

DEVELOPING AN INDUSTRY SPECIFIC MANAGERIAL COMPETENCY
MODEL FOR PRIVATE CLUB MANAGERS IN THE UNITED
STATES BASED ON IMPORTANT AND FREQUENTLY
USED MANAGEMENT COMPETENCIES

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VITA

Jason Paul Koenigsfeld, son of Eugene and Cynthia Koenigsfeld, was born April 8, 1979, in Englewood, Colorado. Jason graduated from Columbine High School in Littleton, Colorado in 1998. In 2003, he graduated from the University of Nevada Las Vegas with a Bachelor of Science degree, majoring in Hotel Administration. After graduation, he moved to Vero Beach, Florida where he was employed by John's Island Club as a management intern. While at John's Island Club, he worked in every department of the club operation learning about all facets of a major private club. While working full-time in 2004, he enrolled in Auburn University's distance education program to pursue a Masters of Science degree in Hotel and Restaurant Management. He then moved to Auburn where he taught the Introduction to Hospitality Management course and served as a graduate teaching and research assistant for the director of the program. While at Auburn, he also taught the Perspectives in Hospitality Management course at Georgia State University as a part time instructor. Jason is a Certified Hospitality Educator (CHE) through the American Hotel and Lodging Association. He has conducted education sessions on management competencies for the Club Managers Association of Southern Africa (CMASA). Jason is a member of the International Council of Hotel, Restaurant, and Institutional Education (I-CHRIE) and the Club Managers Association of America (CMAA).

DISSERTATION ABSTRACT
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This study investigated managerial competencies for private club managers in order to: a) measure important and frequently used management competencies according to Sandwith's (1993) competency domain model which includes competencies in the conceptual-creative, interpersonal, leadership, administrative and technical domains; b) identify and classify important and frequently utilized managerial competencies for private club managers in the United States; c) develop a valid and reliable management

competency model which the Club Managers Association of America (CMAA) can use to evaluate and design professional development programs that are based on important and frequently used managerial competencies; d) measure club managers perceptions of important managerial competencies based on certification status, club type and number of years of managerial experience in the private club industry; and e) compare how club managers in this study rated managerial competencies versus how they rated them in previous studies conducted by Perdue, Ninemeier and Woods (2000, 2001, 2002).

Twenty-eight competencies; identified in this study were classified as essential competencies, 120 were classified as considerably important competencies and three were classified as moderately important competencies. One hundred and sixty-three managerial competencies that were identified through a literature review of management, business and hospitality journals were factor analyzed into nine different dimensions. A model was developed in order to further understand important managerial competencies needed for managing a private club operation in the United States. This model can be used to update certification requirements and professional development programs for club managers as well as update university curricular offerings. Another contribution made by this research is the identification of important and frequently used managerial competencies in the leadership, interpersonal and conceptual-creative domains that have not been addressed in previous studies on club manager competencies.

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TABLE OF CONTENTS

| | |
|---|-----|
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiv |
| | |
| CHAPTER 1 - INTRODUCTION | 1 |
| Overview | 1 |
| Statement of the Problem | 1 |
| The Private Club Industry | 3 |
| Club Managers Association of America | 4 |
| The Club Foundation | 5 |
| Purpose of the Study | 5 |
| Research Questions | 6 |
| Statistical Hypotheses | 6 |
| Assumptions | 7 |
| Limitations | 7 |
| Scope of the Study | 9 |
| Definition of Terms | 11 |
| | |
| CHAPTER II - REVIEW OF LITERATURE | 15 |
| Types of Competencies | 15 |
| Competencies and Competency Models | 19 |
| Competencies Applied to Businesses | 25 |
| The Importance of Leadership in Businesses | 33 |
| Competency Use by Trainers | 35 |
| Competency-Based Education | 41 |
| The Use of Competency-Based Education in Hospitality Programs | 42 |
| Competencies Applied to the Hospitality Industry | 48 |
| Competencies Displayed by Managers of Lodging Operations | 48 |
| Competency Use in the Restaurant and Food Service Industry | 54 |
| Competency Use in Other Hospitality Venues | 56 |
| Competency-based Certifications | 57 |
| Competency Use in the Private Club Industry | 60 |
| CMAA Management to Leadership Model | 67 |
| Summary | 71 |
| | |
| CHAPTER III - METHODS | 73 |

| | |
|---|-----|
| Classification of the Study..... | 73 |
| Phase I – Practical Research in Private Clubs..... | 74 |
| Research Questions..... | 75 |
| Phase II – Development of the Survey Instrument | 76 |
| Conceptual-Creative Competencies..... | 79 |
| Interpersonal Competencies | 80 |
| Leadership Competencies | 81 |
| Administrative Domain..... | 82 |
| Technical Domain..... | 83 |
| Phase III – Sample Selection | 84 |
| Phase IV – Data Collection..... | 85 |
| Phase V – Data Analysis..... | 87 |
| | |
| CHAPTER IV - RESULTS | 88 |
| | |
| Sample Characteristics..... | 88 |
| Club Demographics | 89 |
| Club Managers Demographics..... | 91 |
| Analysis of Important and Frequently Used Competencies | 93 |
| Factor Analysis..... | 129 |
| Certification Status | 145 |
| Club Type..... | 148 |
| Certification Status and Years of Experience | 151 |
| Summary..... | 151 |
| | |
| CHAPTER V – DISCUSSION AND RECOMMENDATIONS OF FUTURE RESEARCH | 154 |
| | |
| Discussion..... | 154 |
| Review of Sample | 155 |
| Developing a Managerial Competency Model for Club Managers | 156 |
| The Sports and Recreation Cluster | 159 |
| Updating Important Managerial Competencies for Club Managers | 160 |
| Certification Status and Important Managerial Competencies..... | 161 |
| Club Type and Important Managerial Competencies | 163 |
| Certification Status and Years of Management Experience in the Private Club Industry | 165 |
| Categorizing Important Managerial Competencies for Private Club Managers | 165 |
| Practical Implications of the Study | 167 |
| Conclusions and Recommendations for Future Research | 169 |
| | |
| REFERENCES..... | 174 |
| | |
| APPENDICES..... | 191 |

| | |
|------------------|-----|
| APPENDIX A | 192 |
| APPENDIX B | 193 |
| APPENDIX C | 194 |
| APPENDIX D | 196 |
| APPENDIX E..... | 198 |
| APPENDIX F..... | 209 |

LIST OF TABLES

| | |
|---|-----|
| 1. Survey Location for Participants | 89 |
| 2. Classification of Club for the Survey Population..... | 91 |
| 3. Regional Breakdown..... | 92 |
| 4. Comparisons of Respondent Club Characteristics to the Population of Members of the Club Managers Association of America | 93 |
| 5. Essential Competencies for Club Managers..... | 95 |
| 6. Considerably Important Competencies for Club Managers..... | 98 |
| 7. Moderately Important Competencies for Club Managers..... | 110 |
| 8. Frequency Ratings for Club Management Competencies..... | 111 |
| 9. Overall Importance Rankings for Each Competency Domain/Cluster..... | 126 |
| 10. Overall Frequency Rankings for Each Competency Domain/Cluster | 127 |
| 11. Aggregate Ranking for Overall Important and Frequently Rated Managerial Competencies | 128 |
| 12. Factor Analysis for the Leadership-Interpersonal Domain..... | 134 |
| 13. Factor Analysis for the Golf Management Cluster..... | 136 |
| 14. Factor Analysis for the Food & Beverage Cluster..... | 137 |
| 15. Factor Analysis for the Human Resources- Legal Cluster..... | 138 |
| 16. Factor Analysis for the Facilities Management Cluster..... | 139 |
| 17. Factor Analysis for the Accounting & Finance Cluster..... | 140 |
| 18. Factor Analysis for the Conceptual-Creative Domain..... | 141 |

| | |
|---|-----|
| 19. Factor Analysis for the Club Governance Cluster..... | 142 |
| 20. Factor Analysis for the Sports & Recreation Cluster | 142 |
| 21. Factor Analysis for the Marketing Cluster..... | 143 |
| 22. Means and Standard Deviations on the Dependent Variables Based on Certification Status | 146 |
| 23. Means and Standard Deviations on the Dependent Variables Based on Club Type..... | 150 |

LIST OF FIGURES

| | |
|---|-----|
| Figure 1. American Society for Training and Development Competency Model (2004)..... | 40 |
| Figure 2. CMAA's "Management to Leadership Model" (2003)..... | 70 |
| Figure 3. Managerial Competency Model for Private Club Managers in the United States | 144 |
| Figure 4. Jirasinghe & Lyons (1995) Framework for Viewing Competencies Relating to Senior Occupational Positions | 159 |

CHAPTER 1

INTRODUCTION

Overview

This purpose of this research was to examine managerial competencies used by private club managers. The primary purpose of the study was to determine the extent to which club managers used competencies and how important they believed competencies were in performing their jobs effectively.

Statement of the Problem

Managerial competencies have been used for all types of organizations, including private clubs (Perdue, Ninemeier & Woods, 2000). However, most managerial competency research has focused on education and business sectors (Katz, 1955; McClelland, 1973). Competencies were originally used in business and education sectors as a means to select employees or students (McClelland, 1973; Sandwith, 1993). Competencies according to Sandwith, are cumulative, meaning that “as a manager moves up the career ladder, he or she acquires new competencies that are added to existing ones” (Sandwith, 1993, p. 51). This allows for a better assessment of which candidate is the correct person for the job. Adoption of management competencies by the Club Managers Association of America (CMAA) occurred in 1986 as a basis for the professional development programs and the certified club manager designation (CCM).

The CCM designation signifies dedication, ability, competence and professionalism of private club managers who complete professional development courses and a comprehensive examination (Kent & Perdue, 1989).

In the last ten years, CMAA has updated their certification process to incorporate trends within the private club industry. During a 2003 professional development program offered by CMAA, a new model called “Management to Leadership” was developed to incorporate what managers must be able to do in order to effectively lead a private club. At the base of this model were the original nine competency clusters developed by Perdue et al., (2000). These competency clusters have formed the basis of CMAA professional development programs and include: club governance; sports and recreation management; food and beverage management; club accounting and financial management; human and professional resource management; club facility and building maintenance; external and governmental influences; management and marketing. The premise of the model is that in order for a manager to become a leader, they must first be able to manage these nine areas of club operations. These nine clusters incorporate two of Sandwith’s five domains; the technical domain, and the administrative domain. As managers progress through the Management to Leadership model, they use other competencies, mainly leadership, conceptual/creative, and interpersonal competencies in order to move from managing the club’s operations to leading the club’s operations. Managerial competencies are viewed as a snapshot in time. These studies must be updated over time in order to incorporate new roles and trends within the industry (Meyer & Semark, 1996).

This study focused on identifying competencies used currently by private club managers to perform their job. The study measured the importance of managerial competencies to private club managers as well as how frequently they use these competencies when managing club operations. Previous studies that have examined managerial competencies in private club operations have not analyzed important managerial competencies in the conceptual/creative, interpersonal, and leadership domains (Singerling, Woods, Ninemeier & Perdue, 1997; Perdue et al., 2000; Perdue, Woods & Ninemeier, 2001). Competencies in these domains include managerial functions such as developing contingency plans, monitoring trends in the private club industry, developing new ideas, conducting and updating a strategic plan, listening without interrupting, writing and speaking well, conducting oral and written presentations, leading by example, mentoring direct reports and inspiring and motivating others.

The Private Club Industry

“The study focused on a single sector of the hospitality industry which helps control for industry effects” (Dess, 1987; Icenogle, 1993, p. 5). The private club industry was selected because of the need for continued research in managerial competencies for the purpose of updating professional development programs and evaluating the current certification process. Private club managers and CMAA expressed interest in the topic by providing a research grant to fund the study. The topic was also chosen because of the lack of research in this unique sector of hospitality management (Barrows & Walsh, 2002).

All the clubs represented in this study were members of the Club Managers Association of America, a professional association for managers of private clubs. CMAA represents more than 3300 private clubs including country, city, athletic, faculty, yacht, corporate, and military clubs (D. McCabe, personal communication, February 9, 2007). The current study incorporated all of these types of clubs.

Club Managers Association of America

The Club Managers Association of America (CMAA) is a non-profit professional association for managers of membership clubs. There are approximately 7,000 members of CMAA across all classifications (<http://www.cmaa.org/who/index.html>). CMAA has more than 50 regional chapters throughout the United States and around the world. “The mission of the association is to advance the profession of club management by fulfilling the educational and related needs of its members” (Morris, 2001, p. 4).

Associations of club managers in both Boston and New York were formed in the mid 1920's. Colonel Clinton G. Holden and Acting Secretary, M. B. Seltzer founded the National Association of Club Managers in 1926 (Duncan, 1977). The intent of this newly formed association was to open up communications with newsletters and an annual convention where educational sessions would address issues and concerns faced by club managers (Duncan, 1977). One hundred members attended the first convention held in January, 1927 at the Hotel Sherman in Chicago. That first convention addressed such issues as why clubs need a general manager, club publicity, greenskeeping, organization of clubs, manager contracts, club cost accounting, club budgets and budget control and laundry service (Duncan 1977).

In 1928, the name of the association was changed to the Club Managers Association of America (Morris, 2001). CMAA has evolved to include professional development programs, an annual world conference on club management, professional certifications known as CCM (Certified Club Manager) and MCM (Master Club Manager), a charitable foundation and Premier Club Services which provides products and services to subscribing club managers (<http://www.cmaa.org/who/index.html>). “The association now serves to promote and advance friendly relations among persons connected with the management of clubs and other similar associations; to encourage the education and advancement of its members; and to assist club officers and members, through their managers, to secure the utmost in efficient and successful operations” (<http://www.cmaa.org/who/index.html>).

The Club Foundation

The Club Foundation (CF) is a 501(c)(3) non-profit organization that was established by CMAA in 1988. “The mission of the CF is to raise funds to financially support the development of club managers through education, training and research initiatives” (<http://www.clubfoundation.org/mission.html>). This current study was funded by a grant from the Club Foundation.

Purpose of the Study

The purpose of this study was to determine which managerial competencies private club managers perceive to be important and which managerial competencies they most frequently use. Furthermore, a valid and reliable managerial competency model was developed for private club managers from important managerial competencies

identified in this study. An additional purpose of the study was to update studies conducted by Perdue et al., 2000, 2001, and 2002, on important managerial competencies used by private club managers. The results of this study were compared to previous studies conducted on club manager competencies to see if important managerial competencies changed over time. Finally, in order to gain a better perspective on what competencies were the most important, each competency value was categorized according to the following scale used by Butula (1975), Tas (1988), Tas, LaBrecque and Clayton (1996) and Nelson and Dopson (1999); essential competencies: mean scores over 4.50, considerably important competencies: mean scores between 4.49 – 3.50, moderately important competencies: mean scores between 3.49 – 2.50. The study was guided by the following research questions.

Research Questions

The research questions that were analyzed when conducting this study included:

1. Is there a relationship between certification status and the perceived level of importance of private club management competencies?
2. Is there a relationship between the type of club and the perceived level of importance of private club management competencies?
3. Is there a correlation between certification and years of experience in the private club industry on the perceived level of importance of private club management competencies?

Statistical Hypotheses

- A) There is no significant relationship between certification status and the importance rating of managerial competencies for club managers.

- B) There is no significant relationship between club type and the importance rating of managerial competencies for club managers.
- C) There is no correlation between certification status and years of experience in the private club industry in predicting which competencies managers find most important.

Assumptions

In conducting this study, the following assumptions were made:

- A) The club managers (members of the Club Managers Association of America) involved in this study are representative of other club managers in the United States.
- B) Participants answered the questionnaires honestly and consistently; participants were able to identify and report competencies that they felt were important to their success as well as report competencies that gave them the ability to perform their job effectively.
- C) The demographic characteristics of the club managers will vary since there is a variation in educational backgrounds, certification status, age, club type, club size and location and managerial title.

Limitations

One limitation of the current study is that it did not use the Behavior Event Interview (BEI) which some previous competency studies have used to predict superior and effective managers (Spencer & Spencer, 1993). The BEI has been shown to be an effective method for gathering information on skills, behaviors and traits that are important for superior performers within a particular job or profession (Spencer et al., 1993). Through the use of the BEI, researchers can determine how superior managers rate

competencies versus how average and poor performers rate competencies. These interviews can be lengthy and cost approximately \$100 per test. Conducting BEIs on participants of this study is not feasible due to cost and time that would be required.

Another limitation of this study is the self reported results from the participants. The researcher must assume that all data gathered are accurate and that the participants understood all the questions that were asked on the survey. Another limitation to this study is that the participants were limited to active members of CMAA. This study did not include inactive members, retired members, student members or previous members of the association. The study also did not include managers of private clubs that were not members of CMAA. Bias may have entered the study since nonmembers of CMAA were not able to participate in the study. Since the current sample consists of active members of CMAA, they are more likely to have access to material that will enable them to be successful operators (Kaufman, Weaver & Poynter, 1996).

According to the National Center for Charitable Statistics, which tracks private clubs for tax implications there are approximately 56,778 social and recreational private clubs in the United States

(<http://nccsdataweb.urban.org/PubApps/profileDrillDown.php?state=US&rpt=CO>).

However, CMAA states that there are probably closer to 13,000 clubs in the United States that actually meet the criteria of private clubs that exist for the purpose of social and or recreational purposes and have some type of selection process for its members. Since private clubs are private and often provide little public information, it is not possible to identify all club managers that do not belong to CMAA.

Scope of the Study

This was a study of managers of private clubs. The study provided an evaluation of managerial competencies in the private club industry. The results of this study may not be generalizable to other segments of the hospitality industry or other industries outside the hospitality industry. However, this study does provide a basis for similar studies in other segments of the hospitality industry.

The participants in this study were all members of the Club Managers Association of America (CMAA). A panel of industry experts and academics were used to evaluate and test the survey instrument for clarity, conciseness and validity. The panel of experts included:

- Linda K. Carroll, CCM, General Manager, White Bear Yacht Club, White Bear Lake, Minnesota.
- David B. Chag, CCM, General Manager, The Country Club, Brookline, Massachusetts.
- Gerald D. Daly, CCM, General Manager, The Honors Course, Chattanooga, Tennessee.
- Catherine M. Gustafson, Ph. D., CCM, Associate Professor, University of South Carolina, Columbia, South Carolina.
- Michael G. Leemhuis, CCM, General Manager, Congressional Country Club, Bethesda, Maryland.
- Edward A. Merritt, Ph D., CCM, Professor, California State Polytechnic Institute University, Pomona, California.

