



Shattering the Myths of the Core Essential Professional Competencies in Hotel Industry

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Abstract

The purpose of this study is to examine essential professional competencies of entry-level employee in hotel industry. The paper makes a comparison of the cognition of entry-level employee essential professional competencies between industries and educational institutions. This study applied Fuzzy linguistic and Grey Situation Decision-making (GSDM) to judge the ranking of importance for each essential professional competency. The results indicate that a number of professional skills have difference between hotel manager and educator. Preliminary phases of the study yielded the construction of an instrument used to determine the importance of certain professional competencies of newly hired entry-level positions workers. The information provided by the respondents is used to draw conclusions and provide implications for a more comprehensive understanding of hotel worker competencies. Finally, the contribution of this study is analysis and discussion the essential professional competencies of employees under cognizance of educator and hotel manager. Results of this study hopefully can offer a valuable decision basis for educator to understand competencies of demand in hotel.

Keywords: Fuzzy linguistic; Grey Situation Decision-making (GSDM); Essential professional competencies; Hospitality; Human resource management (HRM)

1. Introduction

The service trade is a labor intensive industry and puts emphasis on service quality especially lodging industry. The emergence of globalization have forced the enterprise has no choice but to provide efficient service quality to meet the demand of customers. As a consequence, the hotel must be competitive in serving quality. The human resource is most important resource in hotel industry and it is the key component to cause a successful or failure hotel service quality management (Singh, Hu & Roehl, 2007). Therefore, designing integrated human resources systems is one of the most powerful ways to ensure the creation of value for customers and profitability for owners (Cho & Wong, 2001; Enz & Sigaw, 2000; Kriegl, 2000).

Hence, to develop effective programs, it would be appropriate to investigate competencies that influence career success in the hotel industry and the courses that nurture those important competencies. Namely, to

exploring the relationships between hotel management courses and industry required competencies is an important issue. Researchers had generally to explore the competencies of hotel manager (Raybould & Wilkins, 2005; Kay & Russette, 2000; Taylor & Berger, 2000). However, Harrison (1996) shows clearly that there was a significant difference between the importance ratings of workplace basics competencies needed by entry-level employees and the middle-management employees in the hotel/motel industry. Furthermore, the crucial role employees play in attaining service quality (Baum, 2007a), especially entry-level employee (Tesone, & Ricci, 2005; Cho & Wong, 2001). In particular, the competencies of entry-level employee has become a very important issue in the human resource research in the tourism industry (Tesone & Ricci, 2005; Harrison, 1996), since many firm want to cost down in education and training to make their performance and enhance profit, and to promoting service quality. In view of the above evidence, such research is increas-

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ingly important because the competencies of entry-level employee were an essential factor in influencing customer satisfaction and loyal (Chang, 2006; Ndhlovu & Senguder, 2002; Timm, 2001; Grönroos, 2000; Ford & Heaton, 2000).

Generally, managers hiring employees in the hotel/motel industry expect higher levels of workplace skills (Formica & McCleary, 2000; Harrison, 1996). Nevertheless, the schooling influence for staff acquired experience, moreover, hospitality programs today are as diverse as the opinions offered by both proprietor and educators regarding the adequacy (or inadequacy) of current approaches to preparing tomorrow's managers for the hospitality industry (Vallen & Casado, 2000; Taylor & Berger, 2000; Ashley, Bach, Chesser, Ellis, Ford, LeBruto, Milman, Pizam, & Quain, 1995). Specifically, despite administrators are absorbed in improving staff's ability, but the knowledge that can't change the staff is formed and influenced by what the school educates deeply. Finally, form the disparity among professional ability and administrator's demand that the staff possess. The recent tendency of the hospitality industry to hire more generally trained graduates is calling that belief into question (Singh, Hu & Roehl, 2007; Ashley, et al., 1995).

In sum, understanding the difference between industries and academic is an important issue for determining essential professional competencies of hotel entry-level employment in human resource management. Previous studies have explored entry-level competencies in hotel employment research (Dana & Ricci, 2006; Tesone & Ricci, 2005; Harrison, 1996), but only a few studies have considered the gap between academic and industry circle (Lee, Cha & Kim, 2003; Lin, 2002), even the paper compares the difference between scholar and manager perception of the high school and university education degree that professional ability of entry-level staff considered to employ in hotel.

