recognising the nature of hospitality management education.

Table 20: Hospitality management education and existing gaps between educators and the hospitality industry-II

Different career expectations	Agree		No opinion		Disagree		Total	
	Count	%	Count	%	Count	%	**Count**	**%**
Total	**51**	**68.9**	**15**	**20.3**	**8**	**10.8**	**74**	**100**

The majority of managerial employees (n=51 or 68.9%) suggested that a different understanding of career expectation exists between educators and managers in the hospitality industry. Although, many employees answered that educators knew the hospitality industry well, they still indicated that there are existing gaps between the expectations of educators and themselves.

4.3.5 Value of a hospitality management degree to employers

This section demonstrates responses to question concerning the value of a hospitality degree to managerial employees in hotel industry. The section relates specifically to questions 11, 16, 17, 18, 19 and 20.

Q11: Do you consider a degree qualification an important criterion when you are selecting a new employee?

Q16: *Do you think work experience is more important than a degree qualification for a prospective employee?*

Q17: Do you think that a hospitality management degree will contribute more to the hotel business than three years of experience in the hospitality industry?

Q18: Do you believe there are any benefits for a hospitality company if an employee has a hospitality management degree?

Q19: Do you think graduates with a bachelor's degree in hospitality should receive higher starting salaries than people who do not hold a degree?

Q20: Do you think that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes?

Table 21: Cross-tabulation of analysis of value of a hospitality management degree to employers - I

Degree qualification for a new employee with current job position

A degree qualification as an important criteria for a new employee	Certain		Uncertain		No		Total	
Current job position levels	Count	%	Count	%	Count	%	**Count**	**%**
Department Supervisor	12	16.2	5	6.8	6	8.1	**23**	**31.1**
Low Management	12	16.2	4	5.4	6	8.1	**22**	**29.7**
Mid Management	7	9.5	4	5.4	15	20.3	**26**	**35.1**
Top Management	3	4.1	0	0	0	0	**3**	**4.0**
Total	**34**	**45.9**	**13**	**17.6**	**27**	**36.5**	**74**	**100.0**

Note. Chi-square result is .094 which is not statistically significant

Experience with degree contribution

Experience is more important than degree qualification	Agree		No opinion		Disagree		Total	
Degree will contribute more to the hotel business than three years of experience	Count	%	Count	%	Count	%	**Count**	**%**
Agree	14	18.9	3	4.1	6	8.1	**23**	**31.1**
No opinion	9	12.2	2	2.7	4	5.4	**15**	**20.3**
Disagree	29	39.2	4	5.4	3	4.1	**36**	**48.6**
Total	**52**	**70.3**	**9**	**12.2**	**13**	**17.6**	**74**	**100.0**

Note. Chi-square result is .340 which is not statistically significant

Less than half of the managerial employees (n=34 or 45.9%) suggested a degree qualification is an important criterion when they are selecting a new employee. On the other hand, more than half of employee respondents (54.1%) answered 'Uncertain' (17.6%) or 'No' (36.5%) for this question. There are some interesting findings: 15 out of 26 Mid Management employees believed that a degree qualification is not a significant criterion for selecting a new employee. This finding may be related to the qualifications of Mid Management employees: the findings of question 6 (Table 15) shows that only four Mid Management employees had a Bachelor's degree, and two Mid Management employees had a Postgraduate qualification. A total of 27 (36.5%) of managerial employees did not believe that a degree qualification is an important criterion for a new employee. However, Top Management employees agreed that a degree qualification is an important criterion when they are selecting a new employee.

Managerial employees (n=52 or 70.3%) considered that work experience is more important than a degree qualification for a prospective employee. Furthermore, nearly half of managerial employees (n=36 or 48.6%) believed that a hospitality management degree will not contribute more to the hotel business than having three years' experience in the hospitality industry. However, only 23 of employee respondents agreed that a degree qualification would contribute more to the hotel business than having three years' experience in the hospitality industry.

These findings indicate that a large majority of managerial employees believed that three years of experience is more valuable than a hospitality management degree for their company.

Table 22: Value of a hospitality management degree to employers – II

Cross-tabulation analysis of degree qualified employee will receive higher salaries with a degree qualified employee gives benefits to employer and a degree affects and employee's promotion				
Degree qualified employee will receive higher salaries	Agree	No opinion	Disagree	Total %
Degree qualified employee gives benefits to a company *Chi-square (Sig.) .534				
Agree — Observed	22	9	30	
Agree — Expected	21	8	31	**82.4**
No opinion — Observed	4	1	5	
No opinion — Expected	4	1	5	**13.5**
Disagree — Observed	0	0	3	
Disagree — Expected	1	0	2	**4.1**
Bachelor of hospitality degree affects an employee's promotion **Chi-square (Sig.) .000				
Agree — Observed	10	3	2	
Agree — Expected	5	2	8	**20.3**
No opinion — Observed	5	4	3	
No opinion — Expected	4	2	6	**16.2**
Disagree — Observed	11	3	33	
Disagree — Expected	17	6	24	**63.5**
Count	**26**	**10**	**38**	**100.0%** **74**

Note. *Chi-square result indicates the level of association is not significant

      **Chi-square result indicates the level of association is significant

Managerial employees believed that a degree-qualified employee gives benefits to their company, but salaries of a degree-qualified employee will not be different to an employee who does not hold a degree qualification. This study suggests that most managerial employees (n=61 or 82.4%) believed a qualified employee gives benefit to a hospitality company. Only three (4.1%) employees disagreed. This finding is in contrast with the findings of question 17. From question 17, managerial employees believed three years of experience would contribute more to the hotel business than a hospitality management degree. Despite this fact, managerial employees recognised that degree qualified employees can deliver benefits to a company. The responses also show that 38 (51.4%) of employee respondents disagreed that degree qualified employees should receive higher starting salaries than employees not holding a degree should. On the other hand, 26 managerial employees agreed that graduates with a bachelor's degree in hospitality should receive higher starting salaries than employees who do not hold a degree.

However, the table 22 demonstrates that 22 (29.7%) employee respondents believed a degree-qualified employee offers some benefit to a hospitality company, and degree-qualified employees should receive higher salaries than employee who does not hold a degree. The findings from these questions indicate managerial employees tended to believe that a degree-qualified employee offers benefits to company but their salaries should not be higher than an employee without a degree. Furthermore, the responses show that 47 (63.5%) employee respondents disagreed that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes, although 15 (20.3%) of employee respondents agreed that a bachelor's degree in hospitality management is important for promotion purposes.

The Chi-square analysis in table 22 shows no relationship between the statement that 'a degree-qualified employee will receive higher starting salaries than people who do not hold a degree', and the statement that 'a degree qualified employee gives benefits to a company'. The 'observed' frequencies are not significantly different from the 'expected' frequencies. Consequently, these two variables are not related. On the other hand, there are strong relationships between graduates with a bachelor's degree in hospitality management being entitled to receive higher starting salaries than people who do not hold a degree and jobs in the hospitality industry requiring a bachelor's degree in hospitality management for promotion purpose (sig. to the .000 level). The 'observed' frequencies are significantly different from the 'expected' frequencies. Consequently, these two variables are related.

4.4.   Summary

This chapter presented findings through an analysis of the data from students and managerial employees.

The findings of students were as follows:

- Most students (92.7%) expected to work in the hospitality industry after completing their course.

- The F&B department was ranked first as students preferred their first work role in the hotel by 37.2 percent students and 46.7 percent students expected that they would start job position as a management trainee level.

- A total of 41.6 percent of students expected that they would work in the hotel industry as mid management manager (e.g. department manager) five years after graduation and 56.2 percent students expected that they would work as a top manager in the hotel industry. However, 38 percent students thought that they would be self-employed ten years after graduation.

- Students were aware of the working environment in the hospitality industry well. For example, the hospitality industry is a growing industry (94.2%); jobs in the industry are poorly paid (68.6%) and the industry demands working unsociable hours (76.6%).

- Employee organisational commitment (35.8%) was indicated the most important character trait for an employee and knowledge and experience of the industry (40.1%) was indicated the most important factor for a new employee.

- Personality (48.2%) was indicated the most important factor to possess as an employee and communication skills (43.1%) were pointed to as the most important skills for employees' career development. However, qualifications were considered a less important factor for a new employee and possessing as an employee.

- Most students (93.4%) believed that their educators know the hospitality industry well and an internship programme or CEP would help students' career (83.9%). However, 62.8% supposed that different career expectations exist between educators and the hospitality industry.

- The value of a degree of hospitality management was identified as being of considerable importance. For example, many students (66.4%) believed that

industry experience is more important than a hospitality degree for a prospective employee. Many students (60.6%) expected that they would receive higher salaries than employees who do not hold a bachelor degree of hospitality management and almost of students (91.2%) believed that a degree-qualified employee gives benefits to a company. A total of 54.7 percent students expected that a bachelor of hospitality degree affects an employee's promotion.

The findings of managerial employees are following as:

- In order to achieve senior positions, employees need long-term working careers in the hospitality industry.
- A total of 44.6 percent of managerial employees started their career in the F&B department. Only 4.1 percent of employees started as a management trainee.
- Managerial employees have various qualifications however; Certification or Diploma qualifications (45.8%) were the predominant qualifications. 8.1 percent of employees have no qualifications. Therefore, this study identified that qualification is not an absolute necessity for employees' career progression.
- Managerial employees hope to see the following characteristics in hospitality management graduates: 'willing to perform' (21.6%), 'good general knowledge of the hotel industry' (21.6%) and 'works effectively in teamwork' (21.6%).
- Employee organisational commitment was identified the most important character trait for an employee by 47.3 percent of managerial employees.
- Personality was identified as the most important factor for a new employee (62.2%) and it was the most important factor to possess as an employee (64.9%).
- Using initiative skills (28.4%) was considered as the most important skill for employees' career development.
- Managerial employees (78.4%) believed that an internship programme or CEP is valuable to the hospitality industry and hospitality educators know the industry well. Although, a total of 68.9 percent employee respondents thought that different understanding of career expectations exist between educators and managerial employees.
- The value of a degree of hospitality management was identified as being very low. For example, 70.3 percent of employees believed that industry experience is more important than a degree in hospitality management. Furthermore, they thought three years of industry experience would contribute more to the hotel business than a hospitality degree. More than half (51.3) of employee

respondents disagreed that a degree qualified employee would receive higher salaries than an employee who does not hold a degree of hospitality management. In addition, 63.5 percent of employees thought that a bachelor of hospitality degree would not affect an employee's promotional opportunities. However, many employees (82.4%) suggested that a degree-qualified employee offers greater value to their company.

The next chapter presents the discussions of the findings of students and managerial employees in the hospitality industry. In addition, conclusions and recommendations are presented in Chapter 6.

CHAPTER 5
DISCUSSION

5.1.   Introduction

This chapter will first discuss specific findings from the analysis of students and employees' answers to the questionnaires. This is followed by an account of the findings relative to the literature review. The implications of each of the major findings and issues raised will also be discussed.

5.2.   Students career expectations and managerial employees working history

This section will compare and discuss responses to the student questions 3, 6, 7, 16, and 17 with employee questions 4 and 5.