- Jack D. Ninemeier, Ph D., Professor, Michigan State University, Lansing, Michigan.
- Joe Perdue, CCM, CHE, Associate Professor, University of Nevada Las Vegas, Las Vegas, Nevada.
- C. Douglas Postler, CCM, General Manager, The Camargo Club, Cincinnati, Ohio.
- James B. Singerling, CCM, CEC, Chief Executive Officer, Club Managers Association of America, Alexandria, Virginia.
- Burton Ward, CCM, General Manager, Century Country Club, Purchase, New York.
- Robert H. Woods, Ph. D., Professor, University of Nevada Las Vegas, Las Vegas, Nevada.

Some of the questions in this study are not applicable to all clubs represented by the association. However, the certification process tests club managers in all areas of operations even if a manager works in a club that does not offer certain amenities. Managers are still responsible for understanding information related to all types of clubs since they may manage clubs in the future offering these different amenities. The researcher used two methods for gathering data, mail survey as well as surveys distributed at professional development programs offered by CMAA. Multiple methods were used in order to increase the response rate and to see if managers who were actively engaged in education programs differed from those that were not currently taking education programs.

The author used a random sample of managers to participate in mail questionnaires. All participants in CMAA educational programs were asked to not complete a second survey if they had previously completed the survey at a professional development program or through mail. The researcher did not have information on who attended professional development programs so that all respondents remain confidential. Contact information for the mail survey was provided by CMAA. Eligible participants included only active members of the association.

The timeframe for the project from development of the survey instrument to completion and analyzing of the gathered data took approximately 18 months, from June 2006 until December 2007.

Definition of Terms

When conducting a study like this, it is extremely important to define critical terms used in the study.

“A private club is a place where people of a common bond of some type (similar interest, experiences, background and professions) can congregate for recreational and social purposes. Private clubs are not open to the public; an individual must be accepted by the rest of the membership before he or she may join” (Perdue, 2007, p. 3). The various types of private clubs include country clubs, golf clubs, city clubs, athletic clubs, yacht clubs, faculty clubs and military clubs.

Competencies have been defined by Boyatzis, 1982 as “an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one’s self-image or social role, or body of knowledge which he or she uses (Boyatzis, 1982, p. 21).

“Knowledge refers to a body of information relevant to job performance” (Mirabile,

1997, p. 75). Motives can be defined as what people desire and seek, skills refer to talent that one can demonstrate in a particular activity and traits are people behavior tendencies (Mirabile, 1997). A job competency is “an underlying characteristic of a person which results in effective and/or superior performance in a job” (Boyatzis, 1982, p. 21). Managerial competencies refer to skills, knowledge and behaviors to be demonstrated at a specific level of proficiency by managers (Evers, Rush & Berdrow, 1998). Threshold competencies are “generic knowledge, motive, trait, self-image, social role, or skill which is essential to performing a job, but is not causally related to superior performance” (Boyatzis, 1982, p. 23). Core competencies relate to the products or service provided by an organization and are competencies that are unique to a particular company or industry (Johnson & Scholes, 2002).

Competencies are measured in terms of importance and frequency. By measuring how important a competency is, managers can show how critical these competencies can be within a particular profession. It is also important to see how often competencies are used in a particular job. Core competencies can give a company a competitive advantage over its competitors. In particular, “core competencies relate to coordination of diverse production skills and integrate multiple streams of technology” (Prahalad & Hamel, 1990, p. 82).

“A competency model is a descriptive tool that identifies the knowledge, skills, abilities and behavior needed to perform effectively in an organization” (Dalton, 1997; Lucia & Lepsinger, 1999; Chung-Herrera, Enz & Lankau, 2003, p. 17). “Competency models can serve as both a roadmap and a prototype for achieving success” (Chung-Herrera et al., 2003, p. 25). A “competency domain is a cluster of competencies, skills or

behaviors organized for the purpose of simplification” (Mirabile, 1997, p.75; Lucia et al., 1999). An example of a domain would be the conceptual/creative domain. Within this domain would be the competency, developing new ideas. A cluster is a group of competencies that falls under a managerial task within a domain. An example of a cluster would be the “sports and recreation management cluster” which includes competencies on fitness centers, spa facilities, aquatics and tennis. This cluster is grouped with other clusters into the technical domain. According to Sandwith, there are five domains within his hierarchy of management training requirements. These five domains (conceptual/creative, interpersonal, leadership, administrative, and technical) make up the competency domain model. “The conceptual/creative domain refers to cognitive skills associated with comprehending important elements of the job” (Sandwith, 1993, p. 46). This domain also entails creative thought, or the role creativity plays in managerial behavior (Sandwith, 1993). The leadership domain according to Sandwith relates to the strategic planning and turns thought into action. The leadership domain is concerned with empowerment and being a role model and a mentor within an organization. The leadership domain provides a strategic link between the conceptual/creative domain and the other three domains (Sandwith, 1993). The third domain is the interpersonal domain. The interpersonal domain focuses on interaction with others (Sandwith, 1993). The competencies under this domain include listening skills, writing skills, and communicating skills (Sandwith, 1993). The fourth domain is the administrative domain which includes people management skills, financial management, marketing, and complying and handling legal issues (Sandwith, 1993). The final domain is the technical domain which “refers to the actual work that the organization does, such as providing

services in the club's recreational facilities and providing products and services in area such as golf, tennis, aquatics and fitness. It also refers to maintaining the building and surrounding facilities that make up the club's property. The technical domain also relates to the food and beverage and service provided in the food and beverage outlets of the club.

CHAPTER II

REVIEW OF LITERATURE

Competencies models have been used in many professional settings. This study reviewed: (1) different types of competencies (2) how competencies and competency models have been used historically, (3) how competencies have been applied to business settings, (4) how competencies have been used for academic and training purposes, and (5) how competencies have been used in various hospitality service settings such as hotels, resorts, bed and breakfasts, food and beverage operations including restaurants, food service management, catering operations, and meeting planning. The review of literature will conclude with a section on (6) how competencies have been applied to the private club sector of the hospitality industry.

Types of Competencies

“Competence has been defined as the ability and willingness to perform a task” (Brown, 1993). Competencies have been defined by Boyatzis (1982), as “an underlying characteristic of a person in that it may be a motive, trait, skill, aspect of one’s self image or social role, or body of knowledge which he or she uses” (Boyatzis, 1982, p. 21). Nordhaug and Gronhaug, build upon this definition to include “work related knowledge, skills and abilities” (Nordhaug & Gronhaug 1994, p. 89). The purpose of competencies is to show the relationship between perceived performance, anticipated future performance and expected performance (Antonacopoulou & Fitzgerald, 1996).

Boyatzis (1982) believed that the entire organization should be competency driven in order to be effective. Competencies are generated by studying a profession or particular job (Jirasinghe & Lyons, 1995). “We all have competencies that are the sum of our experiences and knowledge, skills, values and attitudes we have acquired during our lifetime” (Pickett, 1998, p. 103).

There are different types of competencies. “A threshold competency is a person’s generic knowledge, motive, trait, self image, social role, or skill which is essential to performing a job, but is not causally related to superior job performance” (Boyatzis, 1982, p. 23). “Managerial competencies are skills or personal characteristics that contribute to effective managerial performance” (Albanese, 1989, p. 66). Managerial competencies were developed because of current and emerging business requirements (Meyer & Semark, 1996). Managerial competencies refer to knowledge, abilities, skills and behaviors required for effective job performance in managerial occupations. Other types of competencies include result competencies which are used to provide, produce or deliver ability in various situations (McLagan, 1997). Superior performance competencies relate to what successful employees or companies can do that other employees or companies cannot (McLagan, 1997). Managers that work for successful companies are afforded more opportunities to grow and develop their individual competence than are managers who work for weak companies. There is a distinct difference between individual competence and corporate competence. “An individual’s competence relates to what that individual can do where corporate competence relates to what the company chooses to do and is allowed to do” (Tate, 1995, p. 5). The choose to-do aspect of corporate competence refers to how individual managers’ use their own

capability to meet their employer's goals (Tate, 1995). Firms must encourage and reinforce this behavior from managers as this will lead to greater efficiency and productivity. The allowed-to-do aspect of corporate competence comes from the organization itself and relates to what restrictions, boundaries and obstacles it places on managers to perform their job adequately (Tate, 1995). This is particularly important if problems arise within the firm and managers are called upon to fix these problems.

Prahalad and Hamel (1990) used core competencies to describe what gives an organization a competitive advantage over its competitors. Core competencies can be transitional meaning that they are relevant in the early stages of developing the company but might not be relevant as the organization grows (Iles, 1993). These skills relate to technology used in the organization and production skills (Prahalad et al., 1990). Core competencies are said to be “essential for corporate survival, difficult to imitate, unique to an organization, marketable and commercially viable and few in number” (Meyer et al., 1996, p. 99). Core competencies have also been called organizational competencies which “describe firm-specific resources and capabilities that enable the organization to develop, choose, and implement value enhancing strategies” (Lado & Wilson, 1994, p. 702). “Core competencies impact not only current products and services but open opportunities for future offerings in existing as well as yet-to-be-defined markets (Kozin & Young, 1994, p. 23).

The premise behind all types of competencies is that if they are not used, they may be lost over time (Prahalad et al, 1990; Garrick & McDonald, 1992). Competencies are strengthened over time as one becomes familiar with tasks that require comprehension of specific skill sets. Emerging competencies are competencies that are

being pursued because they are important to the future longevity of the firm. These are competencies that are not initially important but become a major part of the company focus. Competencies must be utilized by industry professionals and protected by businesses because as with other knowledge it fades over time if it is not used (Prahalad et al., 1990). Competencies can give companies their competitive advantage over their competitors. This can be achieved through companies developing competencies that are not easily transferable from one business to another. Competencies can also be called maturing when they are no longer relevant to the firm's strategic positioning. Some core competencies that are difficult to duplicate can be developed through the firm's reputation, service, traditions and image (Lado et. al, 1994). These are all reasons why companies must continually monitor and update their lists of competencies for the success of the company, its leaders, managers and employees. In order to keep core competencies relevant to current business practices and for the business to adapt to changing circumstances, competencies must be refreshed, updated and modified periodically (Lado et. al, 1994; Meyer et al., 1996). Since industries can change rapidly over time. Competency models should also examine managerial behavior that industry executives anticipate will be needed in the future (Chung-Herrera et al., 2003). Competencies are important because organizations are always attempting to develop effective leaders, managers and employees (Antonacopoulou et al, 1996).

Competencies and Competency Models

Some of the earliest studies on supervisor behavior, personalities and attitudes have led researchers to examine skills needed to manage others in a work setting (Roethlisberger, 1951). Roethlisberger discussed the idea of allowing supervisors to make their own decisions on how they handle human relation issues at work. The intent of this study was to develop the skills of these supervisors so that they could draw upon their own experiences and not those of their superiors (Roethlisberger, 1951). This inspired Robert Katz to examine skills of effective administrators (Katz, 1955). Katz moved from “examining what administrators are (personality traits and characteristics) to what administrators do (skills which administrators exhibit in carrying out their jobs effectively)” (Katz, 1955, p.33). Competencies and competency models are generated by studying the job and compiling a list of knowledge, skills and abilities that are required to perform the job effectively (Jirasinghe et al., 1995). Katz believed that administrator success was based on three skill domains: technical skills, human skills, and conceptual skills. Competencies are grouped into clusters or domains to keep similar managerial tasks linked together (Pickett, 1998). “Technical skills imply an understanding of, and proficiency in, a specific kind of activity, particularly one involving methods, processes, procedures, or techniques” (Katz, 1955, p. 34). Technical competencies have also been called vocational competencies and the competencies that are required to perform a job or occupation (Meyer et al., 1996). The second type of skill administrators are responsible for is human skills. Human skills involve the executive’s ability to work effectively as a member of a team that he or she leads (Katz, 1955). This skill set is concerned with communication and leadership skills. The final set of skills needed by successful

administrators is conceptual skills. Conceptual skills are characterized by the strategies and policy decisions of the company's leaders.

Sandwith (1993) expanded Katz's domains to include leadership, administrative and interpersonal domains. Under Sandwith's model, the leadership domain includes competencies such as "developing subordinates, empowering employees and building an effective team" (Sandwith, 1993, p. 48). The interpersonal domain includes competencies such as writing effectively, speaking clearly and listening. Interpersonal skills also relate to relationship building which is essential for success in corporate business (Meyer et al., 1996). With the global expansion of many businesses, an increased awareness is being placed on interpersonal competencies so that management understands other cultures, values and traditions (Alderson, 1993). Interpersonal skills are also important in developing trust between the employer and the employees (Alderson, 1993). Without these skills, companies can be placed in a state of turmoil marked by a lack of trust. The vision of the organization will never be realized if it is not communicated to management or the employees working within the firm. The administrative domain includes competencies such as accounting and finance and personnel management formally called human skills in the Katz study (Sandwith, 1993). Sandwith also expanded the conceptual domain to include creative thought, titling this domain the conceptual-creative domain. The conceptual-creative domain was based on Mintzberg's brain mind functioning and includes competencies such as "developing new ideas, visualizing the future of the organization, strategic planning and adapting to change" (Sandwith, 1993, p. 47; Mintzberg, 1976). Katz furthered his study by examining competency domains and how they related to the manager's role within the

company. Technical competencies were once thought to be required of lower level managers as a foundation of management (Gareth, 1988). Katz (1955) found that the higher the managers were in the operation the less important technical skills became. He went on to explain that human skills were important to all levels, but less important at the upper echelon of management, and that conceptual skills increase in importance as experience is acquired and the role of the manager increases.

Another study conducted by Wrapp (1967) examined five skills or characteristics that successful executives exhibit. He believed that successful managers become well informed by building networks in different departments. Top executives focus their time and energy on the most pressing issues and decisions that affect the future of the company. The third skill according to Wrapp (1967) is to have clear understanding of and respect for the power structure of the organization. Managers need to go through the proper people in order to gain support of the entire operation and its leaders. The fourth skill common in successful executives is to have a sense of direction on where to take the company in the future. This strategic plan must be updated based on changes in the market and changes caused by the organization's competitors. The fifth and final skill successful executives understand is that "management is a comprehensive, systematic, logical well-programmed science" (Wrapp, 1967, p. 95). Wrapp found that successful managers are willing to go along with less than total acceptance in order to gain progress toward their own goals (Wrapp, 1967).

David C. McClelland, a Harvard scholar is credited with developing some of the earliest studies on competencies and is also credited with inventing the competency model in the early 1970's (Spencer et al., 1993). McClelland was examining tests used

for entrance into universities and why they were testing for intelligence rather than competence (McClelland, 1973). “McClelland developed a series of personality tests to identify which attitudes and habits were shared and demonstrated by high achievers” (Lucia & Lepsinger, 1999, p. 15; McClelland, 1973). The U.S. Foreign Service asked McClelland to predict human performance and reduce bias in traditional intelligence testing (Mirabile, 1997). This study has been credited by many as the start of the competency movement in businesses and education (Boyatzis, 1982, Spencer et al., 1993, Mirabile, 1997; Lucia et al., 1999). “Competency models are decision tools which describe the key capabilities required to perform a job” (McLagan, 1980, p. 23). Numerous researchers have listed advantages of using competency models. These advantages include recruitment and selection of managers and employees, assessment, development of job descriptions, development of training programs tailored to improving management and staff performance, increased organizational performance for competitive purposes, organization planning, career progression and planning, communication, empowering employees to make managerial decisions, bringing about organizational or cultural change, and curriculum development (McLagan, 1980; Boyatzis, 1982; Dulewicz, 1989; Glaze, 1989; Canning, 1990; Garrick et al., 1992; Spencer et al., 1993; Stewart & Hamlin, 1993; Lado & Wilson, 1994; Jirasinghe et al., 1995; McHale, 1995; Currie & Darby, 1995; Meyer et al., 1996; Antonacopoulou et al., 1996; McLagan, 1997; Pickett, 1998; Winterton & Winterton, 1999). One particular study examined 217 business organizations and found 90 percent of the companies used competency modeling for performance management, 88 percent for staffing reasons, 64

percent for compensation and benefits packages and 62 percent for training and development (Hofrichter & Spencer Jr., 1999).

Management competencies can also be used to create professional development (lifelong learning) programs and certification standards for industry professionals (Kent & Perdue, 1989). “The competency approach is seen by organizations as a way of focusing and controlling the costs of training by developing the right behavior for the job with an eye to contributing towards organizational performance” (Antonacopoulou et al., 1996). Other strengths of the competency movement include drawing upon previous learning and prior experiences both in life and at work (Stewart & Hamlin, 1993). Competencies also put expectations into a common language that everyone in the company can understand (McHale, 1995; Woodruffe, 1991). McLagan (1997) has also linked competencies to a nation’s success explaining that “the wealth of businesses and nations depend on the knowledge and skills of their people” (McLagan, 1997, p. 40). Management competencies are used for management tasks and can be applied generically to similar organizations. Management competencies are a great tool to show managers what skills they have compared to what skills they need in order to do the job effectively (Antonacopoulou et al., 1996). The use of management competencies is determined by the interest, strategy and mission of specific companies. In order to reap the benefits of competencies and competency models, top management must support and embrace this idea (McLagan, 1980). Advantages can also include showing leaders and managers of a company the qualities they should possess in order to gain a job. Competencies can be used for matching the correct person to the correct job. Some managers look at

competencies as a benchmark that explains what skills an individual has and what skills an individual needs for a particular job (Antonacopoulou et al., 1996).

Competencies and competency models have limitations including that the behavior identified in current studies might not be appropriate in the future (Winterton et al., 1999). These studies can become dated with the advent of new management trends and new technological developments (Antonacopoulou et al., 1996). Woodruffe (1991) stated that competencies of a company must be flexible and should be able to be changed in case the organization changes its strategy. There can also be difficulty in agreeing which competencies are important for industry segments as jobs vary and can change from one company to the next (Dulewicz, 1989; Cockerill, 1989; Woodruffe, 1991). While some competencies may be more important than others, it is important to gain a clear understanding of what managers are responsible for and what their job truly entails. Competencies can also lead to a false sense of reality and may lead managers to believe that they understand all the nuances of a job (Garrick et al., 1992). Just because an individual masters all the elements in a competency model does not necessarily mean that they have the ability to effectively perform on the job (Hayes, Rose-Quirie & Allinson, 2000). Another limitation is that no single competency model can capture the entire job of managers or leaders of companies (Antonacopoulou et al., 1996; Holmes & Joyce, 1993).