Therefore, this study suggested that to make a comparison of the perception of hospitality essential professional competencies between industries and educational institutions. It is important to note that a comparison between the former evaluation method with assessment educator and the hotel manager. For better explored the gap between educator and hotel manager perception of the entry-level employee's core essential professional competencies in hotel. This study applied Fuzzy linguistic and Grey Situation Decision-making (GSDM) to judge the ranking of importance for each essential professional competency. The latter method is an easy evaluation method and clear that obtained valuable analysis result for industry and educational institutions.

The GSDM is very effective for determining, ranking, and comparing the essential professional competency's difference between manager and educator, and then to develop helpful programs. Therefore, this study has three principal aims: (1) better understand the essential professional competencies of entry-level employee in hotel industry; (2) applying a easy evaluation method of the GSDM to judge the ranking of importance for each essential professional competencies and (3) make a comparison of the cognition of hospitality essential professional competencies between industry and educational institutions. Finally, the paper presents conclusions and suggestions for hotel and educational institution aimed at improving the preparation of individuals from institutions for successful entry into hospitality and tourism industry employment.

2. Literature Review

2.1 Essential Professional Competencies in Hotel

Previous research shows the different dimension regarding the competencies of employment in Hotel. Competency is evidenced by individual achievement or effectiveness of required skills and knowledge (Chung, 2000; Siu, 1998). In early days, early research on abilities for lodging managers suggested that leadership and interpersonal skills are essential for managerial success and represented the highest-rated management skills recognized by hospitality professionals (Formica & McCleary, 2000). Hogan (1989) point out the hotel operators were particularly interested in hiring graduates in three employment areas that were marketing and sales, food and beverage, and house-keeping management. Moreover, the hotel operators were also interested in people skills—human relations and service—and they wanted graduates with hands-on experience. Moreover, Hsu & Gregory (1995) infers that the most important for entry-level hospitality managers were human-relations skills such as communication and leadership skills. Brownell (1994) was to identify the communication skills and job-related activities that were perceived to have contributed most significantly to individuals' advancement, and furthermore ranked listening competence as the most important communication skill for career advancement in the hospitality industry, followed by group leadership skills. In addition, Harrison (1996) warranted education and training for middle-management vs. entry-level employees in the hotel/motel industry must be more intense and carried to higher levels of competency in the areas of: resources, information, interpersonal skills, systems, and technology.

In recent years, however, has challenged this belief by suggesting that knowledge in such areas as finance,

marketing, and information technology may be as important as or more important than human resources skills for success (Kay & Moncarz, 2004; Formica & McCleary, 2000). Cho & Wong (2001) indicate the four most important attributes in the selection of hotel employees were enthusiasm, initiative, teamwork, and willingness to learn, moreover, the four attributes receiving the lowest mean scores were problem-solving skills, general work experience, basic computer skills, and writing skills. Afterwards, Agut, Grau & Peiro (2003) study established that managers present more knowledge needs than skills needs in economic-financial management, marketing and market analysis, work organization, people and work team management, human resources management, tourism products and services, and customer profiles and behaviors. Lee, Cha & Kim (2003) regarded hospitality programs in graduate schools, the study presented that competencies needed by graduate students, industry placed high importance on leadership, company loyalty, and service-mindedness. Furthermore, Raybould & Wilkins (2005) signify most important skills needed by hospitality managers associated with interpersonal, problem solving, and self-management skill domains. In addition, Fáilte Ireland (2005) identify a number of good practice themes of human resources in tourism, they are flexibility, participation, performance management, recognition, reward, communication, learning & development, and empowerment. Studies of management expectations have generally shown that industry believes management skills are more important in the academic curriculum than technical skills (Raybould & Wilkins, 2005).

The implication is that the essential professional competencies needed for managers in hotel industry to succeed have changed through the years. Though the changes with era, the hotel employee's important professional competencies has changed some extent. But hotel personnel engage the assessment of employing ability is an important and central topic of the management in hotel industry perpetually to concern the success or failure that the hotel operates.