5.2.1.   Students' career expectations in the hospitality industry after graduation

Data from this study indicated that graduates of hospitality management degrees commonly work in the hospitality industry after finishing their course. Most student respondents (92.6%) in this study expected that they would work in the hospitality industry after completing their course. This study identified some differences and similarities to studies in the literature. Johns and McKechnie (1995) found that just over half the graduates in hospitality at the Norwich Hotel School selected careers within the hospitality industry. On the other hand, some recent studies identified that many graduates start working in the hospitality industry after completing their course (Brien, 2004; Harkison, 2004b; Jenkins, 2001). However, the Norwich study was conducted more than ten years ago so the circumstances may have changed.

Results suggest that hospitality management students want to work in the hospitality industry after completing their courses although, to them, this usually means working as a front line employee. If graduates of hospitality management courses enter the hospitality industry after finishing their studying, the industry will have well qualified employees. Graduates may be able to work more efficiently and successfully than unqualified employees may because they have a valuable insight into hospitality management from their study. As a result, hospitality organisations may be able to succeed with less training, thus reducing the organisations' financial expense. If

organisations are able to use some of that saving to fund other initiatives for improving employees' working conditions, employees may show greater motivation to work in their organisation.

5.2.2   Expectation of first job field/department and first job entry level

The results relating to students' expectations of what and where their job may be, show that of 137 student respondents, 51 (37.2%) expected that their first work department (field) would be in an F&B department in a hotel, although F&B related roles are generally physical in nature. Students might believe the F&B department is easy to enter into because they do not require as many prerequisites as do finance, human resources or a sales and marketing department. These departments require some prerequisites in prospective employees, but F&B has different requirements. Furthermore, student respondents may have experience in a F&B department as a part-time employee while studying in their course. In addition, students might recognise that the F&B department experience is one of the most important experiences as the main career route to obtaining a general manager position although this study did not examine that. However, this has been identified by many previous studies (Harper, Brown, & Irvine, 2005; Lakdin, 2000; Ladkin & Riley, 1996; Nebel, Braunlich, & Zhang, 1994; Steele, 2003). Therefore, many students seem to expect their first job field or department will be in an F&B department.

Students' expectations of first job department (field) were similar with findings of the background of employees' working career histories in this study. Of 74 managerial employees, 33 (44.6%) started in the Food and Beverage department in the hotel industry. The Front Office department was ranked second (n=16 or 21.6%). However, student respondents would prefer to work in Administration or General Departments (36.5%), more than in the Front Office departments (24.1%). One interesting finding was that only three students expected to work in the Housekeeping department after their studies. These results may demonstrate a problem in the hotel industry. If many employees prefer to work in the back of house, the front of house will have difficulties attracting staff. Therefore, the hospitality industry will need to find solutions to attract

both front of house and back of house employees. Possible solutions are presented in the recommendation section.

The results relating to students' expectations of their jobs at entry level showed Management Trainee (low level management) ranked first (n=64 or 46.7%). This result indicates that undergraduates of Hospitality Management expect that their job entry level in the hospitality industry will enable them to undertake a Management Traineeship. They might think that they have wide hospitality knowledge and skills with a degree and they feel that they should enter at low management level. This is consistent with Brien's (2004) findings. He stated that degree graduates of hospitality management in New Zealand want positions in hotels that provide a "specialised career path option with associated benefits" (para. 7). However, current positions of managerial employees in this study included 22 (29.7%) employee respondents who held positions as Assistant Managers or Management Trainees (Low Management level). Of these 22 employees, 11 had been working between five to ten years, and one had been working more than 11 years in the hospitality industry. Furthermore, only three employees started their jobs as a Management trainee. These results show that graduates of hospitality management degrees might find difficulty entering directly into a Management Trainee position (Low Management level).

Opportunities for Management Traineeship seem to be limited. In order to enter the Management Traineeship, candidates are expected to meet specific requirements, such as previous working experience in the industry and relevant qualifications. This study identified that undergraduate students had high expectations of entry-level positions, which were discordant with the reality of management pathways in the industry. The students' high expectations may have dangerous implications for students and the hospitality industry. If jobs do not meet student expectations, students may lose their motivation and may abandon or change their job. Therefore, the hospitality industry must be encouraged to communicate entry requirements to prospective students in an effort to promote realistic career expectations.

5.2.3   Expectations of long term careers

Data from this study indicated that undergraduates of hospitality management degree seem to have realistic long-term career expectations. Results show that 57 (41.6%)

student respondents expected to be in Mid Management of a hotel within five years of completing their course. Furthermore, 77 (56.2%) student respondents suggested that they would work as a Top Manager of a hotel within ten years of completing their course. The results associated with student expectations for long-term careers in this study were slightly lower than student expectations in a previous Anglo-Dutch study by Jenkins (2001). The Anglo-Dutch study found that 65 percent of students expected to be a department manager (Mid Management level) five years after graduating, and 70 percent of students expected to be employed as a general manager or corporate manager (Top Management level) ten years after completing their course (Jenkins, 2001).

However, the student results of this study relating to long-term career expectations and employee career paths are realistic. This is borne out by the working history of the managerial employees (Refer to table 15). The low management and mid management level jobs were occupied predominantly by respondents who had been working between five and ten years. Furthermore, two out of three GMs took more than 11 years to reach that position. Some earlier studies also explored the length of time taken to reach employment as a GM from when an employee was first employed (Harper, Brown, & Irvine, 2005; Jenkins, 2001; Ladkin, 2000, , 2002; Nebel, Lee, & Vidakovic, 1995; Steele, 2003). They found that reaching a GM position (Top Management) took between 9 and 15 years.

A total of 18 (13.1%) student respondents thought that they would be self-employed five years after completing their course, and 52 (38%) of student respondents answered that they would be self-employed ten years after graduating from their course. These results are considerably different from a study by Jenkins (2001). Jenkins found that no students expected to have their own business five years after completing their course, and around seven percent expected to have their own business ten years after completing their course. However, Powers and Barrows (2006) researched why students chose a degree in hospitality management. Their study found that one of the reasons for selecting a hospitality degree was the students' goal to operate their own business and to be independent in the future. The difference may be a result of cultural values and a perception in New Zealand that life as a self-employed worker is more attractive than life as a salaried employee.

5.3. Students' awareness of the working environment in the hospitality industry

This section will discuss students' responses to questions 9, 10 and 11.

Many hospitality management students were aware of the working environment in the hospitality industry. Most (n=129 or 94.2%) believed 'the hospitality industry is a growing industry with many career opportunities'. This finding supports the results of an earlier Scottish study by Barron and Maxwell (1993). They identified that post-supervised work experience students (students in the final year) had a negative perception of the industry (e.g. poor payment and demanding unsociable working hours) after having some work experience in the hospitality industry. In this study, a large majority of student respondents (n=82 or 59.8%) also knew that the hospitality industry is poorly paid and demands working unsociable hours. These negative images might affect employment in the hospitality industry. One of the New Zealand studies found that the most common reasons for employees' leaving from work in a hotel were firstly poor pay or poor salary and secondly, long working hours, unsociable work hours and shift work (McClean, 2006). Furthermore, according to Zhang and Wu (2004), "the hotel industry's social position in China has been frustrated by negative publicity and the globalisation of emerging industries such as Information Technology (IT) and banking" (p. 424). As a result, many graduates changed their jobs from the hospitality industry to other industries.

However, this study identified that undergraduates of hospitality management knew the environment of the hospitality industry well because many undergraduates have working experience in the wider hospitality industry while studying their courses. Therefore, hospitality management students have some exposure to the real life-working environment of the industry, which might help them to understand the hospitality industry and avoid dissatisfaction with their working career in the hospitality industry before they gain a permanent job position.

5.4. Needs and requirements of the hospitality industry – view points of students and employees

This section will compare and discuss responses to the student questions 12, 13, 14, and 15 with employee questions 12, 13, 14, 15 and 10.

5.4.1 Needs and requirement for an employee in the hospitality industry

The employees' views of the most important characteristic for an employee are very important to undergraduates of hospitality management. Students and employees had the same opinions of the most important characteristic for an employee. Commitment (students: 35.8% and employees: 47.3%) was identified as the most important factor for an employee in the hospitality industry, followed by willingness to learn (students: 34.3% and employees: 27%). A previous study stated that the hospitality industry seeks employee commitment because organisational commitment will be negatively related to employee turnover (Kazlauskaite, Buciuniene, & Turauskas, 2006). This applies not only to the hospitality industry, but also to all kinds of industries because "employees with high-level commitment are more likely to willingly contribute to the organisational performance and even do more than is expected from them" (Kazlauskaite et al, 2006, p.301). However, a high level of employee commitment seems to be quite difficult to expect, particularly from employees in the hospitality industry, because many people consider jobs in the hospitality industry to be simply work experience for other future jobs (Kazlauskaite, Buciuniene, & Turauskas, 2006).

Specific skills are not seen as such an important factor for an employee. Few respondents from both students (5.1%) and employees (9.5%) indicated that specific skills were an important factor for an employee, although many previous studies stressed that specific skills would be very important for developing a career (Baum, 2002; Christou, 1999; Kay & Russette, 2000; Raybould & Wilkins, 2005; Sigala, 2001; Stutts, 1995). Christou (1999) asserted that skills should be given priority when recruiting new staff. However, current students and managerial employees may believe specific skills will come from training, but commitment should come from employees' hearts. Therefore, hospitality companies should make an effort to enhance employee commitment and find solutions to generate employee commitment. For example,

empowerment may lead to a higher level of employee organisational commitment (Rafiq & Ahmed, 1998). If companies allow some degree of employee empowerment, employees may feel that they are valued company members. This may improve employee motivation and high level of employee organisational commitment.

Both students (n=66 or 48.2%) and employees (n=48 or 64.9%) consider personality to be the most important factor to posses as an employee in the hospitality industry. Prospective hospitality employees should consider their personalities and decide whether they are suited to the hospitality industry. If they think their personality is suitable for hospitality work and they have good positive attitudes to work well, hospitality industry knowledge and experience, the hospitality industry will be a suitable work place for them.

This study also explored managerial employee expectations of hospitality management graduates during their employment at a hotel (this question was asked only of managerial employees). The data indicated that the responses for three different answers to this question were equal. The three equal responses were:

- graduates of hospitality management work effort related to a willingness to perform
- good general knowledge of the hotel industry
- the ability to work effectively in teams during their employment at the hotel

These results may be very important information to students and education providers of hospitality management courses due to provide students' future working career in the hospitality industry.

5.4.2   Needs and requirements for a new employee in the industry

There is a gap between what managerial employees and students believe human resources departments consider the most important factor for a new employee. A total of 46 (62.2%) employee respondents in this study indicated that personality is considered the most important criterion for a new employee, followed by knowledge and experience (18.9%). Managerial employees also identified employees' personality as one very important factor for a new employee in the hospitality industry. Hospitality work may be stressful for employees because such work normally involves working

with people and working in a complex environment (Ross, 1995). Work stress can affect performance of all levels of employees but people have different feelings of intensity of stress depending in their personalities (Ross, 1995). Therefore, managerial employees may think that HR would consider personality as the most important factor for a new employee in the hospitality industry. On the other hand, 55 (40.2%) student respondents believed that knowledge of the industry and experience are the most important factors for a new employee entering the hospitality industry. Harkison (2004a) found that the hospitality industry, particularly in New Zealand, considers work experience more important than a degree in hospitality management.