It is important to note that as the roles of the manager change and as responsibilities increase, so too does the competencies needed for success (Cockerill, 1989). Prior to the 1993 Sandwith study; integrating creative competencies in to the conceptual domain, some researchers felt that competency models disregarded the

creative nature of management (Dulewicz, 1989; Woodruffe, 1991). Another limitation is how competencies are written. If they are not written with measurable verbs, then the study cannot identify and measure if competence has been achieved (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956). Using Bloom's et al., (1956) *Taxonomy of Educational Objectives*, one can create measurable competency statements. With measurable competency statements, one is capable of testing for knowledge and skills that properly measure whether a person can perform the desired competency (Bloom et al., 1956). Another limitation to competency models is that they are based on what has previously been associated with successful performance (Iles, 1993). Finally, if competencies are put together poorly or are incorrectly validated, then they can do more harm than good for managers and their organizations (Jirasinghe et al., 1995).

Competencies Applied to Businesses

With a wide range of businesses offering numerous products and services, managerial competencies have become increasingly important to address the challenges and opportunities of running a business. Managerial competencies applied to the business sector have been examined by numerous researchers and companies (Iles, 1993; Alderson, 1993; Wills, 1993; Mole, Plant & Salaman, 1993; Marquardt & Engel, 1993; Leblanc, 1994; Kozin et al., 1994; Lado et al., 1994; Jirasinghe et al., 1995). One of the largest debates in business literature is the value of generic verses organization specific competency models (Mansfield, 1993; Holmes et al., 1993; Bartlett & Ghoshal, 1997; Hayes et al., 2000). Canning (1990) and Stewart and Hamlin, (1992) had issue with developing generic competencies because each organization is unique. It is important to note that if a manager can function in one environment and be successful, that might not

necessarily translate into success in another environment (Jacobs, 1989). Jobs can differ from one organization to another.

Generic management competencies can be helpful to an entire profession but will vary greatly from company to company. Generic competencies provide a starting point for companies to tailor a competency model for their organization and managers. For example, managers of a private city club who leave their club to manage a country club must understand golf and how it relates to their memberships needs and desires. It is very important that managers of similar organizations acquire similar competencies in case they move into other organizations or take new jobs within their existing organization. Opponents to the generic models argue that organizations are unique and therefore the competencies it takes to manage one business cannot be generically applied to all managers (Stewart & Hamlin, 1992). While this is clear, generic models do provide a common basis for companies to develop and tailor company specific competency models (Iles, 1993). Businesses can develop a tailored set of competencies through generic industry competency models (Wills, 1993). Developing competency models is time consuming and costly. Therefore, companies can use specific competencies of the generic competency models as a starting point for an in-depth company specific competency model. One such generic study conducted by Thomas and Sireno (1980) examined the skills and abilities needed by business managers. The study examined 115 competencies that managers used in the work place. These activities were divided into three domains: communication, leadership and control domains. This study provided organizations with examples of competencies in the communication domain including following instructions from superiors, communicating on the telephone, communicating

information with superiors, and reading company reports (Thomas et al., 1980). The study also provided companies with examples of what they called controlling competencies which included handling complaints from subordinates, following the proper channels of authority, and tactfully identifying mistakes in employees (Thomas et al., 1980).

Finally, leadership competencies were addressed through examples such as determining alternatives to accomplish a task, creating an environment where departments believe their contributions are important, and setting an example with regards to attitude and behavior. Businesses in banking, distribution, manufacturing, and hospitals were included in this study. Competencies were rated based on the level of how frequently they were needed when conducting business. Of the top 20 competencies reported, nine came from the communication domain, six came from the control domain and five came from the leadership domain (Thomas et al., 1980). The results of this study helped explain the importance of communication skills to business leaders. The study attempted to examine frequently used competencies in a business environment and define three domains, the communication domain, leadership domain and control domain. Porter (1996) examined Southwest Airline's core competencies as means to discuss the company's strategy for airline travel. It is clear that Southwest was able to create a competitive advantage through limited service offerings (no thrills), quick turn around times, cheap flights and by flying into inexpensive airports (Porter, 1996, Freiberg & Freiberg, 1996). Southwest airlines also had a hiring philosophy where they would hire for attitude and then train for the skills that they desired in employees (Freiberg et al.,

1996). Through their core competencies, Southwest was able to revolutionize the American air travel industry forcing many airlines to rethink their corporate strategies.

Levinson (1980) looked into qualities of leaders by identifying 20 characteristics. Others have examined attitudes and values of CEO's in relation to corporate performance (Agle, Mitchell & Sonnenfeld, 1999). The Levinson study was designed for organizations that were looking to hire a chief executive that matched the competencies of the various organizations. It is important to choose a leader whose behavior characteristics match what the organization is looking for in a chief executive (Levinson, 1980). This study linked competencies to hiring the appropriate executives for leadership roles in business environments. This study indicates that chief executives have a different set of skills than top, middle and lower levels of management.

The future of an organization is dependent on the CEO's competency (Hurd & McLean, 2004). As one progresses through his or her career, they acquire new skills that are needed to accomplish the job. Other studies that have looked at competencies and their effect on businesses include Glaze's 1989 study which linked competencies in a manufacturing business, Cadbury Schweppes, to the human resource functions of selection, assessment and development of managers. Through management competencies, this study sought to determine whether management competencies could strengthen the link between human resource functions and successful business organizations (Glaze, 1989).

The medical field and nutrition practitioners have also used management competencies to develop business skills for the trade's administrators, presidents and chief executive offers (Patterson, Vitello & Sliepcevich, 1990; Battistella & Weil, 1996;

Lane & Ross, 1998; Rossiter, Greene & Kralewski, 2000; Wakou, Keim & Williams, 2003; Gillespie, Kurz, McBride & Schmitz, 2004). Management competencies have been used in the medical field to define work roles. Medical professionals used competencies to perform work roles at an expected level in a variety of situations. Using competencies in this way allowed trainees in the medical profession to transfer knowledge and skills to real-life work situations (Lane et al., 1998). This means that “competency pertains not only to subject matter but also to procedural knowledge and judgment” (Lane et al, 1998, p. 231). Focusing on specific procedural competencies can help medical professionals become specialists rather than generalists (Patterson et al., 1990).

Making sure competencies are transferable to work settings helps link competency based education to real life situations (Lane et al., 1998). Competency based education will be discussed later in the literature review where competencies applied to the training and educational sectors is discussed. Some managerial competencies that were recognized as important for medical facility operators include controlling costs and resources, budgeting practices, interpersonal skills for communication, and negotiating skills (Battistella et al, 1996). The medical field recognized the importance for seven competency domains including an orientation to public health, analytical skills, basic public health services, communication/cultural skills, policy development/program planning skills, financial planning and management skills and computer skills (Gillespie et al., 2004). Gillespie et al., (2004) developed a study that identified competencies needed for public health managers for the purpose of updated and validating certification standards, industry expectations and for curriculum development. Another study

conducted by Rossiter et al., (2000), examined the importance of management competencies as well as industry specific competencies for managing a clinic and patient care for administrators and physicians who managed group practices. The study found highly rated competencies for administrators were the ability to listen, hear and respond, the ability to build trust, respect and integrity and the ability for and adaptability to change (Rossiter et al., 2000). The three highest rated competencies reported by physicians were the ability to persuade others to work as a team to achieve the group's goal, the ability to explain complex issues in clear, understandable terms, and the ability to look for win-win situations (Rossiter et al., 2000). Both administrators and physicians placed the highest importance on the internal management of human resources domain (Rossiter et al., 2000).

Another industry that has examined managerial competencies is the construction sector of business (Birkhead, Sutherland & Maxwell, 2000; Dainty, Cheng & Moore, 2005). "General management is ongoing and repetitive; project management is concerned with the introduction and management of change and requires substantially different competencies" (Birkhead et al., 2000, p. 100). According to Birkhead et al., (2000) seven factors were found to be important for project managers. They included planning and controlling, problem solving, personal influence, project team development, team leadership, project context and goal focus. Factor analysis was used to display the highest rated competency domains. The results showed that planning and controlling received the highest rated score of the seven domains. This was in line with other studies on project managers (Posner, 1987; Pettersen, 1991). The intent for developing competencies for the construction industry was to enhance human resource practices

within the industry (Dainty et al., 2005). Dainty et al., (2005) used the behavior event interview method designed by McClelland in 1973. This method of competency study uses interviews of superior performers and average performers within an industry. A set of competencies is developed that distinguishes superior performers from the average performers (Spencer et al., 1993). Jirasinghe et al., (1995) explained that if the end product is based upon superior performance then using superior performers as a base line is an acceptable research method. Through the interview, managers describe their job, their responsibilities as well as critical situations they have encountered in detail in order to identify their role within an organization (Dainty et al., 2005). The study indicated 11 competencies displayed by both the superior and average performers. They included such competencies as customer service, initiative, conceptual thinking, seeking information, achievement orientation, team work, leadership, analytical thinking, impact and influence, flexibility and self-control (Dainty et al., 2005). Interestingly, the “superior performers excluded high level of customer service competencies while construction managers who were production oriented displayed a propensity for “*directiveness*” while managing” (Dainty et al., 2005, p. 47).

Another company that used management competencies for human resource functions was British Petroleum (BP). British Petroleum used management competencies to “identify key behaviors associated with effective management performance” (Greatrex & Phillips, 1989, p. 37). After surveying senior managers, four domains and 11 competencies emerged as BP’s key competencies for their managers. The competencies that emerged as important for BP managers included “communication, organizational drive, personal drive, managerial impact, awareness of others, team management,

persuasiveness, analytical power, strategic thinking, commercial judgment, and being able to adapt” (Greatrex et al., 1989). The advantage for BP in developing these competencies was seen in training programs, selection, appraisal, and recruitment. All the competencies were written in a common language that everyone within the company could understand. According to the Greatrex et al., (1989) study, BP’s competencies must be updated every couple of years to address future manager’s needs and changing work environments. This is extremely important for the ever changing environment that businesses must operate.

As businesses expand both domestically and internationally, the company can hold onto their core competencies but managers must learn managerial competencies that will help them exceed in the new environment (Mole, Plant & Salaman, 1993). Mastering a set of managerial competencies will not guarantee success. Culture can also play a role in a manager’s success within a company. No matter how competent the manager is, if they do not adapt appropriately to the culture of the organization, they will not succeed in that work environment. “The overall organizational environment in which people operate would seem to be the more appropriate and influential platform for acquiring and practicing the important identified competencies (Antonacopoulou et al, 1996, p. 31). It is also becoming increasingly important for managers to possess competencies that allow them to effectively manage and communicate to an international workforce (Leblanc, 1994). With a large amount of the labor force coming from international locations, managers must address the increasingly important competencies that address cultural awareness and differences. Companies must be careful when developing competencies that address cultural differences since beliefs, values, behaviors

and traditions might not be universal (Marquardt & Engel, 1993). If the expansion site will not mesh well with the company's values, beliefs and traditions, it might be wise to not expand into this location.

The Importance of Leadership in Businesses

Leadership skills have become increasingly important in running corporations. Leadership competencies help organizations distinguish managers from leaders (Zaleznik, 1992). Managers and leaders play very different roles while running a business. Leadership, according to Zaleznik, "requires using power to influence the thoughts and actions of other people" (Zaleznik, 1992, p. 126). "Managers and leaders are very different kinds of people. They differ in motivation, personal history, and in how they think and act" (Zaleznik, 1992, p. 127). "Leaders are active instead of reactive. They formulate ideas instead of responding to them. A leader expects to meet established objectives and goals that will determine the direction of the business" (Zaleznik, 1992, p. 128). Leaders relish high risk and dangerous situations, particularly when they can fix or turn around a troubled organization for large rewards or personal recognition (Zaleznik, 1992).

Managers on the other hand operate under the survival technique where they can tolerate the same routine day after day (Zaleznik, 1992). Managers like to avoid or delay making big decisions that will affect the organization. They tend to communicate indirectly to subordinates. Leaders prefer to address complex problems with ideas that excite workers to be part of fixing the solution (Zaleznik, 1992). Business organizations will hire managers to manage day to day operations (technical and administrative skills) and hire leaders to run the company strategically, controlling the firm's resources (the

assets within the property and the human capital that works for the company) and communicating the vision with their followers (Bartlett et al., 1997).

“The leader’s vision must motivate and inspire their employees keeping them moving in the right direction and satisfying their basic human needs, values and emotions” (Kotter, 1990, p. 104). This prepares the organization for both the present and future. Leaders must cope with a changing work environment (Kotter, 1990). The more change a company needs, the higher the demand for competent leadership to lead the process (Kotter, 1990; Oss, 2003). It is very important for leaders to involve their employees in the change process so they do not feel threatened. They must communicate how roles will change while moving the organization strategically forward. Leaders gather data and look for trends to help explain things (Kotter, 1990). “Once the data is finalized, the direction set of leadership does not produce plans; it creates vision and strategies (Kotter, 1990, 104). Planning is also a major aspect of good management. Having effective leadership and management within a company is necessary for success (Kotter, 1990). Leaders and managers require separate competencies in order to be successful. Competencies for managers can vary based on their level and role within the company. Middle-level managers process the information from the company’s leaders and allocate/control the resources for the firm. Front line managers are responsible for implementing operational decisions (Bartlett et al., 1997). Managers can move up to the next level of management through mentoring and coaching as well as by mastering the appropriate competencies required.

Each level of management according to Bartlett et al., (1997) has to develop competencies in three different categories in order to master that level/role of

management. The first category is marked by the individual's attitudes, traits and values that make up the managers character and personality. The second category comes from knowledge, experience, and understanding and is developed through training, mentoring and coaching. The final category of competencies comes from specialized skills and abilities that are developed through the requirements of the job (Bartlett et al., 1997). It is important for businesses to make sure that they have both competent managers and leaders to successfully operate all aspects of the company. In any business, the goal is to keep key individuals, both managers and leaders that embrace the core competencies of the company and possess the proper managerial competencies to successfully run the firm (Kozin et al., 1994). Since these individuals may be the company's most talented employees, it will be difficult to retain them as other employers will try to acquire them (Kozin et al., 1994).

Competency Use by Trainers

Competencies have been used for training, professional development programs, and for educational offerings and curriculum development (McLagan, 1982; McLagan & Bedrick, 1983). Since competencies can come from educational offerings, work experience and life experiences, it is important to have classes and training programs that address the knowledge, behaviors, abilities and skills that are needed for management and employees within a work setting. With more responsibility being placed on human resource professionals and managers to develop competent staff members, competencies have become extremely important for educators and trainers (Knowles, 1978).

In order for competencies models that are developed for training purposes to be effective, they must distinguish between competencies and tasks (McLagan, 1982;

McCullough & McLagan, 1983). There is a difference. “We define jobs and roles in terms of tasks and responsibilities, but we describe and develop people in terms of competencies” (McLagan, 1982, p. 20). Developing a human resource professional who is well versed in a company’s core competencies is important so that they are able to select, train, and compensate managers and workers who are valuable to the livelihood of the organization. This is the process of training the trainer. Once the human resource professional understands the direction of the company, they can train managers and employees in the appropriate competencies that address the company’s strategy. The issue of training the human resource professional in competencies was addressed by a series of articles published by The American Society of Training and Development (ASTD) (McLagan, 1982; McCullough et al., 1983; McLagan et al., 1983; McLagan, 1996; Davis, Naughton & Rothwell, 2004; Rothwell & Wellins, 2004). The intent of these articles was to give human resource professionals, trainers and educators decision making tools to deal with changing work environments, and give ASTD members a basis for certification. Early studies conducted by the American Society of Training and Development (ASTD) showed that companies were relying on human resource managers and company trainers to perform many managerial functions such as training and development of staff and managers, organizational development, job design, human resources planning, selection of staff, personnel research, managing the company’s compensation and benefits packages, providing employees with problem solving assistance, and dealing with unions and handling labor relations issues (McLagan, 1982; McLagan, 1983). These early studies by ASTD helped develop a competency model that was output based and centered on behavior outcomes (McLagan, 1983). The intent of

these early studies was to provide practitioners with critical competencies that were needed at that time and for the next five years (McCullough & McLagan, 1983). The ASTD study was tailored specifically to address the training and development related functions (McLagan et al., 1983).

In 2004, ASTD created their current competency model with data gathered at the 2003 ASTD conference. Data was gathered through focus groups and interviews with practitioners, experts, leaders and by examining a comprehensive literature review of previous models and publications. A draft of the competency model was constructed using this data. A web based survey was created and used to validate the model. Over 2050 people responded to the survey (Davis et al., 2004). The model was finalized using the responses from the web based survey and presented to the membership of ASTD in 2004. Figure 1 displays the 2004 ASTD competency model which has three domains of competencies as its foundation

(<http://www.astd.org/content/research/competencyStudy.htm>). The three competency areas of the model include interpersonal, business management and personal competencies (Davis et al., 2004). The interpersonal domain is characterized by building trust, communicating effectively, influencing the stakeholders, leveraging diversity, and networking and partnering (Davis et al., 2004). The business management domain is characterized by analyzing needs and proposing solutions, applying business acumen, driving results, planning and implementing assignments, and thinking strategically (Davis et al., 2004). The personal domain of the competency model is characterized by demonstrating adaptability, and modeling personal development (Davis et al., 2004).