2.2 Relationship with Competencies and Performance

Through the years, the consensus among industry professionals has been that human resources-related skills represent the most important element of hospitality management success (Kay & Moncarz, 2004; Guerrier & Deery, 1998). Hospitality firms compete against one another primarily on the level of services that they can offer to their customers. Due to this competition, employees that are involved in providing these services can be considered as one of the most important resources possessed by hospitality firms (Singh, Hu & Roehl, 2007; Goldsmith et al., 1997).

The hospitality industry is a labor intensive industry and thus, provides a wonderful environment to explore issues of HRM.

However, staff's ability is unsuitable to be often one of the important reasons to result in leaving office. The working environment in many sectors of tourism is such that labor turnover is higher than in other sectors of the economy. The additional costs that accompany high levels turnover, namely there are relations between employee retention and profitability (Hinkin & Tracey, 2000; Guerrier & Deery, 1998). Throughout history, debate about labor intensity, the number and cost of people required to work in many areas of tourism, has sat alongside discussion of the skills necessary to deliver quality tourism services (Baum, 2007b). Besides, there has great benefiting in made flesh ware of control specifically to reduce employees training fee and to decrease time cost. Moreover, Hinkin & Tracey (2000) indicated the staff in most full-service hotels comprises a large number of people, and turnover is frequently high. Most important, the costs are substantial even in entry-level positions for relatively simple jobs. Therefore, to narrow the gap between schooling and industry that can abate staff unagreeableness and then to decrease turnover rate (Ghiselli, Lopa, & Billy, 2001; Vallen & Casado, 2000).

Besides, Pringle and Kroll (1997) argued that intangible knowledge based resources (e.g., human capital) are more likely to lead to a sustainable competitive advantage when the environment is changing rapidly, moreover, Wright et al. (1994) indicated the human capital (knowledge, skills, and behavior) reinforces the importance of people-related competencies that ultimately link to a firm's success. Therefore, effective human resource management can be considered as the new source of competitiveness (Chan et al., 2004). Understanding how to effectively manage this competitive source for better organization performance is of great concern for all hospitality establishments (Singh, Hu & Roehl, 2007).

3. Research Methods

3.1 Instrument Design

Pervious studies have identified a number of factors that correlate with the essential professional competencies of hotel employment. This study selected a list of variables to examine the opinions offered by both industry and educators regarding which factors were most important. This inquiry yielded a total of 16 core essential professional competencies variables. Table 1 lists core essential professional competencies of the hotel.

This study attempted to ascertain the importance

of core essential professional competencies of hotel employment. This research designed a structured questionnaire to assess the importance of various core essential professional competencies factors affecting hotel employment. Moreover, the educator and hotel manager evaluate the importance of core essential professional competencies of hotel for high school and college student as a freshman or entry-level employee of the hotel separately. This study presume that the high school student be a basic level staff, and furthermore assume that to take college student into a middle-level successor.

The questionnaire consisted of two sections. The first section used five point scales to identify the importance of the variables in the hiring decisions. The second section gathered general hotel and school information.

Table 1. Employee’s Core Essential Professional Competencies of the Hotel

Code	Factor
R1	Working knowledge of security management
R2	Understanding operational procedures of department
R3	Housekeeping and cleaning
R4	Negotiating and hosting
R5	Practical experience and skills
R6	Working knowledge of hospitality statute
R7	Developing positive customer relations
R8	Problem discovering, solving, and managing
R9	Language proficiency or diversity
R10	Adaptive leadership
R11	Marketing, promoting and selling skills
R12	Professional knowledge of F&B
R13	Recognizing food safety and hygiene
R14	Working knowledge of recommend and order in menu
R15	Communication skills
R16	Working knowledge of F & B cost

Note: F & B namely food and beverage

3.2 Data Collection

Based on the purpose, the present research respondent includes the academia and hotel industrial personage. Both the academia and hotel industrial data for this study were collected by the educator of senior high school and college that has department of tourism, hospitality, restaurant, leisure, and recreation management, and furthermore also by the managers of major hotels in Taiwan. The core essential professional competencies in hotel survey, which comprised 16 questions, was administered to all respondent, and 47 percent of the responded by Post the questionnaire, for an *N* of 80 from academia and an *N* of 40 from hotel industrial. The data thus collected were provided to us as aggregate statistics for each school and hotel. The data is collected by 170 questionnaires. Completed questionnaires were returned by 120 hotel managers and educators.