This study suggests that a bachelor's qualification is not the most important factor for employment in the hospitality industry. A minority of student respondents (n=7 or 5.1%) and employee respondents (n=4 or 5.4%) indicated that qualifications are the most important criterion for a new employee. Furthermore, only a minority of student respondents (n=6 or 4.4%) and employee respondents (n=1 or 1.4%) answered that qualifications are the most important factor to possess as an employee in the hospitality industry. The reason for these findings might be related to the employee respondents' qualifications. Managerial employees might think that their qualification did not affect their career paths. Therefore, they might ignore a qualification as an important characteristic for employment and an important factor to possess as an employee in the hospitality industry. Harkison (2004a) also found that many managers in the hospitality industry believe that the hospitality degree qualification is not important for the hospitality industry in New Zealand (Harkison, 2004b).

Furthermore, students also indicated that knowledge of the industry and experience are more important than qualifications in the hospitality industry. Hospitality management students have many different personal reasons for selecting this field of study. For example, students may enjoy working with people, food, dining out, and travel, and therefore wish to study on a Hospitality Management Programme. Furthermore, students may want to operate their own business and to be independent in the future. The researcher supposes that these may be reasons for selecting study on a hospitality management programme.

5.4.3   The most important skill for an employee's career development

There were many different theories, in the literature, on the most important skill for an employee's career development (Refer to section 2.3.2). The results of the most important skill for an employee career development in this study for students and employees are also very different. Using initiative was ranked first by employee respondents while it was ranked third by student respondents. On the other hand, 59 (43.1%) of student respondents indicated that communication skills were as the most important skill for an employee career development.

The above results were similar to those of some earlier studies. Earlier studies stated that the modern manager or employee needs to be multi-skilled (Baum, 1990; Finegold, Wagner, & Mason, 2000; Jauhari, 2006). These authors stated that multi-skills can enable the management of a large number of tasks at the same time and increase the understanding of the processes involved in activities (Finegold, Wagner, & Mason, 2000; Jauhari, 2006). Furthermore, the hospitality industry has globalised rapidly over the last three decades, (Baum, Amoah, & Spivack, 1997) which has affected increasing global competition. Therefore, managers needed many skills, for example IT skills, language skills, and multi-cultural skills. As a result, employees seem to believe that using initiative was the most important skill for their career development whilst having a range of multi-skills allowed them to possess a wider field of knowledge from which to exercise their initiative.

However, communication skills were cited by many previous studies as the most important skill for career development in the hospitality industry (Jauhari, 2006; Knutson & Patton, 1992; Ladkin, 1999; Ladkin & Juwaheer, 2000; Ruddy, 1990; Stutts, 1995). Students might be influenced by their studies or literature when answering this question. Furthermore, many hospitality management students are international students who may have a heightened view of how important communication skills are, as they tend to face greater communication related challenges. In addition, jobs in the hospitality industry often require communication with many different people, so students might think that communication skills are the most significant skill for their career development.

These findings are significant for hospitality students and education providers. Education providers should refer to this result when developing hospitality study in relation to the career development needs of hospitality students.

5.5. Hospitality management education and existing gaps between educators and the hospitality industry

This section will compare and discuss students' questions 4, 5 and 8, and employees' questions 7, 8 and 9.

5.5.1 Understandings of both parties - students (or educators) and managers in the hospitality industry

A number of previous studies (Harkison, 2004b; Li & Kivela, 1989; Petrova & Mason, 2004; Ricci, 2005) found that many educators do not understand what the hospitality industry seeks from graduates of hospitality management studies, and the hospitality industry does not know what a hospitality degree consists of. These results indicate problems in the hospitality industry and education sector. The results of this study show that almost all students (n=128 or 93.4%) believe their educators know the industry well, and so do employees (n=58 or 78.4%), even if this is not as overwhelmingly as for the students. It seems to be a very positive signal for all three parties: students, educators and the hospitality industry. If hospitality educators know the industry well, they are able to teach hospitality management students in such a way that these students meet the industry's needs.

Both student (n=86 or 62.8%) and employee (n=51 or 68.9%) respondents in this study indicated that a different understanding of career progression exists between educators and managers in the hospitality industry, despite the finding that the hospitality educators are perceived as knowing the industry well. If hospitality educators and hospitality employers have different expectations, students are disadvantaged by the existing gaps between these two important parties. The educators are very important to students, as educators prepare students for entry into the hospitality industry. Therefore, in order to reduce the gaps, the educators and employers have to find solutions for developing the transition from hospitality education into the hospitality industry.

Previous studies (Harris & Zhao, 2004; Stutts, 1995) suggested some ways to reduce the gaps between hospitality employers and educators. The key to success in reducing the gaps between them appears to be a continuing discussion about curriculum, students, facilities, and faculty (Stutts, 1995). Harris and Zhao (2004) also suggest that education providers and the industry executives should consider job swapping, which would give many benefits to both sides especially in terms of understanding each other. For example, a hotel manager could work at a university as a lecturer, and a lecturer could work in a hotel as a manager in a certain department. With job swapping, managers will be provided time to address issues in the industry. In addition, if managers are working with the training providers in preparing students to enter the industry, they can offer a learning environment to help students remain competitive.

The suggestions of Harris and Zhao (2004) may offer a good solution in theory, but these will be difficult to implement. Swapping jobs will need commitment and perseverance from both parties, because it may not be easy changing their job situations. However, if they try swapping jobs even though on a part time basis, it will be a good way for them to understand each other. Furthermore, educators and hospitality employers need to reach a compromise as soon as possible, as many valuable graduates are concerned about their careers, having spent a lot of money and time studying. If they leave the hospitality industry, this industry in New Zealand will suffer, as graduates will search for better prospects overseas, as has occurred in other industries. Therefore, hospitality employers should share their changing needs, expectations, and priorities with the educators. Furthermore, educators need to balance the instruction of primary principles with the results from highly developed, marketplace research (Stutts, 1995).

5.5.2   Internship or Cooperative Education Programme

Most students of hospitality management have to complete an internship or CEP as part of the normal academic curriculum, while integrating a number of work terms into their programme. This study found that high rates of students (n=115 or 83.9%) and employees (n=69 or 93.2%) consider that an internship or CEP may help students' careers in the hospitality industry. These results mirror a Scottish study by Harper, Brown, and Irvine (2005). Harper *et al.* found that many qualified managers (75%) in Scotland indicated that a structured work experience, such as an internship or a CEP,

which is very practised and is a good way of developing personal skills. Internship or CEP is strongly supported by the industry.

Many studies identified positive and negative aspects of these programmes (Harkison, 2004a; Jauhari, 2006; Posey, Carlisle, & Smellie, 1988; Ricci, 2005; Waryszak, 1999). Jauhari (2006) and Waryszak (1999) stressed that it was difficult for students to get opportunities to develop managerial skills during the internship or CEP. Although hospitality companies seek to support students, they do not always full understand what support is needed. On the other hand, the authors (e.g. Harkison, 2004a; Posey, Carlisle, & Smellie, 1988) listed the positive aspects of internships and CEPs. For example, the programmes may be helpful when graduates gain a job in the hospitality industry. When undergraduate students have gained good work experience, they may use their work experience to evaluate their professional growth. Furthermore, the authors stressed that a CEP or an internship programme can be used as an important means of gaining experience in a practical training environment in the hospitality industry, and experience in competencies that are required in being a manager.

The majority of student respondents believed that an internship or a CEP might help their career in the hospitality industry. Third year student respondents (70%) were less positive than first year (85%) and second year (85.1%) students. The sample size of third year students was much smaller than that of students in other years, so no conclusions can be drawn from these results. However, third year students may have more work experience than first or second year students or they were doing CEP at the research time, so they may have some negative experiences of an internship or a CEP. If students are aware of these negative aspects, many of them might consider that these programmes will not help their career in the hospitality industry. If industry work environments are not matched by students' expectations, students might use their CEP or internship experience to find employment in another industry, which will disadvantage the hospitality industry.

If students are satisfied with their CEP or internship programme, this may give them the motivation to concentrate more on their study and working career. The CEP or internship experience will be a significant factor in developing hospitality students and benefits not only students, but also hospitality organisations and educators (Barron & Maxwell, 1993; Harkison, 2004a; Waryszak, 1999). Hospitality organisations may be

better prepared to retain employees and encourage their improved performance through the internship or CEP. Educators can adapt their courses to a suitable training method used by a given industry.

Waryszak (1999) recommended that both education providers and industry management internship or CEP should address the following issues:

- development of clear policies for the programmes, which might give a guide to students before a placement
- monitoring of these policies the work place which could result in more student involvement and greater cohesion between students and staff

These recommendations may be vital for making a CEP or an internship successful. If organisations and education providers offer clear structures for CEPs or internships, this will reduce the gap between students' expectations and the industry's work environment. Furthermore, reducing high work demands and time pressures are very important factors for helping match students' expectations of the industry. If students are stressed by high work demands and time pressures, they cannot demonstrate their abilities, although students want to have much work experience. Organisations and education providers should offer clear guidelines for CEPs or internships for students to succeed in their work experience programme.

5.6. Value of a Bachelor Degree of Hospitality Management Qualification

This section will compare and discuss the results from students' questions 18, 19, 20, 21 and 22, and employees' questions 11, 16, 17, 18, 19 and 20.

5.6.1 Value and benefits of a Bachelor of Hospitality Management Degree

Hospitality employers prefer industry work experience to a degree in hospitality management. This study matches the results of a number of previous studies (Harkison, 2004b) (Harkison, 2004a; Steele, 2003). Both employee (n=52 or 70.3%) and student (n=91 or 66.4%) respondents consider that work experience is more important than a Bachelor of Hospitality Management degree for a prospective employee. The students'

result was not expected, because previous studies had found that students believe that a hospitality degree can make a difference to the industry, which is why they chose to study for a degree in Hospitality Management (Brien, 2004; Harkison, 2004b). However, the results from this study are different because student respondents in this study did not believe that they needed a degree to enter the hospitality industry. Student respondents may work in hotels where senior and mid level managers have low levels of education, as is often the case in New Zealand. This exposure may lead students to believe that formal education is unnecessary as they have first hand examples of individuals who have succeed without qualifications. Therefore, student respondents might indicate that the industry working experience is more important than a Bachelor of Hospitality Management Degree for a prospective employee.

However, most student respondents (n=125 or 91.2%) believe that a hospitality company would benefit from employing employees who have a hospitality management degree. Furthermore, more than half of students (n=83 or 60.6%) also expected that they will receive higher starting salaries than people who do not hold a degree. A total of 61 (82.4%) of employee respondents also expected employees with a hospitality management degree to offer benefits to their company, although more than half of employee respondents (n=38 or 51.3%) disagreed that people with a bachelor's degree in hospitality management should receive higher starting salaries than people without this qualification. These results showed that a Bachelor of Hospitality Management degree was not considered as one of the criteria of employees' remuneration rates, which means employees could have the same rates of remuneration for staff whether they have a hospitality management degree or not.