The second level of the ASTD model is dedicated to areas of expertise. “Areas of expertise are specialized areas that build and rely upon the focused application of the foundational competencies” (Davis et al., 2004). There are nine areas of expertise. These include coaching, delivering training, designing learning, facilitating organizational change, improving human performance, managing organizational knowledge, managing the learning function, and measuring and evaluating (Davis et al., 2004). The top of the model is dedicated to successful execution and the roles individuals play within the workplace. Knowledge and skills support the roles people play within an organization. “Roles are broad areas of responsibility within workplace learning and performance that require a select group of competencies and areas of expertise to perform effectively” (Davis et al., 2004, p. 33). Roles can change based on the work or project that needs to be done (Davis et al., 2004). There are four learning roles according to the ASTD model. These include the learning strategist, business partner, project manager and professional specialist. The learning strategist role is concerned with the long term success of the business whether this is through strategic planning, developing performance improvement strategies, or evaluating the organizations strategic direction (Davis et al., 2004). The business partner role is characterized by evaluating possible solutions and recommendations in order to improve the organization’s performance (Davis et al., 2004). The project manager role helps the organization by ensuring execution of the organization’s plan through communicating the businesses purpose, monitoring resources and removing the barriers that prevent the business from effective performance (Davis et al., 2004). This is accomplished by delivering learning and performance solutions. Finally, the professional specialist role is

to evaluate, develop and design the learning and performance solutions for the organization. If followed, this model can help training and human resource professionals with career development, career planning, and career success (Rothwell et al., 2004). The model also helps universities assess academic programs, develop new professional development and educational programs, revise curriculum to meet today's trends, assess students on what competencies they have acquired versus what they need for future success and help formulate continued research by faculty in order to update competencies needed for success in the future (Rothwell et al., 2004).

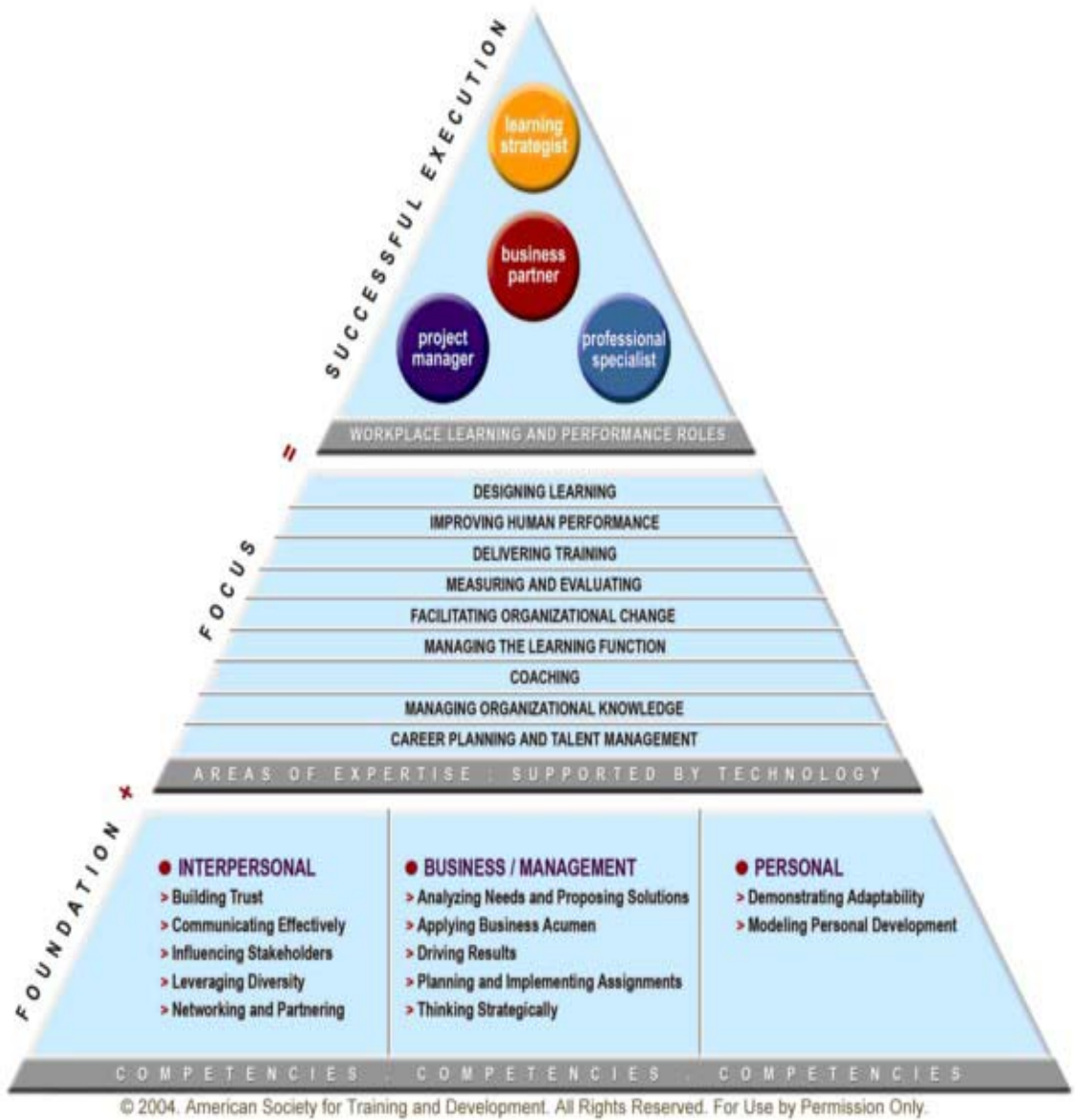


Figure 1. American Society for Training and Development Competency Model (2004)

Competency-Based Education

Competency based education was developed to address numerous education concerns. Hall and Jones (1976) discussed changing expectations with regards to college curriculum from industry professionals and students and industries demand for highly qualified and responsible professionals as two important reasons for the competency based education. Competency based education (CBE) is a curriculum tool used by colleges and universities to develop knowledge, skills, abilities, behaviors and attitudes which are essential to performing real life work roles and tasks (Daniel & Ely, 1983). One major reason for the development of CBE curriculum is to bridge the gap between theory and practice as well as the gap between thinking and performing in real life scenarios (Daniel et al., 1983). Using CBE can also help programs and educators develop departmental goals and objectives that will help in the development of teaching delivery as well as assessing students (Hall et al., 1976).

According to Daniel et al., (1983), there are four basic assumptions when using competency based education. 1) With most professions there are a number of observable competencies which are necessary to perform the job or task properly. 2) Developing curriculum that is competency based can develop students into professionals with the proper competencies to perform a job effectively. 3) Performance measures for each competency and competency domain required to perform a job effectively can be conducted and validated. This can be done with help from industry professionals as well as academics that have work experience within the interested field of study. 4) If at all possible performance assessment needs to take place in an environment similar to the real life work setting. The CBE approach provides students with a practical approach to

education and provides faculty members with a challenge to keep the information delivered relevant and pertinent to industry needs.

It is important for faculty members to keep a close relationship with industry so that they can teach skills, behavior, and knowledge that is important for success within industry. The CBE approach is about providing the educators with the proper knowledge to address today's current business environment so that they can transmit this information to their students who are preparing for the workforce. The CBE approach is designed to make sure that desired competencies are covered within a course so that the knowledge, skills, and abilities learned can also be demonstrated in real life (Jaeger & Tittle, 1980; Daniel et al., 1983). The CBE approach when applied to higher education uses competencies as indicators of successful performance in real life situations (Spady, 1980). The CBE approach gives students, faculty members, and the colleges and universities credibility within industry because they are addressing real life application that is relevant and current to today's workforce.

The Use of Competency-Based Education in Hospitality Programs

The CBE approach has also been used within hospitality curriculum as a means to examine if students were prepared for the workforce upon graduation (Partlow, 1991; Pavesic, 1993; Hu & Bosselman, 1997; Tesone & Ricci, 2005; Raybould & Wilkins, 2005; Lowry & Flohr, 2005; Cho, Erdem & Johanson, 2006; Annaraud, 2006). This stems from a need that hospitality educators have in wanting to know if they are offering the correct courses to meet the needs of industry (Partlow, 1991). Partlow (1991) examined competencies based on educational level. His study showed that certain competencies should be addressed in the bachelor's level of education and some

competencies should be addressed in the master's level of education. Competencies that hospitality leaders felt should be addressed at the bachelor's level included developing departmental goals and objectives, developing policies and procedures, developing employee production standards, coordinating the use of equipment and personnel, developing a marketing plan, analyzing financial statements, maintaining financial records, developing equipment specifications, developing job descriptions and planning a budget (Partlow, 1991). There were several competencies that hospitality leaders felt should be addressed in a master's curriculum. These include conducting and directing research, preparing funding proposals, managing the legal aspects of the operation, evaluating new developments in hotel and restaurant management, and utilizing appropriate investment management methods (Partlow, 1991). This study also helped educators evaluate what they are teaching students and at what level competencies should be addressed within the hospitality curriculum.

A major concern for hospitality educators is making sure that programs offer quality curriculum that addresses industry needs (Meyer, Koppel & Tas, 1991; Chung, 2000). Hospitality programs must offer an industry specific curriculum that addresses competencies in the leadership domain, the conceptual domain, the administrative domain and the interpersonal domain (Casado, 1991). An area that must be addressed in hospitality curriculum is leadership competencies which have in the past been understated by hospitality educators (Casado, 1991). Since hospitality jobs are focused around leadership roles and tasks, there must be a curriculum in place that is designed to teach students how to make decisions, act ethically and lead staff members (Casado, 1991). Leadership skills and conceptual skills that deal with strategic planning have

become increasingly important in order to guide hospitality operations of the future. Leadership skills in particular are becoming more important than administrative competencies which typically are focused around managing of operations (Umbriet, 1993; Gilbert & Guerrier, 1997). Addressing student's leadership skills in the classroom and on the job can be difficult because students have been found to differ culturally as to what skills they feel are important in effective leaders (Shafer, Vieregge & Choi, 2005).

At least one study has discussed potential drawbacks to teaching conceptual and analytical competencies to students because these skills are not usually used until later in the career. Therefore they may not be immediately valuable to hospitality employers (Raybould et al., 2005). Breiter and Clements (1996) found that human relations skills, conceptual skills, and planning skills were important when addressing industry competencies. Another area that should be addressed according to Reynolds and Kennon (1993) is communication skills. Brownell and Jameson (1996) found communications to be a key competency for delivering effective service. Since students must communicate effectively to staff members, guests, and customers, communication skills must be addressed within the hospitality curriculum (Baum, 1990; O'Halloran, 1992; Nelson et al., 1999; Cho & Schmelzer, 2000). Communication skills that include making presentations, speaking, listening and writing can be placed in nearly every course to prepare students for industry demands.

Finally, a hospitality curriculum needs to address administrative skills that include managing an operation as well as conceptual skills that help students prepare for operations of the future. While administrative skills are focused on managing operations, they are still important particularly for entry level managers. These competencies include

financial skills, human resource skills as well as being able to manage day to day operations. These skills should be addressed within a program's core curriculum so that students have exposure to these skills before graduation (Getty et al., 1991; Knutson & Patton, 1992). The CBE approach has been used by administrators and educators as a tool to evaluate courses past and present, making sure they are reliable and valuable to meeting tomorrow's industry demands (Warner, 1990).

When creating or evaluating curriculum, it is important to keep all the stakeholders in mind. These stakeholders include industry practitioners from various segments (hotels, restaurants, private clubs, conventions, etc.) of the industry, current students and alumni who can provide valuable feedback on what skills they had upon graduation versus what skills they needed (Chesser & Ellis, 1995). Having representatives from various segments of the industry is important as each segment proposes its own unique sets of competencies that need to be addressed by different courses. This helps hospitality programs deliver competencies that meet specific industry demands (Hogan, 1989). A number of studies have examined hospitality educational offerings through these different stakeholders (Getty et al., 1991; Knutson et al., 1992; Okeiyi, Finley, & Postel, 1994; Raybould et al., 2005; Tesone et al., 2005; Cho et al., 2006). Okeiyi et al., (1994) examined food and beverage managers, students, and faculty responses to various competency statements to see if the three samples differed on what skills they perceived as important. Results found that all three groups, students, educators and industry practitioners, agreed that human relation skills were the most important for managing a food and beverage operation (Okeiyi et al., 1994). Getty et al., (1991) examined graduates of hospitality programs in order to monitor the effectiveness

of hospitality education programs. The results of this particular study found that the University of North Texas was to a great extent developing their students in competencies that hospitality managers felt were important (Getty et al., 1992). Another study conducted by Knutson et al., (1992) examined management skills hospitality students felt were important for success within the hospitality industry verses how prepared students felt they were with the skills they had obtained prior to graduation. The study indicated that students recognized that there are certain competencies that are important for success within the hospitality industry. Some competencies indicated as important in this study included public speaking, managing employees, getting feedback and managing guest interactions. While students felt that these competencies were extremely important to success in the hospitality industry, many of them did not feel that they were well prepared in all of these skills (Knutson et al., 1992).

Another study conducted by Tesone et al., (2005) examined industry practitioner's perceptions of desired competencies of entry level workers as well as how prepared hospitality graduates are for the demands of the hospitality industry. In this study, practitioners believed entry level workers should concentrate on team work, communications, and customer service competencies in order to have success in the hospitality industry (Tesone et al., 2005). The study indicated that entry level workers should have a general knowledge of the hospitality industry, be able to comprehend performance standards, must understand job requirements and expectations and must display a professional image (Tesone et al., 2005). With regards to how prepared hospitality graduates were upon completion of their course work, the study revealed that practitioners found the knowledge, skills and abilities of entry level workers to be

favorable (Tesone et al., 2005). This study suggested that hospitality educators and practitioners need to work together to provide students with a realistic image of what the hospitality industry is all about. Internships and classroom material needs to prepare new graduates with competencies that they will need upon taking their first job (Tesone et al., 2005).

Management competencies can also be addressed in the classroom through real life simulations. Cornell University used a restaurant to teach management skills to their students in a real life setting that simulates real challenges and problems (Corsun, Inman & Muller, 1995). “Human resource skills, accounting and financial analysis, market identification, and process design skills all must exist prior to the student’s enrollment in the course” (Corsun et al., 1995, p. 39). Students are expected to develop answers to address various problems that they face during the semester. Hu et al., (1997) examined the importance of teaching competencies in order to improve teaching quality as well as to develop a more effective hospitality curriculum. The study results showed that hospitality educators placed a high importance on interpersonal and communications related competencies. Hu et al., (1997) also suggested that younger faculty members must seek guidance from their graduate program, colleagues or graduate conference seminars to develop creative and effective approaches to teaching students. The academic community has embraced the use of competency based education and has used competencies to assess curriculum, faculty members, students, alumni and industry professionals (Jaeger et al., 1980).

Competencies Applied to the Hospitality Industry

Management competencies have been used to address trends, challenges and developments within the service industry including hotels and resorts, food and beverage operations and the private club industry. Since each segment is unique, management competencies needed to be developed to address knowledge, skills and abilities needed by successful managers and leaders within all segments of the hospitality industry. While companies can differ, many management competencies will be similar within a given industry (Geller, 1985). Managers and leaders in different occupations display different behavior characteristics and skill sets (Zagar, Argit, Falconer & Friedland, 1983). Developing industry specific competencies can be difficult and should be as specific as possible in order to properly document roles, activities and functions that are expected of managers and leaders (Geller, 1985). Numerous studies have examined management competencies in the lodging industry, the restaurant industry, the private club industry or other service operations attempting to properly identify competencies that were important for managerial success (Bonn, 1986; Tas 1988; Okeiyi et al., 1994; Kaufman et al., 1996; Birdir & Pearson, 2000; Chung-Herrera et al., 2003; Kay & Moncarz, 2004).

Competencies Displayed by Managers of Lodging Operations

Geller (1985) conducted a study on critical success factors for hotel companies. He examined 27 hotel companies in order to gain a better perspective on “commonalities and differences among hotel companies’ critical success factors” (Geller, 1985, p. 79). Many of the critical success factors identified by lodging managers related to administrative competencies in the human resource and finance clusters (Geller, 1985). This study specifically revealed that hotel companies’ top managers needed to be well

versed in human resource issues. The study showed that even though companies differ as to goals and strategies for success, their managers believe that there are some common skills that relate to success for managers in the lodging industry. The results of this study laid the ground work for researchers to examine management competencies in the lodging industry.

Another study examined skills for resort and recreation managers (Bonn, 1986). One objective of this study included creating job descriptions for resort and commercial managers. The results indicated that administrative skills in accounting, management, advertising and marketing were rated the most important by managers (Bonn, 1986). A similar study conducted by Hogan (1989) found that lodging managers wanted entry level managers to have practical experience and interpersonal skills to deal with people in a service setting. Cohen and Neilsen (1988) found that high performing hotel managers perceived themselves as having good interpersonal skills as well as displaying strong leadership skills. Other lodging properties such as bed and breakfasts (B&Bs) have also been considered in competency studies (Kaufman et al., 1996). One study found “successful B&B operators displaying strong business knowledge, considerable financial ability, and awareness of the hospitality industry as well as the ability to act on that knowledge” (Kaufman et al., 1996, p. 33).

Tas (1988) conducted one of the earliest studies on management competencies in the lodging industry. The Tas study identified 36 competencies for hotel general manager trainees. These competencies were rated on a five point Likert scale to determine importance of each competency. This was the first survey on management competencies in the hospitality industry. The instrument was pilot tested by two different

review panels in order to test for content validity and reliability. Tas used a measurement scale developed by Butula (1975) in order to categorize each competency statement's mean level of importance. Competencies that had mean scores over 4.50 were classified as essential, competencies with mean scores that were between 3.50–4.49 were classified as considerably important and competencies with mean scores of 2.50-3.49 were classified as moderately important (Butula, 1975; Tas 1988). “The results of the study found six competencies that were essential, 18 were reported to be considerably important and the remaining 12 were rated as moderately important. None of the 36 competency statements had means scores rated below 2.50” (Tas, 1988, p. 43). The six competencies that were classified as essential included managing guest problems, professional and ethical standards, professional appearance and poise, effective communication, positive customer relations, and positive working relationships. This was the first study developed in the lodging industry that addressed training concerns for hotel managers as well as helped educators examine if they and their hospitality programs were addressing industry needs in the classroom. This study addressed the need for faculty and industry practitioners to design effective internships, management training programs and professional development programs that would address these competencies in real life situations.