3.3 Data Analysis

This study provides a simple and fast approach based on the GSDM to evaluate cognitive difference between need of competences worked at hotel and training of curriculums. The proposed method is used to choose the optimal professional skills under cognizance of educators and hotel managers. The proposed method is divided into two stages. First, the Fuzzy linguistic adopt in dealing with imprecise linguistic descriptions in the responses’ heuristic rules. Secondly, the GSDM is used to judge the ranking of preference for each professional skill. The GSDM algorithm provides an effective means of dealing with one event that involves multiple decisions and a choice between situations.

3.3.1 Fuzzy Linguistic Variable

The statistics used quantity aspects of most maximum membership by Liker Scale. Responders appear a likely outside of the psychological decision making behavior to select an option in five linguistic wording. The purpose of quantization estimates the project of weighing in the responders. Quantization number is an ordinal variable in essence. However, verified research assumes width of equal for each linguistic interval. Thus, the shortcoming easy to derive out

There are decision situations in which the information cannot be assessed precisely in a quantitative form but may be in a qualitative one, and thus, the use of a linguistic approach is necessary. The linguistic approach is an approximate technique which represents qualitative aspects as linguistic values by means of linguistic variables (Herrera et al., 2000).

The questionnaire of fuzzy linguistic scale utilizes fuzzy weighting, linguistic variable, fuzzy number and membership function. To count the fuzzy number average of weighted maximum membership by fills in percentage. It is a latent phenomenon inside for considering mankind’s psychological decision behavior (Voxman, 2001).

To develop the process of a fuzzy linguistic scale to solve the linguistic scale problems generated by the quantitative methods based on Likert Scale and semantic scale, and to reduce the difficulties of answering the fuzzy questionnaire. The definition of statistical count and linguistic variables as follows:

Definition 1: Let $S = \{s_1 = \text{very low}; s_2 = \text{low}; s_3 = \text{even}; s_4 = \text{high}; s_5 = \text{very high}\}$

Definition 2: the functions of linguistic term of statistical (f_L) and linguistic variables (f_R) as follows:

$f_L(L_i)=i, i=1, 2, 3, 4, 5, i$ is a definite number.

$f_R(L_i)=\tilde{i}, \tilde{i}=1, 2, 3, 4, 5, \tilde{i}$ is a fuzzy number.

Definition 3: Relationship of quantitative for statistical and linguistic variables as follows:

$$u_j(\chi) = \max_{1 \leq i \leq 5} [u_i(\chi)], j = \text{values of quantitative for statistical}$$

$$k = \frac{\sum_{i=1}^5 (i) [u_i(\chi)]}{\sum_{i=1}^5 u_i(\chi)}, i = \text{values of quantitative for linguistic variables}$$

Figure 1 depicts the five linguistic values of fuzzy probability that used in this study to address the question. In addition, the answer is a fuzzy probability and Table 1 lists the semantics.

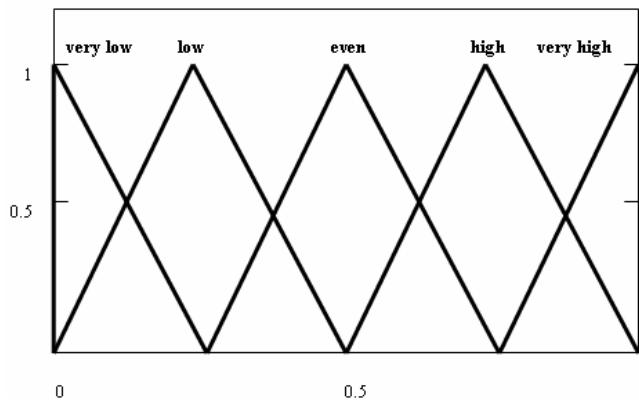


Figure 1. Linguistic Values for Fuzzy Probability

Table 2. Linguistic Interval Scale

Linguistic term set	Fuzzy number			Membership degree		
very low	0	0	0.28	0	1	0
low	0	0.28	0.50	0	1	0
even	0.28	0.50	0.71	0	1	0
high	0.50	0.71	1	0	1	0
very high	0.71	1	1	0	1	0

3.3.2 Grey Situation Decision Making (GSDM)

The GSDM algorithm provides an effective means of dealing with one event that involves multiple decisions and a choice between situations. The definitions and algorithms related to this method are as follows.