However, 26 (35.1%) employee respondents agree that graduates with a bachelor's degree in hospitality management should receive higher starting salaries than people without this qualification. There may be a movement towards a higher percentage of managers believing that qualifications warrant higher starting salaries. Young managerial employees tend to be higher educated than older managerial employees. Therefore, it is conceivable that over time there will be higher education levels amongst managers, as the old make way for the young, and therefore a greater likelihood that managers will support higher starting salaries for educated graduates.

A total of 75 (54.7%) student respondents believed that jobs in the hospitality industry required a bachelor's degree in hospitality management for promotion purposes. However, managerial employees had a different opinion, as 47 (63.5%) of employee respondents disagreed with students' opinions. The value of a degree of bachelor hospitality management was indicated by managerial employees in this study as not an important factor for the hospitality industry. However, many previous studies stressed the importance of formal education in hospitality studies (Harper, Brown, & Irvine, 2005; Jauhari, 2006; Ladkin, 2000; Spivack, 1997). Harper et al. (2005) stated that a degree in hospitality management would help in the career development of hotel GMs. Furthermore, hospitality managers without a hospitality management qualification may have limited vision and most of their learning would occur through trial and error in the workplace (Jauhari, 2006). Their findings support a view of how important a degree in hospitality industry can be. Therefore, student respondents in this study might believe that their degree would help to get a better salary and they expected that they would have faster promotion than other employees without a Bachelor of Hospitality management degree.

5.6.2   Contribution of a degree in hospitality management in the industry

This study found that managerial employees and students have similar perceptions of the contribution of a degree in hospitality management to the hotel industry. Nearly half of employee respondents (n=36 or 48.6%) indicated that having three years' experience in the hospitality industry would contribute more to the hotel business than a hospitality management degree while 23 (31%) managerial employees indicated the opposite. On the other hand, 70 student respondents (51.1%) believed that a hospitality management degree would contribute more to the hotel industry than three years of experience in the hospitality industry although 26 (19%) disagreed with them. These results could indicate that students might have a little bit higher expectation of the value of their hospitality degree than did managerial employees.

These results show that perceptions of managerial employees in the hospitality industry do not appear to have changed regarding the abilities of graduates of hospitality management degrees, compared to findings of previous studies (Collins, 2002; Raybould & Wilkins, 2005). Collins found that from the employees' view, graduates of hospitality management held strong ideas about hospitality management, but lacked

flexibility when coping with the confused industry environment. Furthermore, students tended to have unrealistic expectations of the types of responsibilities in the hospitality industry (Raybould & Wilkins, 2005). Therefore, managerial employees in the industry tended to have a bias against hospitality students. For example, managers in the hospitality industry thought that students were over qualified but lacked experience, even for entry-level management positions. As a result, managers in the hospitality industry tended to disregard students' formal qualifications in hospitality management (Raybould & Wilkins, 2005), which is a risk to hospitality students and education providers. Educators and students need solutions to change the perceptions of managerial employees in the hospitality industry.

This section explored the value of a degree in hospitality management in New Zealand through some relevant questions. In this study, the value of a degree in hospitality management is still not recognised as an important qualification in the hospitality industry by managerial employees and even by students in the hospitality management course (Refer to section 4.2.5 and 4.3.5). These results may represent disappointment for hospitality management students may demonstrate a negative aspect of the hospitality industry. If a hospitality management degree has low value for students and the hospitality industry, prospective hospitality management students may not want to study this subject as their major. As a result, the hospitality industry may find it difficult to acquire good employees. Therefore, hospitality educators and students need solutions to change the perceptions of the industry.

5.7. Summary

This chapter discussed the similarities and differences of expectations and perceptions between undergraduates of a bachelor of hospitality management and managerial employees in the hotel industry. This study found that most students expected to work in the hospitality industry after completing their course. The F&B department was ranked first as students' first work place and a Management trainee position level was indicated as their preferred first position. The result of this study concerning students' long term career expectations was similar to the results of previous studies. Data indicated that students had realistic information for their career pathway and understand the environment of the hospitality industry. A total of 46 (33.6%) of students expected

that they would be a mid level manager five years after graduation, and a senior manager 10 years after graduation. This study also found that students and managerial employees have different perceptions of the value of a bachelor of hospitality degree.

Furthermore, there are many gaps of career expectations, assumptions and requirements existing between hospitality management students and managerial employees in hospitality industry although students and managerial employees share some common opinions. Therefore, the next chapter will present some recommendations for both students and managerial employees, and also educators and managerial employees in the hospitality industry, aiming to reduce these gaps with conclusions. Furthermore, the next chapter will demonstrate areas identified for further research.

CHAPTER 6
CONCLUSIONS AND
RECOMMENDATIONS

6.1.   Conclusion

The literature relating to different career expectations, assumptions and ideas on work requirements between undergraduate hospitality management students and management employees in the hospitality industry shows that many gaps exist. Furthermore, a number of studies identified that hospitality management degrees are not important in the hospitality industry and industry work experience is more important than a hospitality management degree (Harkison, 2004a; Steele, 2003). There are some potential reasons for the gaps that feature in the hospitality literature. The hospitality employers and hospitality educators in these studies appeared to have different perceptions (Collins, 2002; Harkison, 2004b; Li & Kivela, 1989; Raybould & Wilkins, 2005). Hospitality educators focus on teaching students as if they will be entering the hospitality industry at management level (Brien, 2004). However, the hospitality industry does not believe a hospitality management degree should entitle graduates to enter at this level in the industry without a certain amount of work experience (Harkison, 2004a). Furthermore, the hospitality educators and the industry managerial employees did not know exactly what they need and want from each other (Harkison, 2004a). In addition, previous studies identified that students and the hospitality employers have different perceptions of the value of hospitality management degrees (Collins, 2002; Raybould & Wilkins, 2005).

The aim of this research was to examine issues related to career expectations, assumptions and requirements of undergraduates of a bachelor hospitality management and the hospitality industry. The study sought to identify any differences in career expectations and thoughts on job requirements between undergraduates of hospitality management and managerial employees in the hospitality industry. In addition, the study was also designed to establish the perceived value of hospitality management degrees amongst hospitality management undergraduate students and managerial employees in the hospitality industry. A number of significant observations appeared from the research.

The study identified similarities and differences in perceptions between hospitality management students and managerial employees in the hotel industry. Undergraduates and managerial employees shared some common opinions. For example, they agreed that the

most important factor for success as an employee was commitment and the most important factor to possess as an employee in the hospitality industry was personality. Employees with a high level of commitment are very important to hospitality organisations, as they will have a direct impact on the companies' performance. Similarly, a lack of commitment will generate higher levels of employee turnover (Kazlauskaite, Buciuniene, & Turauskas, 2006). This study shows that both students and employers recognise that commitment is the most important determinant of success for work in the hospitality industry. This shared belief bodes well for hospitality students in the future, as they can have confidence that employers will look for committed employees. Furthermore, personality is identified as a key factor for employees. The nature of the industry is such that employees are frequently involved in personal interactions, be it with customers, fellow staff, or suppliers. Employers seek the confidence to know their employees will be well perceived by customers, and personality has a large role to play in success in customer/employee interactions. Therefore, hospitality employees need to possess a positive personality. The results suggest that both students and employees know what is required for success in the hospitality industry. When employers and employees have similar beliefs and expectations, there are less likely to be disappointments that lead to turnover and dissatisfied customers.

A degree in hospitality management was not recognised as an important characteristic for a new employee and an important factor to possess as an employee in the hospitality industry by either students or employee respondents. However, both students and managerial employees recognised that aspects of hospitality education were advantageous; for example the knowledge that lecturer had of the industry was considered important and the practical was also highly regarded.

The study found a number of differences in the perception of undergraduates of hospitality management and managerial employees in the hospitality industry as far as a new employee and career development were concerned. Managerial employees argued that personality was an important criterion for a new employee while students felt that knowledge and experience in the industry were the most important. Hospitality work may be stressful for new employees because their expectations of hospitality work may differ from the reality of working life in the industry. This may lead to disappointment, dissatisfaction and ultimately turnover. Employers may witness high levels of turnover, as is common with entry level

staff in the industry, and conclude that those individuals who came and went did not have a suitable personality for hospitality. It is understandable that students rated knowledge and experience as the most important criteria for securing a job in the industry, as students are aware that work experience is valued more highly than formal education by employers. One can appreciate the pressure on graduates to gain experience in order to progress in their chosen career, as they rate experience more highly than any other criteria. The result suggests that in order to gain employment and succeed in the industry, prospective employees require work experience, combined with a positive personality.

Managerial employees argued that using initiative skills was the most important skill for an employee's career development, while students believed that communication skills are the most important. Furthermore, the study highlighted that students and managerial employees have different perceptions of the value of the hospitality management degrees. For example, students believed that a Bachelor of Hospitality Management degree would contribute more to an organisation than three years' industry experience, but managerial employees had a different opinion. Students also thought that they should receive a higher starting salary than employees who do not hold a degree. In addition, students believed that a bachelor of hospitality degree would be an important aid for promotion purposes. However, managerial employees did not agree. This result was consistent with many previous studies (Brien, 2004; Collins, 2002; Raybould & Wilkins, 2005). The gaps between the expectations of students and the beliefs of managerial employees need to be addressed by the industry. Otherwise, the likelihood is that graduates will soon become despondent as they learn that the reality of working life in the industry differs from the expectations they held as students.

The following key points emerged from the research. Most students expected that they would work in the hospitality industry after completing their course. Previous studies (Barron & Maxwell, 1993; Johns & McKechnie, 1995) identified that many students tended to change their job to other industries after completing their study. It is difficult to compare the students in this study with the results of the previous study, as the undergraduates here are yet to enter the workforce. The result of this study about students' long term of career expectations is similar to the employees' working history. Students also appeared to have a realistic understanding of the work environment in the hospitality industry. The students' perceptions of the current environment seemed to suggest a more positive situation than

that represented in the literature, which is encouraging for the hospitality industry and undergraduates of hospitality management.

This study found that even if students and managerial employees share some common opinions, many gaps still exist. Furthermore, many of the results matched the results of previous studies, so the circumstances and environment of the hospitality industry may not have changed much at all. Hence, there remain some differences of perception between hospitality management students and hospitality employers. In order to reduce the existing differences of perception between undergraduates of hospitality management and the hospitality employers, the hospitality education providers and hospitality employers may need to cooperate in addressing these different perceptions. Some recommendations to address these gaps are proposed in the next section.

6.2. Recommendations

The recommendations focus on the key areas of students' expectations and assumptions of their job entry level; the working environment in the hospitality industry; the needs and requirements of the hospitality industry; and the value of a bachelor's degree of hospitality management.

6.2.1 Students' expectations and assumptions of their job entry level

Students seem to expect their first entry-level job will be as a Management Trainee level (low management level), but the opportunities for this are very limited. Students and managerial employees believed that an internship programme and CEP might help students' careers in the hospitality industry. Therefore, one suggestion to address this problem is for hospitality organisations to accept an internship and CEP as preparation for a Management Trainee level position. Organisations could offer long term (between 6 and 12 months) internships or CEP programmes to students in order to foster operational and managerial experience and prepare students for low management level employee level positions.