Tas, LaBrecque, and Clayton (1996) later followed up this original study a number of years later by applying Sandwith's (1993) competency domain model to 18 property management competencies used for hotel management trainees. This study categorized each competency according to the domain that it best represents. Of the 18 competencies Tas et al., (1996) examined, the interpersonal competency was rated the

highest followed by the leadership and conceptual-creative competencies. Administrative competencies were rated in the middle and technical competencies were rated as the lowest skill sets. As in the earlier study, all 18 competencies used in this study were rated as essential, considerably important or moderately important. The authors suggest that hotel companies should use the two essential competencies to develop job descriptions in order to encourage workers to work more effectively (Tas et al., 1996). Another study that examined essential competencies was conducted by Kay and Russette (2000). This research project adopted the Tas et al., 1996 study and expanded the essential competencies into the three sub groups including “essential competencies” (ECs), “core essential competencies” (CECs), and “specific essential competencies” (SECs). “ECs common to all functional areas and management levels are called core essential competencies, where ECs common to more than one functional area or management level (but not all of them) are called essential competencies, and ECs common to only one functional area and one management level are called specific essential competencies” (Kay et al., 2000, p. 56). Results of this study were similar to previous studies with the majority reporting leadership skills as the competencies deemed essential by respondents (Kay et al., 2000).

Other competency studies examining entry level managers, middle managers and general managers of hotels followed (Hsu & Gregory, 1995; Siu, 1998; Woods, Rutherford, Schmidgall & Sciarini, 1998; Chung-Herrera et al., 2003). One particular study conducted by Woods et al., 1998 examined hotel general managers’ perceptions of certain skills utilized by hotel managers. The intent of this study was to examine courses of study that hotel general managers believed were most useful for becoming a general

manager of a large and small hotel. Results showed that respondents felt graduates of hospitality programs needed more hands on experience and needed more courses that addressed people management skills and marketing competencies, both administrative competencies under Sandwith's competency domain model. Managers of large hotel properties felt strongly that graduates should focus on business management skills and less on food and beverage skills if they wanted to be general managers of a large hotel in the future (Woods et al. 1998).

Other researchers found implementation, critical thinking, and communication skills as extremely important competencies for senior level hotel managers (Chung-Herrera et al., 2003). Kay and Moncarz (2004) conducted a study that considered competencies for both senior level managers as well as middle level managers. Middle level managers perceived themselves to be better in human resource management and information technology competencies while senior level managers perceived themselves to be better at human resource and financial skills (Kay et al., 2004). The study also suggested that financial management knowledge could be related to career advancement to upper management positions where salaries are also higher (Kay et al, 2004). Siu (1998) studied management competencies in an international setting when she studied managerial competencies required for middle level hotel managers in Hong Kong. Other studies have examined hotel managers in Korea and Spain (Chung, 2000; Agut, Grau, & Peiró, 2003). Agut et al., (2003) examined hotel and restaurant managers' present knowledge and skills verses required knowledge and skills. Siu (1998) looked at essential managerial competencies for middle level managers as identified by senior level managers, and then compared those results to competencies middle level managers

perceived that they possessed. Results showed that hotel senior managers perceived communication skills as the most important competencies needed by middle level managers followed by customer relation skills and then by leadership competencies. While many middle level managers also found these skills to be important, “the difference in the means scores indicates that competencies which senior managers perceived to be essential for their subordinate managers are not being adequately matched by the perceived performance of their middle managers” (Siu, 1998, p. 265). This allows senior level managers the opportunity to train middle level managers in the competency areas or get new managers that will display the necessary skills required for the job. Lastly, the researcher noted that in this particular sample, a generic set of competencies was found to be similar when examining perceived importance of competencies required of middle managers at different types of hotels.

Another valuable member of the hotel management staff where competencies and leadership qualities have been examined is the accountant/ financial executive (Damitio, 1988; Damitio & Kagle, 1991; Cichy & Schmidgall, 1996). The intent of these studies was to identify what financial managers believed were important competencies for the leaders of lodging properties. Important financial competencies for lodging managers that were identified by accountants in the study conducted by Damitio and Kagle (1991) included understanding of income statements, operating budgets, variance analysis, cash budgeting, and financial forecasting techniques. Cichy and Schmidgall (1996) looked at leadership qualities that financial managers believed were crucial for success in the lodging industry. Results indicated that financial executives believed leaders should communicate the organization’s goals, vision and strategic direction. Financial executive

also said leaders need to have a high level of personal integrity, a firm set of values that are consistent with their actions (Cichy et al., 1996). Other studies have been conducted in lodging properties in order to gain a better understanding of core competencies of hotel companies in determining organizational strategies (Roberts & Shea, 1996).

There are many other reasons why researchers have conducted competency studies and developed models for the hotel industry. These include recruitment and selection, training and development, developing performance appraisals, coaching and mentoring entry and middle level managers, developing rewards systems, career development opportunities, succession planning, and the development of company change initiatives (Chung-Herrera et al., 2003). Competencies and competency models are being adopted by hotel companies as well. Both Marriott and Choice Hotels International are examples of hotel companies that have used the competency approach to build and assess leadership capabilities among their senior level managers (Chung-Herrera et al., 2003).

Competency Use in the Restaurant and Food Service Industry

Restaurant and food service management competencies have been examined by numerous researchers (Warner, 1990; Cichy, 1991; Muller & Inman, 1996; Reynolds, 2000). A series of studies conducted by Warner (1990, 1991) examined the importance of managerial competencies for recreational food service managers. Results showed that recreational food service managers mainly valued specialized knowledge, followed by human resource skills, goal and action management skills and leadership skills (Warner, 1991). Prior to the Warner study in 1990, research on management competencies in the hospitality industry mainly examined lodging properties. The Warner studies were some

of the earliest studies conducted on management competencies applied to food service settings (Warner, 1990). A qualitative study conducted by Reynolds (2000) identified successful food service manager behavior competencies as described by 17 executives from leading chain-restaurant organizations. This study revealed “successful food service managers displayed 10 different skills and behavioral characteristics. These included interpersonal skills, passion/enthusiasm for their job, honesty, organizational skills, leadership skills, an ability to handle stress, restaurant experience, a focus on the customer, job related self confidence, and creativity” (Reynolds, 2000, p. 97).

Another study examining attributes and traits of CEOs in chain restaurants found leadership skills and communication competencies as the most consistently displayed skills (Muller et al., 1996). Graves (1996) found that human resource executives in food and beverage operations want managers that they can trust. This is similar to business literature that linked trust to leadership success (Barney & Hanson, 1995; Simons, 2002; Brownell, 2005). Pratt and Whitney (1991) looked at restaurant managers interpersonal skills by examining how well they were at interacting with others. Results found restaurant managers to be very outgoing helping them interact with both employees and guests (Pratt & Whitney, 1991). Samenfink (1994) also examined interpersonal skills in order to monitor how well employees delivered quality service, interacted with guests and practiced suggestive selling techniques. Muller and Campell (1995) identified human resources and finance competencies as the most important managerial skills for a particular national quick service restaurant chain. Other food service industry studies have examined necessary competencies for contract catering managers and chefs (Birdir & Pearson, 2000; Wilson, Murray & Black, 2000).

Competency Use in Other Hospitality Venues

Competencies have been applied to other service operations including meeting planning (Walk, 1987), service marketing (Gilmore & Carson, 1996), the tourism sector (Swedlove & Dowler, 1991; Legohérel, Callot, Gallopel & Peters 2004), ferry companies in Europe (Gilmore, 1998), and acute care hospitals (Williams, DeMicco & Shafer, 2000). When examining competencies used by meeting planners, competencies similar to those found in other sectors of the hospitality industry were discovered. Walk (1987) developed a survey based on five competency domains (basic skills, communication skills, travel and onsite skills, business skills and instructional procedural skills) for meeting planners to rank important competencies required for entry level meeting planners. Results showed the most important competencies relating to writing and communicating followed by technical skills in travel/on-site functions and business administration skills (Walk, 1987).

Competencies have also been used in the hospitality industry to develop sets of core competencies for companies (Roberts, 2003). Roberts (2003) identified three critical core competencies for the hotel industry. These include “an enriched human resource program, developing relationships with employees and customers, and development of databases, central reservations systems, real estate and brand identity” (Roberts, 2003, p. 112). The Buckhead Beef Company, a food service purveyor used core competencies to develop a competency model that was used by the company to develop a structural interview in order to hire excellent sales performers (Warech, 2002). Competencies and competency models have provided numerous benefits to businesses, hospitality organizations, students, educators and trainers.

Competency-based Certifications

Many professional associations have used competencies to develop and implement certification designations (Gilley & Galbraith, 1986). “In many professions, a successful career is marked by an appropriate degree of professional development, verified by a credible certification program and recognized by both the public and one’s peers” (<http://www.cmaa.org/prodev/lifetime/certification.htm>). With regard to club management, certification is how an individual gains competence in club management through educational programs (chapter meetings and Business Management Institute), management experience and a successful passage of a comprehensive examination. Hospitality associations such as CMAA and the American Hotel and Lodging Association (AHLA) use competencies to develop certification standards. Golf related associations such as the Professional Golf Association (PGA) and the Golf Course Superintendents Association of America (GCSAA) also use competencies as a basis for their certification process. Certification studies have been conducted in the hospitality and tourism industry (Samuels, 2000; Wright, 1989) for hospitality finance (Damitio, 1988; Damitio & Schmidgall, 2001), and in the casino industry (Hashimoto, 2003).

When developing a certification designation for managers, it is important to understand what knowledge, skills and attributes are important for success in that particular industry. A specific set of standards must be developed by association leaders and industry practitioners in order to give the certification valued meaning (Hashimoto, 2003). “These developed professional competencies will reflect the uniqueness of the profession” (Hashimoto, 2003, p.34). The certification process can provide organizations

with some degree of confidence and reliability that the individual they employ is a competent professional.

Other advantages of industry certifications include creating higher salary potential for certified individuals, enhancing the entire profession, and development of a standardized set of skills for the profession (Galbraith & Gilley, 1986; Samuels, 2000). “Certification also encourages academic and practical knowledge, professional standards, professional development and makes the profession more visible to the general public” (Samuels, 2000, p. 49). Some disadvantages of implementing certification programs include financial and human costs, legal difficulties and creating a culture of qualified vs. non-qualified professionals (Galbraith et al., 1986; Samuels, 2000). In order for managers to earn a certification designation, they must be able to show that they are competent in every aspect of their job. A certification program based on competencies provides the mechanism for managers to provide evidence of their competence.

In order for the certification designation to have value, organizations have to create sound assessment procedures, as well as have industry practitioners buy into the certification process. This usually means that the hiring company’s value certified individuals because of their dedication, years of experience and continued learning within the profession. The idea is that the certified manager has displayed a certain level of competence required to successfully manage within the profession. Of equal importance is the recertification process where individuals need to continually develop in order to maintain their certification designation. This process usually has certified individuals maintain a record of continued professional development by attending additional relevant educational sessions.

Under the CMAA model, managers receive certification credits for professional development program attendance. According to David McCabe, Senior Director of Education at CMAA, there are currently 1,363 certified club managers (CCM) (D. McCabe, personal communication, February 9, 2007). All managers must obtain 300 certification credits in order to be eligible to take the comprehensive exam. Two hundred of the credits are deemed educational credits. At least 25 of the educational credits must be earned through local regional chapters and 100 credits must come from CMAA education programs. Fifty credits must come from association activity and the additional 50 credits must come from education or association activity.

There are three paths by which a club manager can become certified. The first path is to obtain a four year hospitality degree. Managers who obtain a four year hospitality degree receive 150 credits for their degree. These managers must belong to the association for a minimum of four years and must attend at least one CMAA World Conference. In addition, they must attend two six hour pre-approved workshops as well as successfully completing Business Management Institute (BMI) III. In the second path, managers must obtain a four year non-hospitality degree from a university or college. Managers who follow this path receive 90 credits for their degree. The requirements in order to meet certification requirements for this path include attendance at one CMAA World Conference, membership in the association for five years, successfully completing four, six hour pre-approved workshops and successfully completing both BMI II and BMI III. Path three is for managers who have not obtained a four year college or university degree. These managers must attend one CMAA World Conference, be a member of CMAA for six years, successfully complete six, six hour pre-approved

workshops and successfully completed BMI I, BMI II and BMI III in order to be eligible to sit for the exam. Since all members of CMAA are managers of clubs, the requirement of being a member of the association for a specified number of years ensures that individuals sitting for the certification exam have club management experience. Upon meeting these requirements, managers must pass a comprehensive exam covering the nine competency areas developed by Perdue et al., (2000). Once a manager has passed the exam, they must then obtain an additional 120 certification credits in the next five years in order to maintain their certification designation. Of these 120 credits, 60 must come from CMAA education programs in order to be recertified through the association. For managers who obtain an additional 400 credits beyond what is required for certification, there is the designation of Honor Society member. One hundred and fifty of these 400 credits must come from CMAA education and managers need to be active members of the association for at least seven years. In addition to these requirements, managers must successfully complete either BMI IV or BMI V in order to be eligible for the Honor Society designation. According to David McCabe, Senior Director of Education at CMAA, there are currently 438 members who have achieved the Honor Society designation (D. McCabe, personal communication, February 9, 2007).

Competency Use in the Private Club Industry

Management competencies have historically served as the basis for professional development programs conducted by the Club Managers Association of America (CMAA) (Kent et al., 1989). Management competencies were originally developed for a series of one week courses CMAA called the Business Management Institute (BMI)

which the association has used since 1986 to provide professional development for club managers on relevant management issues that face the private club industry (Kent et al., 1989). “The leaders of CMAA had the vision and foresight to establish lifetime, university based professional development programs for managers at all stages of career development. Its structure establishes tangible career benchmarks by which managers can measure their progress and strive for the various levels of competency” (Cichy & Singerling, 1997 p. 35). It is very important to note that many private club managers around the country report to a board of directors made up of club members who are unaware of the general manager’s role in day to day operations (Hurd et al., 2004). Competencies can help the clubs board of directors understand the complexity of the manager’s job.

The Club Managers Association of America Business Management Institute (BMI) programs are competency based. The five level, university based programs utilize the nine competency areas. BMI I, Club Management, covers competency clusters of human resources, management, governmental/external influences, food and beverage management, accounting and financial management, marketing and golf sports and recreation management. BMI II, Leadership Principals, covers competency clusters of management, club governance, and governmental and external influences. BMI III, General Manager/Chief Operating Officer, covers competency clusters club governance, marketing, governmental and external influences, facilities, management, golf, and sports and recreation management. BMI IV, Tactical Leadership, covers competency clusters management, club governance, and facilities management. BMI V, Strategic Leadership, covers competency clusters club governance, management, human resources, and

accounting and financial management. In addition to the BMI I – V programs, CMAA provides elective BMI courses in management, food and beverage management, golf, sports and recreation management (J. Perdue, personal communication, July 12, 2007). An allied association of CMAA is the Golf Course Superintendents Association of America (GCSAA) which also uses management competencies as the basis for their professional development program and certification process. GCSAA management competencies were used in the development of the present study.

Cichy et al., (1997) examined leadership qualities of club chief operating officers (COO). The intent of their study was to examine the importance of four foundations of leadership and see if various management levels within the club needed these traits. The four foundations of leadership according to the authors included vision, communication, trust and preservation (Cichy et al., 1997). Results indicated communication and trust as the most important attributes followed closely by vision and perseverance. The study also found leadership skills were more important for chief operating officers and department heads than for front line supervisors and hourly employees (Cichy et al., 1997). This study was followed up by Cichy and Schmidgall (1997) when they looked at leadership qualities of club financial executives. Similar results in this study were found when financial executives rated communication then trust followed by perseverance and vision as the most important foundations of leadership (Cichy et al., 1997).

Other studies in private clubs have addressed marketing issues (Goffe, 1986; Kaven & Allardyce, 1993; Pellissier, 1993; Pellissier, 1994), while a study conducted by Sherry (1992) examined legal issues in relation to the membership selection process. Cannon, Ferreira & Ross (1998) looked at external and governmental influences while

examining the prevalence of sexual harassment in private clubs. Yim (1983) examined sex discrimination in private clubs indicating managers needed to be up to date with legal issues that could affect their private clubs. Others have examined management styles and job tenure factors in private clubs (McBeth, 1983; McBeth & Mondy, 1985; Whitney, 1988; Graff, 2000; Robinson, 2005). For example, Clemenz, (2002) examined and discussed teaching techniques used in a private club class to develop student's skills. A study conducted by Clemenz (1993) examined club manager perceptions of college course work. Results indicate that club managers believed the most important courses in a college curriculum related to accounting and financial management, human resources and communications (Clemenz, 1993). The results also indicated that managers in the future would need to be able well versed in financial management skills as well as have excellent people skills (Clemenz, 1993)

O'Halloran (1996) discussed the value of CMAA's faculty internship program which is used to provide faculty with skills needed to teach club management classes. This is extremely important since many educators have not worked in the private club industry and most students in hospitality programs are unaware of job opportunities in the private club sector. Prior to the implementation of the club management internship, faculty often did not have the information necessary to address the skills needed to manage club properties (Barrows, Partlow & Montgomery, 1993). Barrows and Walsh (2002) found that hospitality programs were not reaching out to the private club industry indicating that educators were not doing a good job of trying to understand this segment of the industry. This lack of knowledge of the private club industry was also reflective of

the lack of research publications addressing current issues in the private club industry (Barrows, 1994; Barrows et al., 2002).

Singerling, Woods, Ninemeier, and Perdue (1997) studied factors that lead to success or failure within the club industry. This study surveyed three distinct groups including club board members, club members and club managers. This was the first study of its kind examining these three groups in order to develop a list of success factors for private clubs. Results found that all three groups tended to have the same opinion on factors determining the success of a private club (Singerling et al., 1997). Lambrecht (1986) examined competencies required for athletic club managers. Chen (2004) conducted a study on competencies needed by sports club managers in Taiwan. Another study conducted by Chen (1993) found communication skills, business management, facility design, financing, and facilities and equipment management as the most important competencies for commercial sports managers. These managers managed golf courses, golf driving ranges, bowling alleys, fitness centers and tennis club in Taiwan. Chen (1993) found important competencies were rated differently based on club size as well by the number of employees at the club. Other competency studies examining the importance of interpersonal, marketing, finance, human resource and management skills have been examined in German and Greek sports clubs (Horch & Schütte, 2003; Koustelios, 2003).