Definition 1: let $a_i, i = 1, 2, \dots, n$, be the countermeasures to select core essential professional competencies, and $b_j, j = 1, 2, \dots, m$, be core essential professional competencies. Then, a_i and b_j are referred to as combined events, and S_{ij} refers to a core essential professional competency situation and is given by:

$$S_{ij} = (a_i, b_j) \tag{1}$$

Definition 2: the evaluation of the effectiveness of a core essential professional competency of five score is a target. Each appraising value has only one target.

Definition 3: if $S_{ij} = (a_i, b_j)$ is a situation, then the effectiveness of a_i and b_j can be written as E_{ij} . Let M be a mapping variable such that $M(E_{ij}) = R_{ij}$, where R_{ij} is the value of the mapping. If M satisfies $M(E_{ij}) = R_{ij} \in \mathbb{R}, R_{ij} \in [0, 1]$, then M can be referred to as the mapping effectiveness measurement. The properties of M are as follows:

1. The upper-bound effectiveness that measures the target of M is “larger-the-better”.

$$R_{ij} = \frac{E_{ij}}{\max_i E_{ij}} \tag{2}$$

2. The lower-bound effectiveness that measures the target of M is “smaller-the-better”.

$$R_{ij} = \frac{\min_i E_{ij}}{E_{ij}} \tag{3}$$

3. The moderate effectiveness that measures the target of M is “normal-the-better”.

$$R_{ij} = \frac{\min\{E_{ij}, E_0\}}{\max\{E_{ij}, E_0\}} \tag{4}$$

Where $E_0 = \frac{1}{n} \sum_{i=1}^n E_{ij}$; i is the index of countermeasures to select core essential professional competencies, and j is the index of core essential professional competencies.

Definition 4: let the situation, S_{ij} , have i measuring targets for n adjudicators. If the mapping of E_{ij} is $M(E_{ij}) = R_{ij}$, then the synthetic measured effectiveness value, R_{ij} , for one of the core essential professional competencies is:

$$R_i^\Sigma = \frac{1}{n} \sum_{i=1}^n R_{ij} \tag{5}$$

Considering n countermeasures, a_1, a_2, \dots, a_n deals with the adjudicators, b_j . The synthetic effectiveness of associated mapping for measuring vectors R_i^Σ can be expressed as:

$$R_i^{\Sigma*} = \{R_{i1}^\Sigma, R_{i2}^\Sigma, \dots, R_{in}^\Sigma\} \tag{6}$$

Definition 5: if $R_i^{\Sigma*}$ satisfies the condition,

$$R_{ij}^{\Sigma*} = \max_i \{R_{ij}^\Sigma\}, i \in I = \{1, 2, \dots, m\} \tag{7}$$

Then $s_{ij}^* = (a_i, b_j^*)$ represents “satisfactory situations”; where, b_j^* is the satisfied countermeasure of the core essential professional competencies for an adjudicators screened event, a_i , and $R_{ij}^{\Sigma^*}$ represents the most satisfactory situation.

4. Results

4.1 Respondent Profile

Table 3 and Table 4 are shows that the respondent profile of hotels and schools that gathered general hotel and school information. The hotel’s profile relative to period of operation, room counts, number of full-time staff, number of part-time staff, and turnover rate of staff. Besides, the school’s profile includes education system, department, and period of operation. The sample composed for an N of 40 from hotel industrial and an N of 80 from academia (high school and college).