Many student respondents preferred work in the back of house rather than the front of house. This may represent a challenge for the hotel industry. If highly qualified employees prefer to work in the back of house, the front of house may have difficulty with employment. Therefore, hospitality organisations may need different employee benefits to tempt students to seek employment in front of house roles as opposed to positions in the back of house. For example, hospitality organisations may need to offer employees in the front of house higher rates of remuneration and more opportunities for promotions than employees in the back of house. Prospective employees may not apply for front of house roles, as they tend to include working unsociable hours and on public holidays, with more stressful interactions with customers than employees who work back of house. Organisations may be forced to address these issues in order to attract students to front of house roles, which are essential roles in high performing hospitality organisations.

6.2.2   Working environment in the hospitality industry

Undergraduates may have difficulties adapting to working life in their first work experience, because their expectations do not match the reality of their first job role. (Waryszak, 1999). Furthermore, their working life will differ from what they learnt on their academic programmes. These differences may cause confusion, which can be stressful to students and may have a negative affect on their work career. Therefore, the hospitality industry and students would benefit from education that provides a realistic appraisal of the environment of the industry and hospitality work places. Students need the ability to cope with the obstacles associated with starting work in the hospitality industry. Waryszak (1999) suggested that aspects of the work environment need to be highlighted in preparing students for work experiences, to help match students' expectations with their company work environment. The researcher thinks this suggestion is a good idea for students and hospitality companies and may help students' first work experience.

Many students in this study seemed to understand the working environment in the hospitality industry. They expected wages and salaries in the hospitality industry to be poor, and they understood that the industry tends to require working unsociable hours. However, these factors may still cause students to lose their motivation for working in the hospitality

industry. Therefore, hospitality organisations should take action "with respect to minimum wage levels, the duration of the working week and unsociable working hours" (Baum, Amoah, & Spivack, 1997, p.223). If these issues addressed, it is conceivable that students will continue to play a vital role in the hospitality industry.

6.2.3 Needs and requirements of the hospitality industry

Students and managerial employees have different viewpoints about the demands of the hospitality industry. For example, in this study, opinions about the most important factor for a new employee in the hospitality industry differed between students and managerial employees. Students believed that knowledge and experience in the industry while managerial employees indicated personality. Students' expectations and assumptions of needs and requirements of the hospitality industry might be affected by their studying. Hospitality educators teach hospitality knowledge and skills to students so students' expectations and assumptions of needs and requirements of the industry might come from their education. However, employees' seemed to be thinking more of their companies' goals than the goals of the students. As a result, there are gaps of perception between students and managerial employees. Therefore, educators and the hospitality employers need to share information regularly through seminars or conferences or workshops in order to address the industry's changing needs and expectations. Furthermore, educators have to balance the instruction of primary principles with the results from highly developed, marketplace research (Stutts, 1995). These suggestions will assist in reducing the gap where a different understanding of career expectations exists between educators and managerial employees in the hospitality industry.

In this study, students and managerial employees have the same opinion of the most important characteristic for an employee, which is commitment. In order to enhance high levels of employee organisational commitment, organisations have to find incentives. The researcher suggests that empowerment is one good solution for enhancing employee organisation commitment. Empowerment may lead to an advanced level of employee organisation commitment which relates to offering discretion especially to front-line employees when dealing with customers (Rafiq & Ahmed, 1998). If organisations allow

some degree of employee empowerment, this may improve employee motivation, productivity and improve service for the customers (Rafiq & Ahmed, 1998). Therefore, Rafiq and Ahmed state that service by employees who have been empowered will meet customers' wants, and both employees and customers will be satisfied, which may affect employees' organisational commitment and improve company profits.

6.2.4   Value of a Bachelor Degree of Hospitality Management qualification

Managerial employees seem to place little value on bachelors' degrees of hospitality management (Collins, 2002; Harkison, 2004a; Raybould & Wilkins, 2005). Managerial employees in hotels prefer hotel industry experience than a hospitality management degree for prospective employees. Currently, many undergraduates of hospitality management work in the hospitality industry as part time employees while studying but they cannot afford to work for long hours because of their study obligations. Therefore, students' work experiences cannot satisfy the employers when they apply for positions. Furthermore, the Bachelor of Hospitality study curriculum tends to focus more on managerial levels than operational levels. As a result, students' expectations of their careers are higher than those of hospitality employers.

However, the literature identifies that operational levels experience is very important if an employee wishes to enter senior management levels. Students and educators need to know the expectations and requirements of the hospitality industry employing graduates as new employees. Furthermore, educators need to provide course content that matches the industry's expectations and requirements. For example, educators should negotiate with hospitality employers to offer long-term internships or CEP in order to support students' operational and managerial experience. Improvements in the communication between industry professionals and hospitality educators may add value to internship or CEP programs and allow hospitality organisations to identify students with real ability and proven experience. Furthermore, job swapping between educators and managerial employees may help to bridge the gaps that exist between the two parties and foster cooperation for the benefit of the industry (Harris & Zhao, 2004). These solutions will

increase the value of a bachelor degree of hospitality management for both students and those in the hospitality industry.

6.3.   Areas identified for further research

The student participants were limited to students in one programme, the Bachelor of International Hospitality Management at AUT University. Further study needs to involve more students from Bachelor of Hospitality Management courses from other universities and institutions, in order to produce data that are more accurate.

The proportions of student participants were not even (Refer to Table 2). There were 60 first year students, 67 second year students, and only 10 third year students. Therefore, it will not be possible to compare thoroughly perceptions and expectations of the different levels, although many previous studies have identified that each year's students had different perceptions. Further study should select the same or similar numbers of student sample from each year to identify how they have different perceptions and expectations of their future careers.

The employee participants for the survey were chosen from only one hotel chain, although the hospitality industry includes more than just hotels. As a result, the analysis may be limited and might offer biased results. Therefore, further study should expand this area to incorporate a more advanced critical analysis.

The job positions of employee participants were quite wide ranging, but only three GMs participated. Many hospitality students may want to be a GM in a hotel in the future. Therefore, it is important for research to identify their background and working experiences. However, it was difficult to identify GMs' working careers, their perceptions and what they want to graduates when they employ graduates, as so few participated. Further research should focus more on GM positions, because students are very interested in that position.

This study focused on career expectations and assumptions, and different perceptions of undergraduates and managerial employees in hotel industry. Further study should focus on the perceptions of education providers and managerial employees in the hospitality industry,

which may help them, gain an understanding of each other. The results will be valuable to both educators and students, and the industry itself.

Many student respondents indicated that knowledge of the industry and experience are more important than qualifications in the hospitality industry. Therefore, the researcher wonders why they are studying hospitality management, if they believe the qualification is not an important factor for a new employee. This is an interesting question and so future studies need to examine why students choose this particular course of study.

Many of the questionnaires were found to be 'unusable' in the survey of both students and employees: 35.1 percent of student respondents and 14.9 percent of employee respondents did not answer completely or made mistakes while answering a question. The student survey was conducted at the end of some hospitality classes, so some students may have been eager to move on to other classes, places or activities, rather than to complete questionnaires. Furthermore, some student and employee participants seemed to have misread or misunderstood the instructions, which may account for the mistakes observed in responses. Further research should use a more carefully designed questionnaire, offer clear instructions, and include simple and logical questions.

This study identified limitations in the research and offered suggestions for future research. This study has hopefully contributed to reducing the gaps of perception between the students and hospitality employers, and also between education providers and hospitality employers. Furthermore, it is hoped that this study has promoted a greater understanding of the expectations and assumptions of those who work in the hospitality industry and positions who aspire to gain there.

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APPENDICES

Appendix A – Survey Questionnaire for students

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Survey Questionnaire for Students at Auckland University of Technology

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Instruction

Thank you again for the time you are going to spend filling in this questionnaire. Please tick your answer in the appropriate box. Only one answer is needed for each question. If you have any questions about any of the questions, please contact Ginny Kim at 021-3868 55 or email junkimb3@aut.ac.nz. Once you have completed this questionnaire please return it in the self addressed envelope that is attached to this questionnaire.

The questionnaire will include the following;

1) What level of management do students expect their career to begin?

2) Are students aware of the work environment in the hospitality industry?

3) Are students aware of what the hospitality industry needs are and they pose the potential employees?

4) What does the value hospitality degrees have to students?

Please tick the appropriate box. Only one answer is possible for each question.

1. Which school do you study at?

1) Auckland University of Technology	
2) Lincoln University	

2. Which year of hospitality management study are you currently in?

1) First year	
2) Second year	
3) Third year	

3. Do you intend to follow a career related to the hospitality industry after graduating?

Definitely	Probably	Uncertain	Unlikely	No

4. Do you think that the hospitality or hotel management educators know about the hospitality industry well?

Definitely	Probably	Uncertain	Unlikely	No

5. Do you think that internship or cooperative education programme will help your career in the hospitality industry?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

6. After graduation, if you work in the hospitality industry, which department would be your preferable choice?

Food and Beverage	
House keeping	
Front Office	
Sales and Marketing	
Finance	
Human Resources	
Other (Please write)	

7. What do you think will be your entry level at your first job after graduation?

Line level employee	
Management trainee	
Department supervisor	
Department manager	
Other (Please write)	

8. Do you think that a different understanding of career expectations exist between educators and manager in the hospitality industry?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

9. Do you think that the hospitality industry is a growing industry with many career opportunities?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

10. Do you think that jobs in the hospitality industry are poorly paid?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

11. Do you think that jobs in the hospitality industry demand you working unsociable hours?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

12. Which characteristic is the most important for an employee?

Enthusiasm	
Dedication	
Commitment	
Willing to learn	
Hardworking	
Determination	
Specific Skills (customer service skills, communication skills, IT skills etc)	
Other (Please write)	

13. What do you think human resource departments consider the most important factor for a new employee?

Knowledge of the industry	
Personality	
Specific Skills (customer service skills, communication skills, IT skills and etc)	
Qualifications	
Experience	
Other (Please write)	

14. Which of the following factors is the most important to possess as an employee in the hospitality industry?

Knowledge of the industry	
Specific skills (customer service skills, communication skills, IT skills etc)	
Personality	
Qualifications	
Experience	
Attitude	
Commitment	
Other (Please write)	

15. Which skill do you think will be the most important for your career development?

Communication skills	
Using initiative skills	
Human relations skills	
Food and beverage skills	
Problem solving skills	
Self-management skills	
To be multi-lingual skills	
Front office skills	
Other (Please write)	

16. What level of employment do you expect to hold after five years after completing your course?

Department supervisor level	
Department manager level	
Senior management level	
Top management level	
Self-employed	
Other (Please write)	

17. What level of employment do you expect to hold after 10 years after completing your course?

Department manager level	
Senior management level	
Top management level	
Self-employed	
Other (Please write)	

18. Do you think work experience is more important than a degree qualification for a prospective employee?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

19. Do you think that a hospitality management degree will contribute to the hotel business more than three years of experience?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

20. Do you believe there are any benefits for an employee having a hospitality management degree for hospitality organisations?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

21. Do you think graduates with a bachelor's degree in hospitality will receive higher starting salaries than people who do not hold a degree?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

22. Do you think that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Thank you very much for taking the time to complete this questionnaire.