A series of studies conducted by Perdue et al., (2000, 2001, and 2002) examined competencies required for club managers. The intent of these studies was to examine the importance and frequency of use of management competencies applied to the private club industry. The first of these academic studies was conducted in 1998 and looked at 127

competencies in seven clusters. Many of these competencies were obtained from a CMAA certification task force which developed an original 111 competencies that they believed club managers needed for success (Perdue et al., 2000). Each competency statement was rated for importance and frequency of use. Aggregate scores were computed for each competency combining the overall importance and frequency scores. Of the ten most important and frequently used competencies, two came from the accounting and finance cluster, one came from the club management cluster, three from the food and beverage cluster and three came from the human and profession resources cluster (Perdue et al., 2000). The most important and frequently used competency, “developing an operating budget,” came from the accounting and finance cluster (Perdue et al., 2000). This study also listed the ten least important and least frequently used competencies. Seven came from the building and facility management cluster, two came from the club management cluster and one came from the external and governmental influence cluster (Perdue et al., 2000). The least important and least frequently used competency in this study, “knowledge relating to history of private clubs,” came from the club management cluster (Perdue et al., 2000).

This study laid the ground work for other competency studies in the private club industry. It also addressed two of Sandwith's competency domains (administrative and technical) and helped evaluate professional development programs and certification standards for CMAA. Perdue et al., (2001) produced a second competency study in private clubs measuring importance and frequency of use of competencies needed for private club managers in the future. This study was conducted in 1999 and asked managers to rate the importance and frequency of use of management competencies that

should be important for the year 2005. The researchers also expanded their original study by adding two new clusters, sports and recreation and separating marketing and management into two separate clusters (Perdue et al., 2001). In this study, the competency list was expanded from 127 in the 1998 study to 144 in 1999 to address competencies in all nine clusters. Aggregate scores revealed that club manager's perceived competencies in the accounting and finance, human and professional resources and the food and beverage clusters would be the most important and frequently used competencies in the future (Perdue et al., 2001). Aggregate scores also revealed that managers believed competencies that relating to external and governmental influences, sports and recreation and building and facility management would be the lowest priority competencies in the future (Perdue et al., 2001). Interestingly, when compared to the previous study, managers did not differ very much as to which managerial competencies would be needed to address trends and industry developments in the future. The same five competency clusters, accounting and finance, human and professional resources, food and beverage management, management and club governance ranked as the top five competency clusters in both studies, but with different order (Perdue et al., 2002). Other similarities included managers rating "ability to utilize a budget" as the most important and most frequently used competency in both studies (Perdue et al., 2002). Both studies clearly indicated that students and managers wanting to be successful club managers in the future should concentrate on accounting and financial management (Perdue et al., 2002). These competency studies were developed to help educators teach appropriate skills so that students could meet industry needs, to help clubs provide appropriate training programs for management staff and to provide a basis for CMAA to develop new

professional development programs that would meet manager needs for developing competencies needed for the future (Perdue et al., 2002).

Perdue et al., (2002) developed a study based on their previous studies to help hospitality educators who are teaching club management classes. Many of these educators have relatively little knowledge about the private club industry and did not know how to address relevant competencies for the industry (Perdue et al., 2002).

“These studies provide educators with a systematic presentation of competencies and domains to aid them in developing club management courses that will provide students with information that they will need to become successful club managers” (Perdue et al., 2002 p. 21). It is these studies along with the Sandwith competency domain study that provides the basis for the current study. Other literature was included to develop a master list of competencies in each of Sandwith’s five domains. The intent of the current study is to validate new competencies that were not addressed in previous club manager competency studies as well as to build upon and validate CMAA’s Management to Leadership model which has been used by CMAA’s leadership to describe the role of a general manager in a private club.

CMAA Management to Leadership Model

In April 2003, club managers gathered in Alexandria, Virginia for an advanced executive education program titled Business Management Institute V (J. Perdue, personal communication, February 15, 2007). The program was developed and sponsored by the Club Managers Association of America. During the week, managers discussed their role as the leader of the club and its assets. Through this discussion, a model titled the “Management to Leadership Model” (Figure 2) was developed to better explain the ever

evolving role of the private club manager (<http://www.cmaa.org/mgmt2ldr/graph.htm>).

The base of the model includes the nine original competency areas revealed in studies conducted by Perdue, Ninemeier and Woods. The nine competencies have served as the foundation of the certified club manager (CCM) designation, signifying dedication and competence as a private club manager. The base of the model represents two domains (administrative and technical) and nine competency clusters which includes private club management, human and professional resources, management, marketing, food and beverage management, golf sports and recreation management, accounting and financial management, building and facility management, and government and external resources. At the top of the model when a private club manager becomes the leader of the club, his or her role changes to become the keeper and provider of the club culture, vision, values and traditions. In the middle of the model is the asset management role of the private club manager where the manager is responsible for managing the financial, physical plant and human resource assets of the club. This role refers to the management of the club's physical assets including the clubhouse, the land that the club owns, and the golf course or other sports and recreation related venues that a private club might offer. Other physical assets that a private club manager can be responsible for includes all of the club's furnishings including any antiques that the club owns. Management of the club's financial assets includes the club's money; managers may be expected to invest the club's money that is obtained through initiation fees, dues and assessments. Many private clubs will have extensive financial assets that the manager along with the business manager or accountant is responsible for in order to lead the club in future years. The top part of the Management to Leadership Model illustrates the role of the general manager as the leader

of the club. This stage of the Management to Leadership Model is difficult for many managers to reach because career longevity is a key to reaching this stage. Managers who have been at a club for a number of years can become ingrained in the club culture and can help develop new traditions and values to help the membership remain active in the club social community.

Club managers are now viewed as the bridge between the board of directors and the staff. Club managers are called upon by the board of directors to lead the club in the future by maintaining the clubs values and traditions and by developing new traditions that will help lead to membership growth and member usage of the club and its facilities. Managers need to cultivate this relationship with the membership and the board of directors. A major reason for the current study was to address the issue club managers said they faced on a daily basis. The role of the private club manager has become complex and many managers are finding themselves called upon by the club board to lead the club in new ways the managers was not responsible for in the past (J. Perdue, personal communication, February 15, 2007).

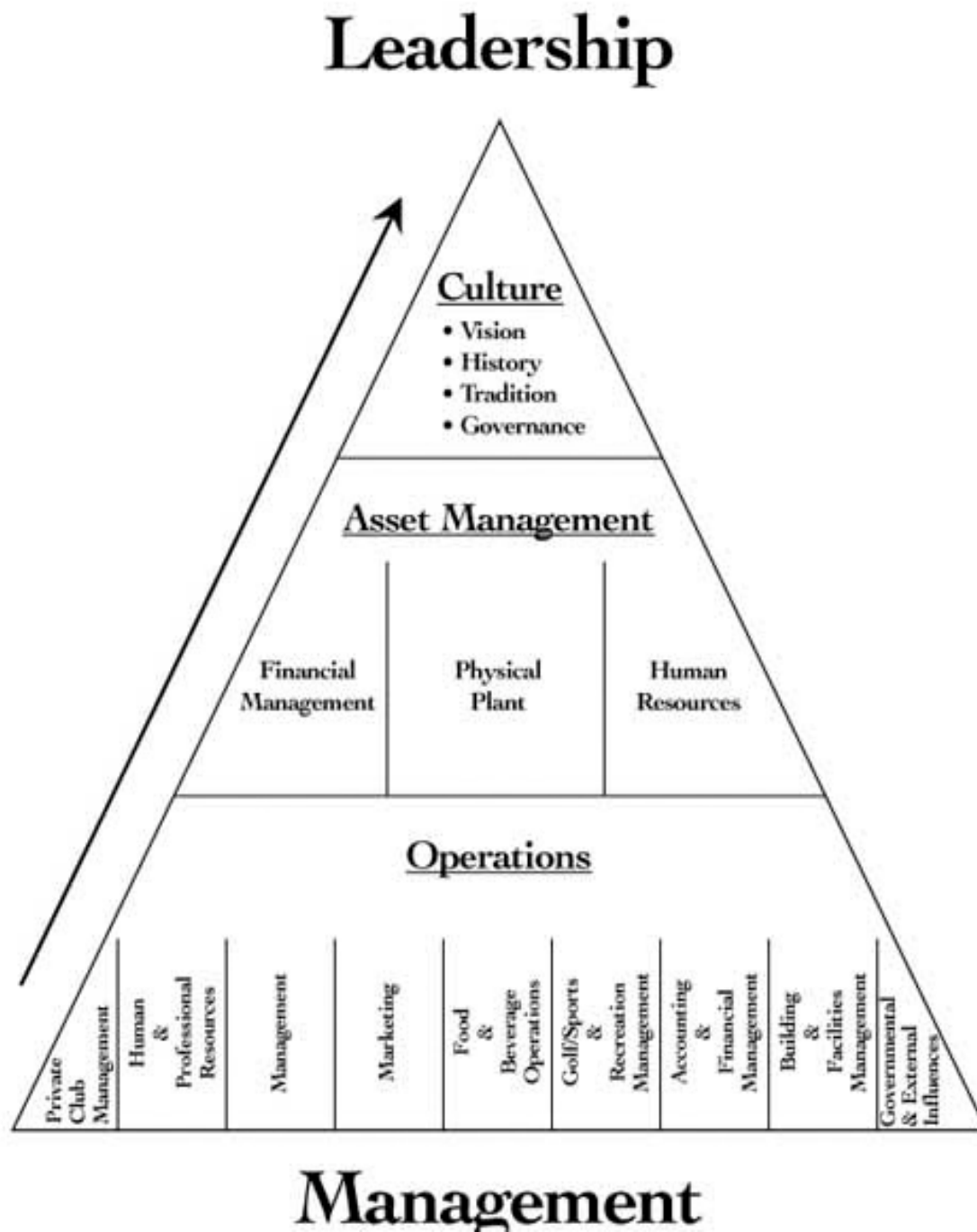


Figure 2. CMAA's "Management to Leadership Model" (2003)

Summary

In summary, competencies have been identified and used in business, training, education, hospitality and private club management fields. Sandwith's (1993) competency domain model examined conceptual-creative, interpersonal, leadership, administrative and technical skills. Previous studies on club manager competencies have examined the importance and frequency of use of administrative and technical competencies but have neglected the importance and frequency of use of leadership, interpersonal and conceptual-creativity skills (Perdue et al., 2001; Perdue et al., 2002). These skills have been identified in other professions as some of the most important and frequently used skills by organization leaders (Thomas et al., 1980; Levinson, 1980; Kotter, 1990; Oss, 2003). This study examines the importance and frequency of use of Sandwith's five domain competency model as applied to the private club industry. It serves many purposes. "First, this study helps fill a gap in hospitality literature by investigating current important and frequently used managerial competencies" (Merritt, 2000, p. 37). Second, it helps private clubs and private club managers develop future private club managers by using the identified important competencies for selection, compensation, job descriptions, training programs and career development purposes. Third, this study was funded by The Club Foundation and will be used by the Club Managers Association of America as a means for evaluation of certification and professional development programs. Fourth, this study will help educators address important and frequently used managerial competencies within the private club industry in their course development and teaching. Lastly, this research provides information for

private club managers who want to further understand senior levels of management of the private club industry (Merritt, 2000).

CHAPTER III

METHODS

This chapter describes the research design and methods used in this study. The results of this study will be presented in Chapter 4.

Classification of the Study

This study used exploratory research to obtain data. Exploratory research studies relationships among different variables without attempting to demonstrate causality (Schendel & Hofer, 1979; Borg & Gall, 1983; Pedhazur & Schmelkin, 1991; Leedy & Ormrod, 2005).

Previous studies on management competencies in the private club profession have not addressed managers' soft skills including three of Sandwith's (1993) competency domains (leadership, interpersonal, and conceptual-creative competencies). The purpose of this study was to examine the importance and frequency of use of Sandwith's five competency domains.

The primary concern when conducting this study was with internal validity and reliability. Since numerous studies on management competencies were used to develop the current study, reliability and validity needed to be determined in order for this study to be generalizable to other private clubs that were not used in the current sample. This study is also classified as applied research in that the goal of the study was to develop a list of important and frequently used competencies that private club managers could use

and develop while managing their clubs (Borg et al., 1983). The findings will be used by the Club Managers Association of America (CMAA) for professional development including educational programming and certification standards as well as for creating job descriptions. This study also provides club managers with information on what competencies are important and frequently used to manage private clubs. It also gives managers and educators a list of skills that should be developed in future private club managers through training programs and curriculum offerings.

A five phase process was used in the development of this study. Phase I involved creating a study that was practical and theoretical that would address current issues in the private club industry. A grant application was presented to The Club Foundation to update managerial competencies that were used as a basis for professional development programs and certification testing. Phase II involved reviewing literature to develop a survey instrument that would include competencies in all five of Sandwith's (1993) competency domains. Previous literature on managerial competencies in businesses, hotels, restaurants and private clubs was used in developing this survey instrument. A review panel of club managers and educators who are experts in club management were used to validate the study for the private club industry. In Phase III, a sample of active private club managers was randomly selected to receive the survey questionnaire. In Phase IV, data were collected and Phase V included analyzing the data.

Phase I – Practical Research in Private Clubs

Previous private club manager competency studies failed to address some of the important managerial knowledge, skills and abilities necessary for effective club management. Previous studies also needed to be updated for professional development

and certification purposes. Since both CMAAs professional development and certification programs are based on important and frequently used managerial competencies, it was extremely important to see if these competencies changed over time. This study takes into account new trends and challenges that were not present when the previous studies on club manager competencies were conducted. The current study explores the private club industry and private club management where there has been little prior academic research to-date.

Research Questions

The research questions for this study were: 1. Is there a relationship between certification status and the perceived level of importance of private club management competencies? 2. Is there a relationship between the type of club and the perceived level of importance of private club management competencies? 3. Is there an interaction between certification and years of experience in the private club industry on the perceived level of importance and frequency of use of private club management competencies?

The primary purpose of this study was to determine which managerial competencies private club managers perceive to be important and which managerial competencies they use most frequently. This study also examined whether certification status and club type were indicators of how managers rated the importance and frequency of use of managerial competencies.

Phase II – Development of the Survey Instrument

The second phase of the study was to develop a survey instrument. The survey instrument was eight pages and contained three sections with a total of 356 questions including importance ratings and frequency ratings. The first section of the survey contained both club and manager demographics. The survey sample used in this study was private club managers. “This study used club managers as the focal unit because they share similar functions of leading, managing, planning and coordinating within the workplace” (Merritt, 2000, p. 38). The managers included in this study were either members of CMAA or were engaged in educational programs offered by CMAA. Data were collected from club managers located in six geographic regions to ensure the data did not exhibit geographical bias (Merritt, 2000). The six regions included the Northeast which included Connecticut, Massachusetts, Maine, New Hampshire, New Jersey, New York, Rhode Island and Vermont; the Mid-Atlantic which included Delaware, Pennsylvania, Maryland and the District of Columbia; the South which included Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia; the Southwest which included Arkansas, Colorado, Kansas, Louisiana, Missouri, New Mexico, Oklahoma and Texas; the Midwest which included Iowa, Illinois, Indiana, Michigan, Minnesota, Montana, North Dakota, Nebraska, Ohio, South Dakota, Wisconsin and Wyoming; and the West which included Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah and Washington. These regions were adapted from the 2005 edition of CMAAs compensation and benefits survey (<http://www.cmaa.org/membersurveys/CandBReport.asp>).

In this study managers were differentiated on the basis of club demographics and personal demographics. Club demographics included:

- Type of club
- Ownership of club
- Number of members at the club
- Number of full time employees at the club
- Gross dollar volume of the club
- Private classification
- Seasonality of club
- Adhering to GM/COO concept

Club manager personal demographics include:

- Job title
- Location in the country
- Age
- Gender
- Certification status through CMAA
- Honor society status through CMAA
- Education level
- Attendance of CMAA education programs (BMI)
- Years employed at present position
- Number of clubs managed during career
- Years of management experience in club industry

The second section of the survey contained 151 managerial competencies for club managers to rate regarding importance and frequency of use. In addition, each domain as well as a cluster within a domain was also rated on importance and frequency of use, bringing the total number of questions for this section to 163. Competencies were put into five domains according to Sandwith's (1993) competency domain model. Each competency was rated on importance using a five point Likert scale where five (5) was critically important and one (1) was no importance. Each competency was also rated on a three point scale for frequency of use where three (3) was always used the competency and one (1) was never used the competency. Managers could also select *NA* for not applicable if the competency was not applicable to their private club (i.e. golf competencies at a club that does not offer golf facilities). Two domains, the administrative and the technical domains, were included in previous studies on club manager competencies. The administrative and the technical domains were divided into clusters in order to group similar competencies together. The administrative domain included the managerial skills of accounting and finance, human and professional resources, marketing and external and governmental influences. The technical domain included skills in food and beverage management, building and facilities maintenance, club governance, golf and sports and recreation.

Since three of the five competency domains had never been tested on club managers before, the survey was pilot tested with a panel of experts from the club industry as well as university educators.

The panel of experts consisted of six club managers, five professors who were experts in club management and the chief executive officer of the Club Managers

Association of America. All of the panel members were contacted by phone and asked to evaluate the survey instrument. Panel members were mailed a cover letter (Appendix A), a feedback form (Appendix B) and a copy of the proposed survey instrument and asked to evaluate each competency statement for clarity, conciseness, accuracy, and relevancy to the private club industry. Each panel member was also asked to provide any additional comments on the feedback form. Based on the panel input, the competency study was revised and new competencies were added. Follow-up phone calls with panel members were made to assure that their concerns were addressed in the final copy of the survey (Appendix E).

The following section discusses the development of each competency domain.

Conceptual-Creative Competencies

According to Sandwith (1993), the “conceptual aspect of this domain refers to cognitive skills associated with comprehending important elements of the job” (Sandwith, 1993, p. 46). These competencies related to an individual’s role within the organization. The creative part of this domain was added to address the creative aspects of a job. These competencies relate to the organization’s mission, strategic environment, development of new ideas, and adaptation to changing circumstances. These items were adapted from Katz (1955), Boyatzis (1982), Tas (1988), Getty et al., (1991), Sandwith (1993), Spencer et al., (1993), Hsu et al., (1995), Kaufman et al., (1996), Tas et al., (1996), Bartlett et al., (1997), Evers et al., (1998), Lucia et al., (1999), Kay et al., (2000), Chung-Herrera et al., (2003), and Kay et al., (2004). In this section of the survey, managers were asked to respond to 11 conceptual-creative competencies as well as an

overall rating of the domain. Each competency was written using Bloom's et al., (1956) *Taxonomy of Educational Objectives* so that each competency could be measured.

Managers were asked to assume that they were effective general managers/COOs of a club operation and were instructed to rate each competency on importance and frequency of use. Responses from this section were used to determine how important and frequently used conceptual-creative competencies were when managing a private club. All of these variables have been found in other studies to be related to Sandwith's conceptual-creative domain.