Table 3. Respondent Profile Demographics of Hotels

Variable	Item	N	%
Period of operation	Under 5 years	9	22.5
	6-10 years	5	12.5
	11-20 years	7	17.5
	Over 21 years	19	47.5
Room counts	31-50	1	2.5
	51-100	2	5.0
	101-200	8	20.0
	201-300	18	45.0
	301-400	4	10.0
	Over 401	7	17.5
Number of full-time staff	Under 30	2	5.1
	31-50	1	2.6
	51-100	5	12.8
	101-200	11	28.2
	201-300	8	20.5
	301-400	4	10.3
Number of part-time staff	Under 10	17	43.6
	11-~30	13	33.3
	31-50	4	10.3
	Over 51	5	12.8
	Turnover rate	under 10%	24
11%-20%		6	15.4
21%-30%		7	17.9
31%-40%		2	5.1

Note: $N= 40$

Table 4. Respondent Profile Demographics of Schools

Variables	Item	N	%
Education system	High school	54	67.5
	College	26	32.5
Department	Hospitality	50	63.3
	Tourism, travel and leisure	29	36.7
Period of operation	Under 5 years	39	50.6
	6-10 years	14	18.2
	11-15 years	13	16.9
	16-20 years	2	2.6
	Over 21years	9	11.7

Note: $N= 80$

4.2 GSDM Analysis Processor

The procedure for apply GSDM to analyze data

and find important core essential professional competencies for employees of the hotel as follows.

Step 1: To identify the event, countermeasure, situation and target.

To identify the selection of core essential professional competencies (educator: 80 responders, hotel manger: 40 responders), a_i ; the countermeasure of core essential professional competencies (16 items), b_j . In situation S_{ij} , i represent the evaluative values of responders, and j represents is the number of core essential professional competencies.

The sixteen targets of the evaluative values are larger-the -better.

Step 2: Evaluate the effectiveness of evaluative values by adjudicators.

Using Eq. (2) calculate the effectiveness of each responder. For example: hotel manager cognize core essential professional competencies for middle-level employees (college student). The former responder perceives very high for R_I .

$$RII = \frac{0.909}{0.909} = 1$$

Step 3: Making decisions in grey situations

Using Eq. (5) yields the synthetic effectiveness value.

$$R_I^\Sigma = \frac{1}{40}(R_{11} + R_{21} + R_{31} \dots + R_{40})$$

$$= \frac{1}{40}(1+1+1+1+0.7888 \dots +0.7888)$$

$$= 0.8627$$

Step 4: Verify the events results

In accordance, in multi-response problems, the optimal setting of each factor is the one that yields the highest multi-response performance synthesis value (R_i^Σ).

4.2 Comparing the Difference between Educator and Manager

Table 5 shows the evaluating of educator and hotel manager cognize core essential professional competencies. The rank of the *middle-level employees* (college student) core essential professional competencies of the hotel, the factor setting in R9 (Language proficiency or diversity), yielded the highest R_i^Σ value for middle-level employees. However, the item of biggest difference between hotel manager and educators is R7 (Developing positive customer relations), R5 (Practical experience and skills), R6 (Working knowledge of

hospitality statute), R14 (Working knowledge of recommend and order in menu), and R16 (Working knowledge of F & B cost) are more difference of perceptive core essential professional competencies among hotel managers and educators. Among them, the hotel manager has more considers in R9 (Language proficiency or diversity), R7 (Developing positive customer relations), and R15 (Practical experience and skills). On the other hand, the educator reflects much attention to R9 (Language proficiency or diversity), R15 (Practical experience and skills), and R10 (Adaptive leadership). Therefore, the difference in cognizance between hotel managers and educators are from the practical experience and skills, statute and financial knowledge.

In the rank of *basic-level employees* (high school student) core essential professional competencies of the hotel, the factor setting in R7 (Developing positive customer relations) yielded the highest R_i^{Σ} value for basic -level employees. R2 (Understanding operational procedures of department), R6 (Working knowledge of hospitality statute), R8 (Problem discovering, solving, and managing) R9 (Language proficiency or diversity), R10 (Adaptive leadership), and R11 (Marketing, promoting and selling skills) are more difference of cognitive core essential professional competencies among hotel managers and educators. Among them, the hotel manager has more considers in R7 (Developing positive customer relations), R15 (Practical experience and skills), and R5 (Practical experience and skills). On the other hand, the educator reflects much attention to R9 (Language proficiency or diversity), R15 (Practical experience and skills), and R7 (Developing positive customer relations). General speaking, hotel managers and educators have perception in substance and training of schooling also enhances practical skills for students.