This survey will be valuable for developing students' abilities and greatly improving the industry standards in New Zealand.

Primary Research Questions	Survey Questionnaire
1) Where do students expect their career to begin?	3. Do you intend to follow a career related to the hospitality industry after graduation? 6. After graduation, if you work in the hospitality industry, which department would be your first choice? 7. What do you think will be your entry level for your first job after graduation?
2) Are students aware of the working environment in the hospitality industry?	9. Do you think that the hospitality industry is a growing industry with many career opportunities? 10. Do you think that jobs in the hospitality industry are poorly paid? 11. Do you think that jobs in the hospitality industry demand working unsociable hours?
3) Are students aware of what the hospitality industry needs are and of the requirements, they pose to potential employees?	12. Which characteristic is the most important for an employee? 13. What do you think human resource departments consider the most important factor for a new employee? 14. Which of the following factors is the most important to possess as an employee in the hospitality industry? 15. Which skill do you think will be the most important for your career development?
4) What is the value of a hospitality	16. What level of employment do you expect to

degree to students?	hold 5 years after completing your course?
	17. What level of employment do you expect to hold 10 years after completing your course?
	18. Do you think work experience is more important than a degree qualification for a prospective employee?
	19. Do you think that a hospitality management degree will contribute more to the hotel business than three years' experience in the hospitality industry?
	20. Do you believe there are any benefits to a hospitality company if an employee has a hospitality management degree?
	21 Do you think graduates with a bachelor's degree in hospitality will receive higher starting salaries than people who do not hold a degree?
	22. Do you think that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes?
5) Do students believe that some different expectations or gaps exist between hospitality management educators and employees in the hospitality industry? Do students believe that the cooperative education programme will help their working careers in the future?	4. Do you think that hospitality management educators know the hospitality industry well? 8. Do you think that a different understanding of career expectations exists between educators and managers in the hospitality industry? 5. Do you think that an internship or cooperative education programme will help your career in the hospitality industry?

Appendix C – Survey Questionnaire for employees

Survey Questionnaire for the Hotel Industry Employees

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Instruction

Thank you again for the time you are going to spend filling in this questionnaire. Please tick your answer in the appropriate box. Only one answer is needed for each question. If you have any questions about any of the questions, please contact Ginny Kim at 021-3868 55 or email junkimb3@aut.ac.nz. Once you have completed the questionnaire please return it in the attached self addressed envelope.

This questionnaire will include the following:

1) Employees' work history, educational background, and experiences in their career.

2) What industry expects of graduates in hospitality management during their employment at the hotel?

3) What are the human resource needs of the employers and the requirements they pose to potential employees?

4) Where do employers see the point of entry of hospitality and hotel management graduates in the industry?

5) What is the value of a hospitality or hotel management degree to employers?

It will not be used to identify you as an individual

1.   What hotel do you work in? (Please write)

Please tick the appropriate box. Only one answer is possible for each question.

2.   What best describes your job?

Department Supervisor	
Assistant Manager	
Department Manager	
General Manager	

3.   What is your department?

Reservations	
Sales & Marketing	
Banquet Operation or Conferences	
Food & Beverage	
Kitchens	
Rooms and Front Desk	
Guest Services (Door person, Concierge, Telephones)	
Housekeeping	
Purchasing and Stores	
Engineering	
Human Resources	
Executive Office	
Finance and Accounts	
Other (Please write)	

4. How long have you been working in the hospitality industry?

Less than 1 year	
1 -2 years	
2– 4 years	
5-7 years	
8-10 years	
11-15 years	
16-20 years	
21-25 years	
26 – 30 years	
More than 30 years	

5. Which department did you start your career in the hospitality industry?

Food and Beverage	
Housekeeping	
Rooms and Front Office	
Sales and Marketing	
Finance, Accounts, and Credit	
Human Resources	
Kitchens	
Engineering	
Guest Services (Door Person, Concierge, Telephones)	
Purchasing and Stores	
Other (Please write)	

6. What qualifications do you have? (Please write the name of your qualification in empty space)

Secondary School Certificate	
Vocational Qualification (Trade, New Zealand Certificate)	
Polytechnic Certificate	
Polytechnic Diploma	
University Certificate	
University Diploma	
Postgraduate Qualification	
Other (Please write)	

7. Do you think that hospitality management educators know the industry well?

Definitely	Probably	Uncertain	Unlikely	No

8. Do you think that an internship or a cooperative education programme may help students' careers in the hospitality industry?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

9. Do you think that a different understanding of career expectation exist between educators and managers in the hospitality industry?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

10. What do you expect of hospitality management graduates during their employment at the hotel?

Individual attributes relate to an ability to perform	
Work unit achieves high levels of task accomplishment	
Work effort relates to a willingness to perform	
Good general knowledge of the hotel industry	
Work performance effective	
Works effectively in team work	
Other (Please write)	

11. Do you consider a degree qualification an important criterion when you are selecting a new employee?

Definitely	Probably	Uncertain	Unlikely	No

12. What characteristic is the most important for an employee?

Enthusiasm	
Dedication	
Commitment	
Willingness to learn	
Hardworking	
Determination	
Specific Skills (customer service skills, communication skills, IT skills etc)	
Other (Please write)	

13. What do you consider to be the most important criterion for a new employee?

Knowledge of the industry	
Personality	
Specific Skills (customer service skills, communication skills, IT skills etc)	
Qualifications	
Experience	
Other (Please write)	

14. Which of the following factors are the most important to possess as a employee in the hospitality industry?

Knowledge of the industry	
Specific skills (customer service skills, communication skills, IT skills etc).	
Personality characteristics	
Qualifications	
Experience	
Attitude	
Commitment	
Other (Please write)	

15.   Which skill do you think was the most important for your career development?

Communication skills	
Using initiative skills	
Human relations skills	
Food and beverage skills	
Problem solving skills	
Self-management skills	
Having multi-lingual skills	
Front office skills	
Other (Please write)	

16.   Do you think work experience is more important than degree qualification for a prospective employee?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

17.   Do you think a hospitality management degree would contribute more to the hotel business than having three years of experience in the hospitality industry?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

18.   Do you believe there are any benefits for an employee having a hospitality management degree for your organisation?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

19.   Do you think graduates with a bachelor's degree in hospitality should receive higher starting salaries than people who do not hold a degree?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

20. Do you think that jobs in the hotel industry need a bachelor's degree in hospitality management for promotion purposes?

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Thank you very much for taking the time to complete this questionnaire.

This survey will be valuable for developing students' abilities and for greatly improving the industry standards in New Zealand.

Appendix D – Primary Research Questions and Survey Questionnaire for managerial employees in the hotel industry

Primary Research Questions	Survey Questionnaire
1) What are the employees' working history, educational background, and experiences in their career? .	4. How long have you been working in the hospitality industry? 5. In which department did you start your career in the hospitality industry? 6. What qualifications do you have?
2) What do they expect as graduate hospitality management students during their time of employment at the hotel?	10. What do you expect of hospitality management graduates during their employment at the hotel?
3) What are the human resource needs of the employers and the requirements they pose to potential employees? Where do employers see the point of entry of hospitality management graduates in the industry?	12. What characteristic is the most important for an employee? 13. What do you consider to be the most important criterion for a new employee? 14. Which of the following factors are the most important to possess as an employee in the hospitality industry? 15. Which skill do you think was the most important for your career development?
4) What is the value of hospitality management degrees to employers?	11. Do you consider a degree qualification to be an important criterion when you are selecting a

	new employee?
	16. Do you think work experience is more important than a degree qualification for a prospective employee?
	17. Do you think a hospitality management degree will contribute more to the hotel business than having three years of experience in the hospitality industry? 18. Do you believe there are any benefits to your organisation if an employee has a hospitality management degree? 19. Do you think graduates with a bachelor's degree in hospitality should receive higher starting salaries than people who do not hold a degree? 20. Do you think that jobs in the hospitality industry need a bachelor's degree in hospitality management for promotion purposes?
5) Do you recognise that there are some different expectations or gaps between hospitality management educators and employees in the hospitality industry? Do you recognise that an internship or a cooperative education programme will help students' careers in the hospitality industry?	7. Do you think that hospitality management educators know the industry well? 8. Do you think that an internship or a cooperative education programme may help students' careers in the hospitality industry? 9. Do you think that a different

	understanding of career expectation exists between educators and managers in the hospitality industry?

Appendix E – Information sheet for survey

Information Sheet for Survey

- **The hotel employees and employers**
- **Students at Auckland University of Technology**

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

Dear Accor Hotel's employees

I am Ginny Kim and currently working in the Food and Beverage Department at Mercure Hotel Auckland. I have been working at the hotel for over three years. I am also a student and studying towards a Master of International Hospitality Management at AUT. This is the final year of my course and I am writing a thesis during the year. The title of the thesis is "Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences.

You are invited to participate in my survey. The aim of this study is to establish the perceived value of hospitality management or hotel management degrees amongst hospitality and hotel management undergraduate students and the hospitality industry. This study is also to identify the expectations and requirements differ between undergraduate hospitality and hotel management students, and employees in the hospitality industry. This survey is to be completed by approximately 300 students from AUT University, and approximately 150 employees from the Accor International Hotels especially Novotel, Mercure Hotel, and Ibis in New Zealand.

The reasons for inviting these particular students and employees to complete this questionnaire are:

> Students - I want to focus on undergraduate students majoring in hospitality and hotel management at university for this study. This study does not include students from the Bachelor of Travel and Tourism and other institutions. However, Lincoln University has a Bachelor of Commerce and students can take a hotel institutional programme or major. Lincoln University does not offer a hospitality course. Therefore, I invite students from AUT University as the participants for this study.

Employees - the hotel industry is a huge industry and its employees are large workforces. Therefore, I have decided to select employees from a big worldwide international chain hotel in New Zealand. There are six brands under Accor hotels, which include Sofitel, Novotel, Mercure, All Seasons, Ibis and Formule 1. In New Zealand, there are approximately 23 hotels and resorts covering all prime business and holiday destinations. Therefore, I choose employees from the Accor International Hotels.

This study will provide significantly useful information for students, education providers, and the hospitality industry in New Zealand. The results of this survey may contribute to a considerable adjustment in the expectations between the students (and also education providers) and hospitality employees (the industry itself). Furthermore, the survey may contribute to developing students' abilities and greatly improving the industry standards in New Zealand.

It will take approximately 10 – 15 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. Your opinions are very important for my study. Your survey responses will be strictly confidential and data from this research will be reported only taken together. Your information will be coded and will remain confidential. The data will be stored in a locked cabinet in the School of Hospitality and Tourism, Auckland University of Technology, for 6 years. If you are interested in completing this questionnaire, please complete and return it using the attached self-addressed envelope. Completion of the attached questionnaire will be taken as indicating your consent to participate.