Interpersonal Competencies

The second competency domain to be examined in the survey was interpersonal competencies. Interpersonal competencies relate to communication functions such as writing, speaking and listening. Interpersonal skills can also include interactions with others including negotiation and providing feedback to employees. In a service setting such as a private club, these skills are important for interaction with members, guests and service staff. These items were adapted from Thomas and Sireno (1980), Tas (1988), Getty et al., (1991), Spencer et al., (1993), Hsu et al., (1995), Tas et al., (1996), Evers et al., (1998), Lucia et al., (1999), Kay et al., (2000), Agut, Grau and Peiró (2003), Wakou, Keim and Williams (2003), Chung-Herrera et al., (2003) and Kay et al., (2004). From literature, 14 managerial competencies were identified under the interpersonal domain. Managers were asked to rate each competency on importance and frequency of use. In addition to rating these 14 interpersonal competencies managers were asked to rate the overall importance and frequency of used of the interpersonal domain.

Leadership Competencies

The leadership domain “turns thought and ideas into action as well as provides a strategic link between the conceptual-creative domain and the other domains” (Sandwith, 1993, p. 47). A leader must be a trustworthy role model and should be able to influence their followers to become involved in the work environment. A leader also trusts their supporters and followers and empowers his or her direct reports so that they can properly do their job. This is a distinct managerial domain separate from other administrative tasks and roles (Sandwith, 1993). This domain included knowledge, skills and abilities such as managing time to ensure productivity, building networks inside and outside the work place, treating people with respect, inspiring and motivating others, leading the company through conflict, delegating, and considering ethical implications before making decisions. Items for this section of the survey were obtained from Thomas et al., (1980), Boyatzis (1982), Tas (1988), Warner (1991), Getty et al., (1991), Spencer et al., (1993), Sandwith (1993), Hsu et al., (1995), Tas et al., (1996), Bartlett et al., (1997), Evers et al., (1998), Lucia et al., (1999), Kay et al., (2000), Agut et al., (2003), Chung-Herrera et al., (2003), Wakou et al., (2003) and Kay et al., (2004). An extensive review of literature uncovered 30 different managerial competencies under the leadership domain. Managers were again asked to rate all 30 competencies on importance and frequency of use. Managers were then asked to rate the overall importance and frequency of use of the leadership domain.

Administrative Domain

The administrative domain is characterized by four managerial functions including accounting and finance, human and professional resources, marketing and external and governmental influences. The human resources functions under this domain includes personnel management, effectively recruiting and training staff members as well as making sure the organization is compliant with labor laws. The accounting and finance cluster includes compensation issues, auditing procedures and developing operating budgets. The marketing cluster is concerned with developing service marketing programs, newsletters that highlight the club products and services and successfully promoting the club's membership activities.

The final aspect of the administrative domain is the external and governmental influences cluster. This cluster includes competencies that are used to legally operate a private club. These competencies include complying with laws relating to contracts and torts as well as complying with governmental regulations at the federal, state and local level. The administrative domain and the technical domain were comprehensively addressed in previous club management competency studies (Perdue et al., 2000; Perdue et al., 2001). It was important to see if changes of importance and frequency of use of these competencies had occurred. Items for this section of the survey were also obtained from other studies including Katz (1955), Boyatzis (1982), Tas (1988), Warner (1991), Getty et al., (1991), Spencer et al., (1993), Sandwith (1993), Hsu et al., (1995), Tas et al., (1996), Kaufman et al., (1996), Bartlett et al., (1997), Evers et al., (1998), Lucia et al., (1999), Kay et al., (2000), Agut et al., (2003), Chung-Herrera et al., (2003) and Kay et al., (2004). Managers were asked to rate the importance and frequency of use of each

competency within each cluster. This is the second largest domain with the accounting cluster having twelve competencies, the human and professional resources cluster having eight competencies, the marketing cluster having five competencies and the external and governmental influences cluster having seven competencies. Managers were asked to rate each cluster within the administrative domain on overall importance and frequency of use.

Technical Domain

The final domain was the technical domain which “refers to the actual work that the organization does” (Sandwith, 1993, p. 50). In the case of a private club, the technical domain refers to the facilities and services that are offered to the membership such as the food and beverage operations and golf and other recreational services provided at the club. In this study, the technical domain included five clusters of management competencies. These five clusters were used in previous club manager competency studies (Perdue et al., 2000; Perdue et al., 2001). The five competency clusters in the technical domain included the food and beverage cluster, the building and facilities management cluster, the club governance cluster, the golf management cluster and the sports and recreation management cluster. In the previous club manager competency studies, golf and sports and recreation were included in the same cluster. However, since 80 percent of the private clubs represented by CMAA members are golf and country clubs that include golf, the researcher and panel of experts felt that it would be beneficial to examine these competencies separately. Items for this section of the survey were obtained from Katz (1955), Tas (1988), Warner (1991), Getty et al., (1991),

Spencer et al., (1993), Hsu et al., (1995), Tas et al., (1996), Kay et al., (2000), Perdue et al., (2000), Perdue et al., (2001), and Kay et al., (2004). Again, managers were asked to rate each competency within each cluster of the technical domain for importance and frequency of use. This is the largest domain with the food and beverage cluster having 19 competencies, the building and facilities management cluster having 13 competencies, the golf management cluster having 16 competencies and the sports and recreation management cluster having five competencies. Managers were asked to rate each cluster within the technical domain on overall importance and frequency of use.

The third and final section of the survey instrument was an ability and success measure. In this section, each competency domain was rated on a five point Likert scale where five (5) was strongly agree, (4) agree, (3) undecided, (2) disagree and one (1) strongly disagree on how well each domain prepares the manager to do their job (ability) and on how well club managers believed each domain leads to success in the private club industry. The intent of this section was to see which competency domain was perceived by managers as leading to success in the private club industry as well as which competency domain best prepares managers to do their job (ability measure).

Phase III – Sample Selection

A sample of 800 private club managers from throughout the United States was used for this study. The survey instrument along with an information letter was mailed in March immediately following the 2007 World Conference on Club Management. Managers were randomly selected from the CMAA membership list. Members of CMAA represent more than 3300 private clubs including country, golf, city, athletic, faculty, yacht, corporate, and military clubs (D. McCabe, personal communication,

February 9, 2007). The current study included managers from all of these types of private clubs. Mailing labels of active members of CMAA were supplied by the association. The study included only active members of the association meaning that it did not include retired, student, or provisional members. Active members of CMAA are defined as members who have belonged to the association for a minimum of one year, have met minimum education requirements and are currently managing private clubs.

Club managers that were actively participating in CMAA professional development programs (Business Management Institute) were also used in the current sample. This sample was also random since the researcher did not know who would be attending these professional development sessions. Business Management Institute programs offered by CMAA from January through April 2007 were included in this study. Seven Business Management Institute programs were conducted by CMAA over this time period. In addition, managers attending two CMAA chapter education meetings during the spring of 2007 were also included in the sample. Managers were asked not to complete the survey if they had previously completed it through the mail, at a Business Management Institute program or at a chapter education program.

Phase IV – Data Collection

This section explains the data collection procedures used in conducting this study. A packet was mailed to each randomly selected club manager. Packets included a survey questionnaire (Appendix E), accompanied by a letter of endorsement from Joe Perdue, CCM, CHE, Academic Advisor for CMAA, written on CMAA letterhead. This letter encouraged participation in order to validate and update competencies used for professional development programs and certification standards (Appendix C). Joe

Perdue, CCM, CHE was selected to write the endorsement letter in order to achieve a higher response rate. Mr. Perdue has worked with CMAA in developing and facilitating Business Management Institute programs for twenty years and is known by most of the active members of CMAA. The endorsement letter also explained that the study was endorsed and sponsored by both CMAA and The Club Foundation. Listing a sponsoring organization was noted by Paxson (1995) as a way to increase response rate. Each packet also included an information letter indicating University approval, study details, information from and about the primary researcher and assurance of confidentiality (Appendix D). A self addressed stamped return envelope was provided with each packet in order to increase the overall response rate for the mailing (Paxson, 1995). Each survey was numbered for follow-up purposes only. The purpose of the numbering process was explained in the information letter that accompanied the survey.

Data were also collected at CMAA professional development programs. CMAA provided the primary researcher the opportunity to administer surveys at all Business Management Institute programs conducted between January and April 2007. Managers at these programs were assured confidentiality. Surveys were collected by the Academic Advisor of CMAA who mailed them to the primary researcher. Surveys administered at the two CMAA chapter education programs were collected by a club management university professor who had served on the study industry panel of experts. No identifying information was on the survey in order to assure confidentiality.

Three weeks after the initial mailing, a follow-up post card from CMAA's academic advisor was sent to every manager who had not completed the survey from the initial mailing (Appendix F). The post card explained to managers that their participation

was important to the study and gave the primary researcher's contact information if they had any questions or needed another copy of the survey instrument. Second mailing responses were coded differently from original responses to see if any differences occurred from the first mailing.

Phase V – Data Analysis

Exploratory factor analysis was used to identify important competency domains/clusters for club managers (Meyers, Gamst & Guarino, 2006). Nine domains/clusters were identified and used in the confirmatory factor analysis. Confirmatory factor analysis was used to determine how well the hypothesized domains/clusters identified by the exploratory factor analysis fit the data that was gathered (Meyers et al., 2006). Multivariate analysis of variance (MANOVA) was used to determine if there was a relationship between certification status and the way managers viewed the nine competency domains/clusters of leadership and interpersonal, golf, food and beverage, legal and human resources, facility maintenance, accounting, conceptual, club governance and marketing. Another MANOVA was used to determine if there was a relationship between club type and the way managers viewed the nine competency domains/clusters. Multiple regression analysis was also used to examine if there was a correlation between certification status and years of management experience in the private club industry in predicting which management competencies managers find the most important. Mean scores and frequencies were also reported as were aggregate scores for the most important and frequently used competencies.

CHAPTER IV

RESULTS

This chapter presents and discusses the statistical analysis of the data gathered in this research study. The following research hypotheses guided the study. A) There is no significant relationship between certification status and the importance rating of managerial competencies for club managers. B) There is no significant relationship between club type and the importance rating of managerial competencies for club managers. C) There is no correlation between certification status and years of experience in the private club industry in predicting which competencies managers find most important.

Sample Characteristics

Eight hundred managers of the Club Managers Association of America were randomly selected to be included in the mail sample. Mailing labels for all active members of CMAA were provided by the association. Of the 800 club managers surveyed, 372 responded through mail for an overall response rate of 47 percent. Seven incomplete surveys were dropped from the study leaving 365 responses through mail for a participation rate of 46 percent. Another 231 surveys were obtained through CMAA professional development programs and chapter education sessions. There were a total of

596 useable surveys used in this study. Table 1 displays questionnaires participant source location information.

Table 1

Survey Location for Participants

| | N | Percent |
|----------------------------------|-----|---------|
| BMI I | 47 | 8% |
| BMI II | 37 | 6% |
| BMI III | 38 | 6% |
| BMI IV | 15 | 3% |
| BMI V | 15 | 3% |
| BMI Golf Management | 17 | 3% |
| Certification Review Course | 28 | 5% |
| Carolina Chapter Meeting “March” | 14 | 2% |
| Carolina Chapter Meeting “April” | 20 | 3% |
| First Mailing | 309 | 52% |
| Second Mailing | 56 | 9% |
| Total | 596 | 100% |

Club Demographics

Club demographic data were gathered in order to gain a better perspective of the types and size of clubs participating in the sample. Seventy-two percent (N = 426) of the participating managers manage country clubs while thirteen percent (N = 76) manage golf clubs, six percent manage city clubs and three percent managed yacht clubs. Table 2 displays the breakdown on the different classifications of clubs used in this study. In order to compare how managers of these different types of clubs viewed important managerial competencies, city clubs, military clubs, athletic clubs and yacht clubs were combined since they offer similar club facilities. According to CMAA, the breakdown of clubs as represented in the results of this study is very similar to their overall population of the members of the association. CMAA reports 80 percent of their members manage golf and country clubs. Eleven percent manage city clubs and four percent managed yacht

clubs. On average, managers reported having 85 full time employees working at their club. Twenty-eight percent (N = 166) of managers reported having between 501 and 750 members at their club. This was followed by twenty-six percent (N = 156) of managers reporting that they had between 251 and 500 members and twenty-five percent (N = 152) reporting that they had over 1000 members. Two hundred and twenty-two managers, or 37%, reported having a gross annual dollar volume excluding initiation fees of from \$3,000,001 to \$6,000,000. The majority of managers, 83% (N = 495), reported that their private clubs were member owned. Ten percent (N = 61) reported that their club was developer owned and six percent (N = 36) reported that their club was corporate owned by a company or individual. CMAA reports that 65% of their members are classified as tax-exempt 501(c)(7) organizations which means that they are most likely member owned non-profit clubs. The majority of the sample, 79% (N = 473), also classify their club as private with some sponsored parties and golf outings. Fourteen percent (N = 84) reported that they were strictly private with no sponsored parties or golf outings, and five percent (N = 32) reported being semi-private. Sixty-seven percent of respondents (N = 399) reported that their club was a non-seasonal operation. Additionally, seventy-nine percent (N = 471) reported that their club utilizes the GM/COO concept developed by CMAA which states the manager is responsible for all club operations including hiring and firing any senior staff member employed at the club.

Table 2

Classification of Clubs for the Survey Population

| | N | Percent |
|---------------|-----|---------|
| Country Club | 426 | 72% |
| Golf Club | 76 | 13% |
| City Club | 38 | 6% |
| Athletic Club | 9 | 1% |
| Yacht Club | 18 | 3% |
| Other | 29 | 5% |
| Total | 596 | 100% |

Club Managers Demographics

Club managers from six geographic regions in the United States participated in the study. The six geographic regions were adopted from CMAA's 2005 compensation and benefits survey. In order to examine non-response bias, the study's sample was compared to the overall active member population of CMAA. CMAA provided information on the breakdown of active club managers by region. The data provided by CMAA shows a similar breakdown to what was obtained and used as the sample in this study. As displayed in Table 3, the largest percentage of participants, 206 managers or 35%, managed clubs in the Southern region followed by 16% in the Northeast (N = 97) and Midwest (N = 94) regions. The west region had 85 respondents (14%) and the southwest had 64 participants or 11% while the Mid-Atlantic region had 45 participants or 8%.

Table 3

Regional Breakdown

| Location | CMAA | | Current Study | |
|--------------|------|---------|---------------|---------|
| | N | Percent | N | Percent |
| Northeast | 597 | 18% | 97 | 16% |
| Mid-Atlantic | 320 | 10% | 45 | 8% |
| South | 906 | 27% | 206 | 35% |
| Southwest | 384 | 12% | 64 | 11% |
| Midwest | 597 | 18% | 94 | 16% |
| West | 510 | 15% | 85 | 14% |
| Total | 3314 | 100% | 591 | 100% |

Eighty-six percent of the responding managers were male, the average age was 45.6, and 64% had at least a bachelor's degree. Of the managers who had received a bachelor's degree, 104 or 24% responded that they obtained their degree in hospitality followed by 105 or 18% reporting that their bachelor's degree was in business. Fifty-two percent of the sample had obtained the designation of Certified Club Manager (CCM) through CMAA. According to David McCabe there are currently 1145 or 35% active managers who have achieved the designation of Certified Club Manager. Twenty-three percent of the sample had also qualified as a CMAA Honor Society member which compares to 10% of active members who have reached Honor Society status within CMAA. Managers reported having seventeen years of management experience in the club industry. Managers also reported being employed at their present position for 6 years. Twenty-five percent (N = 151) of the sample reported they had managed one club during their career. Twenty-five percent (N = 147) reported that they had managed two clubs, 19 percent (N = 113) reported that they had managed three clubs, 13 percent (N = 80) reported that they had managed four clubs and 15 percent (N = 92) reported they had managed five or more club during their career. Sixty-three percent (N = 376) reported

that they were either the general manager or chief operating officer (COO) of their club. The second largest percentage of participants, 12% (N = 73), reported that they were the clubhouse managers. Population demographic information was available from CMAA in order to compare the sample population to the overall population of the association. Table 4 displays the results of these comparisons. Results indicate that the sample was representative of the population from which it was drawn.

Table 4

Comparisons of Respondent Club Characteristics to the Population of Members of the Club Managers Association of America

| Characteristic | Population | Sample |
|---|------------|--------|
| Average Age of the Club Manager | 44 | 46 |
| Percentage of Male Club Managers | 83% | 86% |
| Percentage of Certified Club Managers | 35% | 52% |
| Percentage of Honor Society Members | 10% | 23% |
| Percent of Clubs that are Member Owned | 80% | 83% |
| Percent of Clubs that are Developer Owned | 13% | 10% |

Analysis of Important and Frequently Used Competencies

Mean scores and standard deviations were computed on all 151 managerial competencies from the survey in order to examine which individual competencies were the most important and which competencies were most frequently used. Additionally, mean scores and standard deviations for the overall rating of each of the 12 domain/clusters were also computed. Results for the importance rating are displayed in Tables 5 through 7. As in other managerial competency studies, important competencies were categorized according to the following scale (Butula, 1975; Tas, 1988; Tas et al., 1996; Nelson et al, 1999). Competencies with a mean score of 5.0 to 4.5 were classified as essential competencies, competencies with a mean score of 4.49 to 3.5 were classified

as considerably important competencies and competencies with a mean score of 3.49 to 2.50 were classified as moderately important competencies. None of the 151 managerial competencies identified in this study had a mean score below 2.50. This study identified 28 essential competencies, 120 considerably important competencies and three moderately important competencies.

Of the 28 essential competencies identified for private club managers, ten came from the leadership domain, four came from the interpersonal domain, three came from the food and beverage cluster of the technical domain, three came from the human resource cluster of the administrative domain, three came from the conceptual-creative domain, two came from the accounting and finance cluster of the administrative domain, one came from the club governance cluster in the technical domain, and one from the marketing cluster in the administrative domain as well as one from the external and governmental influences cluster of the administrative domain.