Generally, the hotel manager regards entry-level employee core essential professional competencies of the hotel the most important factors are R7 (Developing positive customer relations), R15 (Communication skills), and R9 (Language proficiency or diversity). The difference is not apparent that educator perceps that R9 (Language proficiency or diversity), R15 (Communication skills), and R7 (Developing positive customer relations). However, the result presents that has differences to employee core essential professional competencies of the hotel in the perception between hotel manager and educator. The difference factors are R3 (Housekeeping and cleaning), R6 (Working knowledge of hospitality statute), R10 (Adaptive

leadership), and R12 (Professional knowledge of F&B). Among them, the hotel manager considers R3 (Housekeeping and cleaning) more than educator. On the other hand, the educator reflects much attention to R6 (Working knowledge of hospitality statute), R10 (Adaptive leadership), and R12 (Professional knowledge of F&B).

Table 5. The Ranking of Educator and Hotel Manager Perceives Core Essential Professional Competencies

Item	College		High school		Combination	
	Hotel manager	School educator	Hotel manager	School educator	Hotel manager	School educator
R1	12	10	10	9	9	9
R2	9	9	6	10	6	9
R3	16	16	5	6	8	16
R4	6	6	12	13	12	14
R5	10	15	3	2	4	4
R6	13	7	14	11	16	12
R7	2	14	1	1	1	3
R8	5	4	11	15	5	5
R9	1	1	8	4	3	1
R10	4	3	16	12	13	8
R11	7	8	13	16	14	15
R12	14	13	9	7	11	7
R13	11	12	4	5	7	6
R14	15	11	7	8	10	11
R15	3	2	2	3	2	2
R16	8	5	15	14	15	13

5. Conclusions

The growth of the hospitality industry has created high demand for competent employee and forms a challenge to hospitality educators. Efforts need to be made to enhance hospitality educators' perspective of the industry's needs and to design effective courses in the field of hospitality management. The results indicate that a number of professional skills have difference between hotel managers and educators. They have different cognitive in practical operation skills and management knowledge. Furthermore, hotel managers and educators have high cognitive competences in communication and solve problems skills. The contribution of this study is analysis and discussion the professional skills of employees under cognizance of educators and hotel managers. Results of this study hopefully can offer a valuable decision basis for educators to understand skills of demand in hotel.

The result suggests that the basic-level employee most important core essential professional competencies are developing positive customer relations, language proficiency or diversity, and communication skills. In the middle-level employee important core essential professional competencies are language proficiency or diversity, communication skills, adaptive leadership, and developing positive customer relations. In addition, the basic-level employee important core essential professional competencies are developing positive customer relations, practical experience and

skills, communication skills, and recognizing food safety and hygiene. This seemingly constitutes a reinforcing argument for Harrison (1996) indicated that the importances of workplace basics competencies were perceived to be higher for middle-managers than basic-level employees. The paper has evidence the difference perception between educators and managers in hotel professional competencies from Raybould & Wilkins (2005) and Chung (2000). Moreover, The result have strong implications that the most appropriate educational program in hospitality management today should be focused more on specific skills or on general management. The firms are likely to pay a premium for specifically trained employees over those who are generally trained.

Moreover, results do not lead so far to any clear-cut conclusions that knowledge in such areas as finance, marketing, and information technology may be as important as or more important than human resources skills for success (Kay & Moncarz, 2004). The result on important professional competencies of hotel shows relatively high agreement when suggested that leadership and interpersonal skills are essential for managerial success and represented the highest-rated management skills recognized by hotel professionals while high agreement has been found among observers Formica & McCleary (2000). A fuller understanding of this topic requires an examination of both performance evaluation and different level employee professional competencies of the hotel. Future work should examine other potential factors that professional competencies might influence in different level employee.

Finally, this study has a great contribution for the industry and educational institutions. Because of the quick development in hotel industry has, therefore high school, universities and colleges have strived to establish their own feature for enhancing their competitiveness such as to educate their students in this new international arena and to cultivate abilities students will match the need of practice. Moreover, with the intention of the learning will adapt to the practice, so it is important to understand the professional abilities of hotel industry for the curriculums design of the hotel management department. In addition, the issue is how to make the education more practice and correspond with the spirits of vocational education, as a consequence, widened the gap between the skills and professional knowledge of the practitioners educated by academics and the demand of the industry. This study tries to quantify the differences between them, and provide advices to narrow the gap.

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