If you have questions at any time about the survey or the procedures, you may contact Ginny Kim at 021-3868 55 or email; junkimb3@aut.ac.nz and my supervisors Robert Steele or Tracy Harkison. Robert Steele, International Hospitality Management, AUT University, Wellesley Campus, phone 09 921-9999 ext. 8606 or email robert.steele@aut.ac.nz Tracy Harkison, International Hospitality Management, AUT

University, Wellesley Campus, phone 09 921- 9999 ext 8491 or email tracy.harkison@aut.ac.nz

This project has been reviewed and approved by the AUT University Ethics Committee on 09 July 2007. AUTEC Reference number is 07/59. If you have any concerns about the conduct of this research, please contact Ms Madeline Banda, Executive Secretary, AUT University Ethics Committee, telephone: 921 9999 ext 8044, e-mail: madeline.banda@aut.ac.nz. Postal Address: Private Bag 92006, Auckland 1142 or Room WA208, Level 2, WA Building, 55 Wellesley Street East, Auckland 1010.

Thank you very much for your participation.

Kind regards

Ginny Kim

Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

Dear Hospitality Management students at Auckland University of Technology

I am studying towards a Master of International Hospitality Management. This is the second year of my course and I am doing a thesis. The title of the thesis is "Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences.

You are invited to participate in my survey. The aim of this study is to establish the perceived value of hospitality management or hotel management degrees amongst hospitality and hotel management undergraduate students and the hospitality industry. This study is also to identify the expectations and requirements differ between undergraduate hospitality and hotel management students and employees in the hospitality industry. This survey is to be completed by approximately 300 students from AUT University and approximately 150 employees from the Accor International Hotels especially Novotel, Mercure Hotel, and Ibis in New Zealand.

The reasons for inviting these particular students and employees to complete this questionnaire are:

> Students - I want to focus on undergraduate students majoring in hospitality and hotel management at university for this study. This study does not include students from the Bachelor of Travel and Tourism and other institutions. However, Lincoln University has a Bachelor of Commerce and students can take a hotel institutional programme or major. Lincoln University does not offer a hospitality course. Therefore, I invite students from AUT University as the participants for this study.

Employees - the hotel industry is a huge industry and its employees are large workforces. Therefore, I have decided to select employees from a big worldwide international chain hotel in New Zealand. There are six brands under Accor hotels, which include Sofitel, Novotel, Mercure, All Seasons, Ibis and Formule 1. In New Zealand, there are approximately 23 hotels and resorts covering all prime business and holiday destinations. Therefore, I choose employees from the Accor International Hotels.

This study will be significantly useful information for students, education providers, and the hospitality industry in New Zealand. The results of this survey may contribute to a considerable adjustment in the expectations between the students (and also education providers) and hospitality employees (the industry itself). Furthermore, this survey may contribute to developing students' abilities and greatly improving the industry standards in New Zealand.

It will take approximately 10 – 15 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for my study to know your opinions. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. The data will be stored in a locked cabinet in the School of Hospitality and Tourism, Auckland University of Technology, for 6 years. If you are interested in participating in this questionnaire, please complete it. Completion of the attached questionnaire will be taken as an indication of your consent to participate.

If you have questions at any time about the survey or the procedures, you may contact Ginny Kim at 021-3868 55 or email; junkimb3@aut.ac.nz and my supervisors Robert Steele or Tracy Harkison. Robert Steele, International Hospitality Management, AUT University, Wellesley Campus, phone 09 921-9999 ext. 8606 or email robert.steele@aut.ac.nz Tracy Harkison, International Hospitality Management, AUT

University, Wellesley Campus, phone 09 921- 9999 ext 8491 or email tracy.harkison@aut.ac.nz

This project has been reviewed and approved by the Auckland University of Technology Ethics Committee on 09 July 2007. AUTEC Reference number is 07/59. If you have any concerns about the conduct of this research, please contact Ms Madeline Banda, Executive Secretary, AUT University Ethics Committee, telephone: 921 9999 ext 8044, e-mail: madeline.banda@aut.ac.nz. Postal Address: Private Bag 92006, Auckland 1142 or Room WA208, Level 2, WA Building, 55 Wellesley Street East, Auckland 1010.

Thank you very much for your participation.

Kind regards

Ginny Kim

Appendix F – Ethics approval letter from AUTEC

AUT
UNIVERSITY
TE WĀNANGA ARONUI O TAMAKI MAKAU RAU

M E M O R A N D U M

Auckland University of Technology Ethics Committee (AUTEC)

To:	Robert Steele
From:	**Madeline Banda** Executive Secretary, AUTEC
Date:	10 August 2007
Subject:	Ethics Application Number 07/59 **Career expectations and requirements of undergraduate hospitality students and the hospitality industry: an analysis of differences.**

Dear Robert

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 14 May 2007 and that on 6 August 2007, as the Executive Secretary of AUTEC I approved your ethics application at their meeting. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 10 September 2007.

Your ethics application is approved for a period of three years until 6 August 2010.

I advise that as part of the ethics approval process, you are required to submit to AUTEC the following:

- A brief annual progress report indicating compliance with the ethical approval given using form EA2, which is available online through *http://www.aut.ac.nz/about/ethics*, including when necessary a request for extension of the approval one month prior to its expiry on 6 August 2010;

- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/about/ethics*. This report is to be submitted either when the approval expires on 6 August 2010 or on completion of the project, whichever comes sooner;

It is also a condition of approval that AUTEC is notified of any adverse events or if the research does not commence and that AUTEC approval is sought for any alteration to the research, including any alteration of or addition to the participant documents involved.

You are reminded that, as applicant, you are responsible for ensuring that any research undertaken under this approval is carried out within the parameters approved for your application. Any change to the research outside the parameters of this approval must be submitted to AUTEC for approval before that change is implemented.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this.

To enable us to provide you with efficient service, we ask that you use the application number and study title in all written and verbal correspondence with us. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the Committee and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee
Cc: Ginny Kim junkimb3@aut.ac.nz

Appendix G – Approval survey for employees

Dear A. Hotels' Human Resource Managers

I am Ginny Kim and working in the Food and Beverage Department at M. Hotel Auckland. I have been working at the hotel for over three years. I am also a student and studying towards a Master of International Hospitality Management at AUT. This is the final year of my course and I am writing a thesis during this year. The title of the thesis is "Career expectations and requirements of undergraduate hospitality students and the hospitality industry: An analysis of differences.

The aim of this study is to establish the perceived value of hospitality management degrees amongst hospitality management undergraduate students and the hospitality industry. This study also hopes to identify how the career expectations and requirements differ between undergraduate hospitality management students, and employees in the hospitality industry.

I am going to start survey for my study. This survey is to be completed by students at AUT University. The survey also includes employees in the hotel industry. Therefore, I would like to invite Accor Hotels' employees (especially the positions ranging from middle management to top management levels) to participate in my survey. I need your help to complete my study. I would like to request a favour to you, that once I have sent the survey forms, which you will give them to your employees. I will enclose a self-addressed envelope in each survey form for the returning of the survey.

It will take approximately 10 minutes to complete the questionnaire. Employees' participation in this study is completely voluntary. There are no foreseeable risks associated with this project. Employees' opinions are very important for my study. Employees' survey responses will be strictly confidential. All data will be coded thus will remain confidential.

I am attaching my manager's (Stuart Cox) reference letter. Please refer to his letter.

I would like to send you survey forms, after receiving your reply. Furthermore, please let me know how many employees (from department supervisors to general manager) in your hotel. Thank you very much. I look forward to hearing from you as soon as possible.

Regards,

Ginny Kim

Appendix H – Reference letter

Stuart Cox

Food & Beverage Manager

Mxxxx Hotel Auckland

8 Customs Street

Auckland

Dear Colleague

I am writing this letter in support of Ginny Kim's survey she is undertaking as research for AUT University.

She would be very grateful if you could find the time to assist in this worthwhile survey and I personally support her in this research as the findings may benefit the industry as a whole and provide some insight into the motivations and expectations of those who choose to study hospitality.

Please do not hesitate to contact Ginny directly by e-mailing junkimb3@aut.ac.nz should you have any questions in regards to this survey.

Kind Regards

(Not signed due to electronic transmission)

Stuart Cox

Food & Beverage Manager

Mxxxx Hotel Auckland

(Not signed due to electronic transmission)

Appendix I – Data modification schedule

Some data merged contexts of answers logically because some questions had 14 examples of responses so it was difficult to obtain accurate results of data analysis. Therefore, the researcher used a transform function (record into different variables) of SPSS to merge samples of responses in each question. Data was analysed by methods of Crosstabulation and Frequencies in the Descriptive Statistics.

Table 1 Data Modify Schedule

Data Modify Schedule		
Question	**Original contexts of answers**	**Change**
E: Q1	The six hotels merged to four regions hotels. **Six hotels**: 1. Auckland Hotel A 2. Auckland Hotel B 3. Rotorua Hotel C 4. Wellington Hotel D, 5. Queenstown Hotel E 6. Hotel Christchurch F	**Four regions hotels**: 1. Auckland region = 1+2 2. Rotorua region = 3 3. Wellington region = 4 4. South Island = 5+6
S: Q3, Q4, **E**: Q7, Q11	Merged 5-point scales to 3-point scales. **5-point scales**: 1 Definitely 2 Probable 3 Uncertain 4 Unlikely 5 No	**3-point scales**: 1. Certain = 1+2 2 Uncertain = 3 3 No = 4+5

S; Q5, Q8, Q9, Q10, Q11, Q18, Q19, Q20, Q21, Q22 **E**: Q8,Q9, Q16, Q17, Q18, Q19, Q20	Merged 5-point scales to 3-point scales **5-point scales**: 1 Strongly Agree 2 Agree 3 No Opinion 4 Disagree 5 Strongly Disagree	**3-point scales**: 1 Agree = 1+2 2 No Opinion = 3 3 Disagree =4+5
S: Q6	Merged 7 multiple choices to 5 **7 multiple choices**: 1 Food and Beverage 2 House Keeping 3 Front Office 4 Sales and Marketing 5 Finance 6 Human Resources 7 Other	**4 multiple choices**: 1 Food and Beverage and Conference = 1+7 2 House Keeping=2 3 Front Office= 3 4 Administer & General =4+5+6+7
S: Q12 **E:** Q12	Merged 8 multiple choices to 4 multiple choices. **8 multiple choices:** 1 Enthusiasm 2 Dedication 3 Commitment 4 Willing to learn 5 Hardworking 6 Determination 7 Specific Skills 8 Other.	**4 Multiple choices:** 1 Enthusiasm = 1 2 Commitment = 2+3+5+8 3 Willing to learn = 4 4 Specific Skills = 7

S: Q13 **E:** Q13	Merged 6 multiple choices to 4 multiple choices **6 multiple choices:** 1 Knowledge of the industry 2 Personality 3 Specific Skills 4 Qualifications 5 Experience 6 Other	**4 multiple choices:** 1 Knowledge of the industry and Experience = 1+5 2 Personality =2 3 Specific Skills =3 4 Qualifications = 4+6
S: Q14 **E:** Q14	Merged 8 multiple choices to 4 multiple choices **8 multiple choices:** 1 Knowledge of the industry, 2 Specific Skills 3 Personality 4 Qualifications 5 Experience 6 Attitude 7 Commitment 8 Other	**4 multiple choices :** 1) Knowledge of the Industry and Experience = 1+5 2) Personality = 2+6+7 3) Specific Skills = 3+8 4) Qualifications = 4
S: Q16	Merged 6 choices to 4 choices **6 Choices:** 1 Department Supervisor 2 Department Manager 3 Senior Manager 4 Top Management 5 Self-employee 6 Other	**4 Choices:** 1 Low Management = 1 2 Mid Management = 2 3 Top Management = 3+4 4 Self-employee = 5

S: Q17	Merged 5 choices to 3 choices **5 Choices:** 1 Department Management 2 Senior Management 3 Top Management 4 Self-employ 5 Other	**3 Choices:** 1 Mid-Management = 1 2 Top Management = 2+3 3 Self-employ = 4
S: Q15 E: Q15	Merged 9 multiple choices to 5 multiple choices **9 multiple choices:** 1 Communication skills 2 Using initiative skills 3 Human relations skills 4 Food and Beverage skills 5 Problem solving skills 6 Self-management skills 7 To be multi-lingual skills 8 Front Office skills 9 Other	**5 multiple choices:** 1 Communication skills = 1 2 Using initiative skills = 2+7+8 3 Human relation skills = 3 4 Problem solving skills = 4 5 Self-management skills = 5

E: Q3	Merged 14 different multiple choices to 5 different multiple choices. **14 different multiple choices:** 1 Reservations 2 Sales and Marketing 3 Banquet Operation or Conferences 4 Food & Beverage 5 Kitchens 6 Rooms and Front Desk 7 Guest Services (Door person, Concierge, Telephones) 8 Housekeeping 9Purchasing and Stores 10 Engineering 11 Human Resources 12 Executive Office 13 Finance and Accounts 14 Other	**5 different multiple choices:** 1 FO & Reservation = 1+6+7 2 F&B = 3+4+5 3 Executive Office = 12 4 House Keeping = 8 5 Administer & General = 2+9+10+11+13
E: Q4	merged 10 different multiple choices to 3 different multiple choices **9 different multiple choices:** 1 Less than 1 year 2 1-2 years 3 2-4 years 4 5-7 years 5 8-10 years 6 11-15 years	**3 different multiple choices:** 1 less than 5 years = 1+2+3 2 5-10 years =4+5 3 11+ years =6+7+8+9+10

	7 16-20 years 8 21-25 years 9 26-10 years 10 More than 30 years	
E: Q5	Merged 11 different choices to 5 different choices. **11 different multiple choices:** 1 Food and Beverage 2 Housekeeping 3 Room and Front Office 4Sales and Marketing 5 Finance, Accounts, and Credit 6 Human Resources 7 Kitchens 8 Engineering 9 Guest Services (Door Person, Concierge, Telephones) 10 Purchasing and Stores 11 Other	**5 different multiple choices** : 1 FO & Reservation = 3+9+11 2 F&B = 1+7+11 3 Executive Office = 11 4 House Keeping = 2 5 Administer & General = 4+5+6+8+10
E: Q6	Merged 10 different multiple choices to 5 different multiple choices. **10 different multiple choices:** 1 Secondary School Certificate 2 Vocational Qualification (Trade, New Zealand Certificate) 3 Polytechnic Certificate 4 Polytechnic Diploma 5 University Certificate 6 University Diploma	**5 different multiple choices:** 1 Secondary =1 2 Certificate & Diploma =2+3+4+5+6+8 3 Degree = 7 4 Postgraduate = 9 5 No qualification = 10

	7 University Bachelor Degree	
	8 Private School Qualification	
	9 Postgraduate Qualification	
	10 Other	

Appendix J - Glossary for this study

The following definitions are provided to help with understanding of terms used in this study.

Hospitality

An early definition of hospitality included any and all businesses and services whose primary objective was serving people outside of a private home (Barrows & Bosselman, 1999). Cassee and Reuland (1983) as cited in a study by Brotherton (1999) wrote that a definition of hospitality is a harmonious mixture of food, beverage, and/or shelter, a physical environment and the behaviour and attitude of people.

Hospitality industry

Businesses operate to meet lodging, food and beverage, vacation business, and recreational business needs and wants of customers. The industry includes accommodation businesses, restaurants, bars, casinos, catering, resorts, clubs and any businesses that offer food or shelter for profit to people away from home (Buergemeister, 1983).

Hospitality management degree

A bachelor's degree (normally obtained after form 6 or 7 of college or university-level academic pursuit) that has as its curriculum focus a field of multidisciplinary study which brings the perspectives of many disciplines, especially the training and knowledge required for future employment in the hospitality industry (Ricci, 2005). It tends to focus on preparing students, usually for management positions in the hospitality industry.

International hotel chain

A hotel chain is a collection or grouping of hotels under one recognizable brand operated by a management company. An International hotel chain claims to be the largest hotel chain in the world, in terms of the number of properties. For example, Accor Hotels, Best Western International and Star Wood Hotels.

Internship

An internship is when a person works in a temporary position with an emphasis on job training, rather than just employment. It is similar to an apprenticeship. Usually undergraduate hospitality students have an internship programme during their course. This provides opportunities for students to gain work experience in the hospitality industry (Lee, 2006).

Back of the house

The back of the house supports and services areas not usually seen by guests of a hotel such as kitchen staff, human resources staff, finance staff, and housekeeping staff. The major responsibility of the back of the house is the quality of the products or service offered to customers (Powers & Barrows, 2006).

Front of the house

Front of the house employees directly support and service customers, such as front desk staff and restaurant staff. The most important responsibility of the front of the house is guest satisfaction, with a particular emphasis on personal service (Powers & Barrows, 2006).

Cooperative education programme (CEP)

A cooperative education programme is part of an academic course that allows students to apply classroom theory in practical work settings and gain personal, academic, work skills, and work competencies (University of Central Florida, 2007). Cooperative education is a partnership among students, education providers and employers, with specified responsibilities for each party (Lee, 2006). In New Zealand, undergraduate hospitality students need to complete this as part of the normal academic curriculum while integrating a number of work terms into their programme (Harkison, 2004a).

Appendix K – Number of employees by RTO Commercial Accommodation Monitor)

Table: RTO Guest Nights by Month
Commercial Accommodation Quest Nights by Regional Tourism Organisation
Database: Commercial Accommodation Monitor

Database - CAM Regional Tourism Organisation (Main)

Regional Tourism Organisation (RTO)	Dec 06	Jan 07	Feb 07	Mar 07	Apr 07	May 07	Jun 07	Jul 07	Aug 07	Sep 07	Oct 07	Nov 07	Dec 07
						Last 13 Months							
Total	3,210,231	4,363,887	3,492,768	3,398,919	2,813,986	1,941,563	1,809,222	2,205,310	2,130,829	2,285,838	2,438,899	2,794,645	3,238,527
Northland RTO	209,508	363,742	205,402	183,851	143,542	90,483	75,670	79,333	76,115	92,885	115,832	129,430	214,732
Auckland RTO	482,000	563,060	523,090	571,476	462,310	380,580	376,133	416,055	417,698	431,013	456,218	543,051	486,350
Coromandel RTO	93,960	157,369	92,269	73,268	59,259	28,697	24,921	24,073	25,584	29,383	38,460	46,163	88,101
Waikato RTO	91,551	112,440	98,210	119,987	96,806	75,923	80,263	83,949	79,009	86,580	84,264	83,759	84,628
Bay of Plenty RTO	147,456	259,680	122,964	114,042	109,378	72,284	68,559	70,115	59,780	78,317	83,843	83,574	153,709
Eastland RTO	56,109	102,574	43,800	39,717	36,027	23,983	21,461	21,513	17,910	23,854	29,646	28,070	66,489
Rotorua RTO	181,072	222,786	185,006	184,441	169,173	118,658	107,919	139,177	113,470	143,902	151,266	165,042	175,419
Lake Taupo RTO	98,877	135,633	107,964	103,418	90,687	56,874	56,091	76,189	65,751	77,618	75,108	81,706	91,747
Ruapehu RTO	26,253	30,835	32,847	29,405	22,846	12,552	16,171	53,414	51,260	53,892	26,012	23,735	23,840
Taranaki RTO	49,254	79,468	56,011	56,883	48,284	33,227	35,675	36,225	30,409	36,825	45,139	45,210	53,301
Hawkes Bay RTO	113,718	160,258	103,874	109,838	89,077	56,487	54,545	58,703	59,695	64,360	81,812	75,577	111,080
Manawatu/Wanganui RTO	20,181	24,963	20,394	19,794	16,807	13,153	12,289	12,214	13,611	14,783	15,194	16,352	19,292
Wairarapa RTO	23,799	31,675	27,125	24,026	19,335	12,989	12,921	12,663	10,988	15,006	15,831	15,999	21,086
Wellington RTO	143,331	163,076	182,850	188,576	156,288	138,322	132,535	142,228	135,792	155,794	152,375	175,300	158,614
Marlborough RTO	80,226	102,100	89,024	84,319	67,126	37,758	36,177	34,880	35,287	40,978	48,481	62,370	79,524
Nelson/Tasman RTO	152,277	269,739	166,065	135,342	102,449	61,888	49,300	51,701	54,218	54,150	70,307	93,888	157,818
West Coast RTO	135,160	178,031	173,660	150,877	117,196	68,375	55,839	64,361	59,280	75,428	92,888	118,420	135,577
Canterbury RTO	416,585	501,409	461,095	441,868	387,155	259,918	244,004	305,362	286,833	311,235	355,455	409,492	428,797
Mackenzie/Ctrl SI RTO	72,545	88,572	76,808	69,698	54,204	30,415	25,771	29,196	32,677	38,439	46,000	59,134	71,470
Queenstown/Crtl Otago/Wanaka RTO	309,997	428,936	335,879	316,466	270,508	158,309	151,173	306,088	303,678	246,808	211,049	254,183	309,781
Dunedin RTO	90,709	110,262	107,915	114,288	94,480	70,178	55,481	60,050	60,414	67,360	76,512	83,275	88,796
Southland/Fiordland RTO	93,635	117,927	122,221	118,691	82,996	48,297	35,213	36,815	37,397	45,352	60,471	86,552	93,673
Other: Wanganui	16,761	23,230	22,947	18,810	14,373	12,401	12,022	12,573	13,913	14,110	13,482	15,494	20,496
Other: Palmerston North	27,164	32,019	41,581	39,712	31,338	31,404	28,406	32,062	42,124	36,784	31,981	32,921	27,818
Other: Wgtn/Kapiti/Wairarapa	211,337	249,354	263,823	266,849	217,299	182,123	172,629	185,699	178,156	203,704	206,033	230,954	221,751
Other: Centre Stage	443,840	621,194	518,911	486,510	386,874	281,768	258,106	272,279	267,661	298,832	324,822	387,212	459,093
Other: Ashburton	14,466	14,021	15,051	11,940	11,328	8,392	13,200	20,822	22,248	20,347	15,880	11,765	15,401
Other: Waitaki	33,898	49,500	39,917	35,877	30,666	17,597	13,509	15,566	16,562	18,078	23,448	26,293	34,338