Table 5

Essential Competencies for Club Managers

| Domain/Cluster | Competency | SD | Mean |
|--------------------------------------|---|------|------|
| 1) Leadership | Treats people with respect. | .421 | 4.86 |
| 2) Leadership | Leads by example. | .471 | 4.79 |
| 3) Administrative/ Accounting | Plans and uses the club's operating budget. | .538 | 4.76 |
| 4) Interpersonal | Frequently listens directly to members. | .517 | 4.72 |
| 4) Interpersonal | Maintains working relationship and good communication with all departments. | .524 | 4.72 |
| 4)Administrative/ Human Resources | Safeguards confidential information. | .592 | 4.72 |
| 7) Leadership | Works to establish strong relationships with the membership. | .543 | 4.71 |
| 8) Leadership | Considers membership needs when making decisions. | .517 | 4.66 |
| 9) Technical/Food & Beverage | Recognizes components of food/beverage costs. | .572 | 4.64 |
| 10)Administrative Human Resources | Ensures compliance with federal laws regulating the workplace. | .653 | 4.63 |
| 11) Technical/Club Governance | Exemplifies the role of the GM as the COO in a private club. | .659 | 4.62 |
| 12) Interpersonal | Displays consistency between words and actions. | .614 | 4.60 |

Table 5

Essential Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|---|------|------|
| 12) Leadership | Considers ethical implications prior to making decisions. | .646 | 4.60 |
| 12) Administrative/Legal | Adheres to employment laws applicable to clubs. | .670 | 4.60 |
| 15) Administrative/Human Resources | Ensures compliance with laws regulating overtime and tipping. | .685 | 4.59 |
| 15) Administrative/Accounting | Promotes the use of computers in club accounting/finance. | .691 | 4.59 |
| 17) Leadership | Works constructively under stress and pressure. | .628 | 4.57 |
| 18) Leadership | Inspires and motivates others. | .575 | 4.56 |
| 19) Technical/Food & Beverage | Implements training programs for responsible service of alcohol. | .681 | 4.55 |
| 20) Interpersonal | Achieves a positive working relationship with employees based on work interactions. | .608 | 4.54 |
| 20) Technical/Food & Beverage | Complies with Federal, State and local agency policies for food service establishments. | .723 | 4.54 |
| 22) Leadership | Gives others authority necessary to accomplish objectives. | .606 | 4.53 |
| 22) Leadership | Keeps members and staff updated with information. | .598 | 4.53 |
| 22) Conceptual/Creative | Adapts creatively to changing circumstances. | .609 | 4.53 |

Table 5

Essential Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------|--|------|------|
| 25) Conceptual/Creative | Assists in operational and strategic planning. | .677 | 4.51 |
| 26) Conceptual/Creative | Comprehends and fosters the organization's culture, values, beliefs, vision and norms. | .685 | 4.50 |
| 26) Leadership | Pursues continual learning and self development. | .657 | 4.50 |
| 26) Administrative/Marketing | Communicates information about the club's products/services through in-house media. | .719 | 4.50 |

Table 6

Considerably Important Competencies for Club Managers

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|--|------|------|
| 1) Leadership | Delegates effectively to others. | .644 | 4.49 |
| 1) Administrative/Legal | Comprehends legal aspects relating to the club's food and beverage department including truth-in-menu. | .688 | 4.49 |
| 1) Technical/Food & Beverage | Adheres to food handling procedures to help prevent foodborne illness. | .737 | 4.49 |
| 4) Technical/Food & Beverage | Recognizes personal health hygiene practices for food handlers. | .728 | 4.48 |
| 5) Interpersonal | Speaks clearly in a variety of situations. | .633 | 4.47 |
| 5) Administrative/Accounting | Utilizes accounting information for managerial purposes. | .674 | 4.47 |
| 7) Administrative/Accounting | Ensures compliance with the IRS. | .866 | 4.46 |
| 8) Leadership | Considers alternatives before making decisions. | .643 | 4.45 |
| 8) Technical/Food & Beverage | Coordinates processes to handle foodborne illness complaints. | .788 | 4.45 |
| 10) Technical/Club Governance | Maintains membership requirements such as the responsibilities of the board of directors. | .781 | 4.44 |
| 11) Technical/Food & Beverage | Participates in implementing creative member functions. | .723 | 4.41 |
| 11) Technical/Club Governance | Coordinates functions of standing committees. | .752 | 4.41 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|--------------------------|---|------|------|
| 13) Interpersonal | Expresses disagreement in a tactful manner. | .721 | 4.40 |
| 13) Technical/Golf | Leads the club in recruitment and selection of the golf course superintendent. | .975 | 4.40 |
| 15) Leadership | Addresses and works through conflict. | .693 | 4.39 |
| 15) Leadership | Develops actions plans to meet the membership's needs. | .690 | 4.39 |
| 15) Leadership | Defines and sets up quality standards for employees. | .648 | 4.39 |
| 15) Interpersonal | Seeks feedback from others and listens to people without interrupting. | .641 | 4.39 |
| 15) Technical/Golf | Participates with the board in decisions about golf course renovation projects. | .961 | 4.39 |
| 20) Interpersonal | Presents ideas in a convincing manner. | .632 | 4.38 |
| 20) Leadership | Expresses confidence in people's competence to do their job. | .669 | 4.38 |
| 20) Technical/Facilities | Recognizes the basics of housekeeping management. | .725 | 4.38 |
| 23) Leadership | Champions new ideas and initiatives for increased efficiency. | .687 | 4.37 |
| 24) Conceptual/Creative | Anticipates obstacles and develops contingency plans. | .660 | 4.36 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 24) Administrative/Human Resources | Plans/implements effective employee orientation/training programs. | .789 | 4.36 |
| 26) Leadership | Manages time to ensure productivity. | .686 | 4.35 |
| 26) Technical/Food & Beverage | Recognizes dining trends. | .732 | 4.35 |
| 28) Interpersonal | Writes in an effective manner. | .738 | 4.34 |
| 28) Administrative/Accounting | Effectively manages the club's cash. | .810 | 4.34 |
| 28) Technical/Golf | Leads the club in recruitment and selection of the head golf professional/director of golf. | .946 | 4.34 |
| 31) Leadership | Deals constructively with failures and mistakes. | .701 | 4.33 |
| 31) Technical/Club Governance | Adheres to the basics of managing meetings. | .754 | 4.33 |
| 31) Administrative/Legal | Comprehends legal concepts and ensures compliance with common law and laws of contracts, torts and negligence. | .805 | 4.33 |
| 31) Technical/Club Governance | Cultivates family-oriented atmosphere including children's programming. | .829 | 4.33 |
| 35) Leadership | Employs a team approach to solve problems. | .704 | 4.32 |
| 35) Leadership | Builds networks with people inside and outside the club. | .736 | 4.32 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|--------------------------------|--|------|------|
| 35) Leadership | Coaches and mentors direct reports in skill development. | .685 | 4.32 |
| 35) Administrative/Legal | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including the duty to protect. | .811 | 4.32 |
| 35) Technical/ Club Governance | Reviews major concerns of governing boards including legal duties, member selection, orientation, and maintenance of written records. | .813 | 4.32 |
| 35) Technical/Food & Beverage | Maintains control over labor costs by establishing labor standards, determining production rates and developing/using staffing guides. | .786 | 4.32 |
| 41) Leadership | Creates an exciting and challenging work environment. | .659 | 4.31 |
| 41) Conceptual/Creative | Monitors the organization's strengths and weaknesses. | .750 | 4.31 |
| 41) Technical/Golf | Attends the golf course committee meetings and assists the board in making applicable decisions. | 1.00 | 4.31 |
| 44) Leadership | Steers conflict away from personalities and towards issues. | .720 | 4.30 |
| 44) Conceptual/Creative | Considers a broad range of factors (internal and/or external trends) when solving problems and making decisions. | .713 | 4.30 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|--------------------------------|--|------|------|
| 44) Interpersonal | Gives specific, timely and constructive feedback. | .674 | 4.30 |
| 44) Technical/Club Governance | Recognizes different types of memberships. | .868 | 4.30 |
| 44) Administrative/Accounting | Promotes the importance of effective audit procedures. | .880 | 4.30 |
| 49) Conceptual/Creative | Develops new ideas. | .743 | 4.29 |
| 49) Interpersonal | Negotiates in an effective manner. | .730 | 4.29 |
| 49) Technical/ Food & Beverage | Encourages proper dining strategies. | .761 | 4.29 |
| 49) Technical/Facilities | Coordinates club design, renovation and construction projects. | .820 | 4.29 |
| 53) Technical/Golf | Models appropriate golf course etiquette. | .965 | 4.28 |
| 54) Leadership | Accurately identifies strengths and weaknesses in others. | .673 | 4.27 |
| 54) Technical/Food & Beverage | Determines responsibilities of management/non-management staff for effective sanitation program. | .789 | 4.27 |
| 54) Technical/Golf | Adheres to payroll laws applied to independent contractors. | .999 | 4.27 |
| 57) Technical/Golf | Demonstrates knowledge of issues related to golf course maintenance and associated costs. | .923 | 4.26 |
| 58) Interpersonal | Prepares and presents effective oral and written presentations. | .737 | 4.25 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|---|------|------|
| 58) Leadership | Adjusts behavior in response to feedback and experience. | .758 | 4.25 |
| 58) Technical/Food & Beverage | Supports a typical organization structure for a food/beverage operation. | .811 | 4.25 |
| 58) Technical/Facilities | Ensures preventive maintenance plans for all club physical/mechanical systems. | .710 | 4.25 |
| 58) Technical/Facilities | Reviews risk management/liability issues and the manager's role in managing risks. | .757 | 4.25 |
| 63) Leadership | Monitors progress of others, redirecting efforts when necessary. | .661 | 4.24 |
| 63) Conceptual/Creative | Identifies measurable actions steps that support the club's strategy and mission. | .761 | 4.24 |
| 63) Leadership | Promotes respect and appreciation for diversity and individual differences. | .707 | 4.24 |
| 63) Administrative/Legal | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including reservations, group contracts and rights to privacy/eviction. | .806 | 4.24 |
| 67) Leadership | Brings together different perspectives and approaches. | .681 | 4.21 |
| 67) Technical/Club Governance | Utilizes external factors for analysis of bylaws including Federal, State and local tax and other laws. | .870 | 4.21 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|---|------|------|
| 69) Administrative/Marketing | Develops service management programs for the club operation. | .754 | 4.19 |
| 69) Technical/Food & Beverage | Creates effective strategies for menu development including its design, pricing, nutritional values, engineering and evaluation. | .765 | 4.19 |
| 69) Administrative/Accounting | Uses the “Uniform System of Financial Reporting for Clubs” in categorizing revenue/expenses. | .955 | 4.19 |
| 72) Administrative/Accounting | Uses the “Uniform System of Financial Reporting for Clubs” in reviewing balance sheets, statements of change in financial position and income statements. | .951 | 4.18 |
| 73) Technical/Food & Beverage | Recognizes major concerns about food service space including work flow and facility design factors. | .827 | 4.17 |
| 74) Leadership | Stays informed about industry practices and new developments. | .762 | 4.16 |
| 74) Technical/Food & Beverage | Employs principles of food/beverage storing and issuing. | .878 | 4.16 |
| 76) Conceptual/Creative | Translates business strategies into clear objectives and tactics. | .766 | 4.13 |
| 76) Interpersonal | Provides employees access to information. | .744 | 4.13 |
| 76) Administrative/Accounting | Encourages options for financing projects. | .876 | 4.13 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|---|------|------|
| 79) Interpersonal | Summarizes and clarifies what people say to help ensure understanding. | .729 | 4.12 |
| 80) Administrative/Accounting | Identifies major concepts influencing compensation. | .768 | 4.11 |
| 80) Technical/Food & Beverage | Recognizes the advantages and disadvantages to the use of food and beverage minimums. | .955 | 4.11 |
| 82) Administrative/Legal | Adheres to basic laws relating to general operations including customer protection, music copyright, and public health/safety requirements. | .949 | 4.08 |
| 82) Administrative/Human Resources | Maintains effective recruitment program for club staff. | .847 | 4.08 |
| 82) Technical/Food & Beverage | Evaluates the club's technology needs, and can review food/beverage hardware/software. | .820 | 4.08 |
| 85) Technical/Club Governance | Recognizes different club ownership categories including equity and corporate owned. | .998 | 4.07 |
| 86) Administrative/Human Resources | Uses basic management approaches such as "democratic" and "autocratic" as appropriate for specific management situations. | .808 | 4.05 |
| 86) Technical/Facilities | Recognizes the basics of "managing" equipment including function/features, warranty factors and preventive maintenance figures. | .826 | 4.05 |
| 86) Technical/Facilities | Ensures effective management of HVAC systems. | .828 | 4.05 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 86) Technical/Club Governance | Formulates the club's entertainment needs including entertainment contracts, insurance, and performance bonds. | .849 | 4.05 |
| 90) Technical/Facilities | Recognizes terminology, understands blueprints and can facilitate relationships with contractors, sub-contractors and the club. | .865 | 4.04 |
| 91) Technical/Food & Beverage | Utilizes basic information including classifications, food and wine affinities, and procedures for development of a wine list. | .800 | 4.03 |
| 91) Technical/Food & Beverage | Maintains control over food/beverage products during production/service. | .969 | 4.03 |
| 91) Technical/Golf | Implements an appropriate organizational structure for the club's golf operations. | .970 | 4.03 |
| 94) Administrative/Human Resources | Monitors and assess employee turnover, analyzes primary reasons for employee turnover and fosters a work environment to reduce it. | .884 | 4.01 |
| 94) Administrative/Marketing | Maintains a positive working relationship with the community and the local media. | .944 | 4.01 |
| 96) Technical/Club Governance | Recognizes different types of clubs such as country, city and military. | 1.02 | 4.00 |
| 96) Technical/Facilities | Ensures the use of cost-effective and environmentally sound energy management processes. | .797 | 4.00 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 96) Technical/Sports & Recreation | Maintains a full-service swim program with effective staffing and ensures its efficient management and operation including appropriate safety measures. | 1.15 | 3.99 |
| 99) Conceptual/Creative | Examines and monitors trends in the private club industry. | .843 | 3.98 |
| 100) Technical/Golf | Recognizes the difference between alternative types of golf shop ownership. | 1.03 | 3.94 |
| 101) Technical/Golf | Demonstrates a working knowledge of the PGA, LPGA and professional, amateur, state and local tournaments. | .950 | 3.93 |
| 101) Technical/Sports & Recreation | Maintains a full-service tennis program with effective staffing and ensures its efficient management and operation. | 1.12 | 3.93 |
| 103) Technical/Facilities | Monitors basic building components including floor, wall and roofing structures, windows/doors and exteriors including storm water drainage, landscaping and irrigation systems. | .895 | 3.91 |
| 104) Conceptual/Creative | Evaluates the need for and plans and implements new market and business development strategies. | .866 | 3.88 |
| 104) Technical/Facilities | Ensures management of costs by controlling water usage levels, water heating, waste water maintenance systems and the swimming pool. | .885 | 3.88 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------------|---|------|------|
| 104) Technical/Golf | Recognizes how computers are used to manage tee times, tournament pairings and golf handicaps. | 1.08 | 3.88 |
| 107) Administrative/Human Resources | Manages future human resource needs by identifying factors affecting labor supply, undertaking a human resource “audit” and planning professional development activities. | .882 | 3.87 |
| 108) Technical/Facilities | Ensures effective management of electrical systems including their design/maintenance, and reduction of electrical consumption. | .910 | 3.86 |
| 109) Technical/Sports & Recreation | Maintains a full service club fitness facility with effective staffing and ensures its efficient management and operation. | 1.23 | 3.85 |
| 110) Technical/Golf | Encourages and facilitates communications with GCSAA and state associations. | 1.03 | 3.81 |
| 111) Technical/Golf | Demonstrates basic knowledge of golf course architecture. | 1.05 | 3.80 |
| 112) Administrative/Marketing | Defines and develops the club’s market including differentiation, segmentation, and target marketing. | 1.00 | 3.79 |
| 113) Technical/Facilities | Evaluates types/costs, design/maintenance and energy conservation strategies for lighting systems. | .908 | 3.77 |

Table 6

Considerably Important Competencies for Club Managers (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|---|------|------|
| 114) Administrative/ Accounting | Utilizes capital and other budgeting models including accounting rate of return, net present value and internal rate of return in the club's operation. | .959 | 3.75 |
| 115) Technical/Golf | Articulates a working knowledge of golf rules. | .991 | 3.73 |
| 116) Administrative/ Accounting | Analyzes the functions/uses of liquidity, profitability and other common operating ratios. | .986 | 3.69 |
| 117) Technical/Golf | Leads in development of tee time fairness policies. | 1.13 | 3.68 |
| 118) Administrative/Marketing | Utilizes marketing principles of product life cycle and steps involved in designing successful promotions. | .907 | 3.67 |
| 119) Technical/Facilities | Monitors current waste management issues including cost of solid-waste disposal, recycling and reuse/waste transformation. | .941 | 3.64 |
| 120) Technical/Governance | Demonstrates a working knowledge of real estate and community association management. | 1.17 | 3.55 |

Table 7

Moderately Important Competencies for Club Managers

| Domain/Cluster | Competency | SD | Mean |
|----------------------------------|---|------|------|
| 1) Technical/Golf | Supports/participates in selection of PGA golf interns. | 1.18 | 3.46 |
| 2) Administrative/Legal | Manages the club's labor relations programs including negotiations with labor unions. | 1.46 | 3.43 |
| 3) Technical/Sports & Recreation | Maintains a full-service spa facility. | 1.38 | 3.35 |

Mean scores and standard deviations for the frequency rating of all 151 managerial competencies were also computed. Table 8 displays the mean scores for the frequency of use of managerial competencies for private club managers. It is important to note that some of the most importantly rated competencies were also the most frequently used managerial competencies.

Table 8

Frequency Ratings for Club Management Competencies

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|---|------|------|
| 1) Leadership | Treats people with respect. | .288 | 2.91 |
| 2) Administrative/Accounting | Plans and uses the club's operating budget. | .385 | 2.86 |
| 3) Leadership | Leads by example. | .377 | 2.85 |
| 4) Interpersonal | Frequently listens directly to members. | .394 | 2.82 |
| 5) Interpersonal | Maintains working relationship and good communication with all departments. | .414 | 2.80 |
| 6) Leadership | Works to establish strong relationships with the membership. | .437 | 2.78 |
| 6) Administrative/Human Resources | Safeguards confidential information. | .433 | 2.78 |
| 8) Technical/Food & Beverage | Recognizes components of food/beverage costs. | .459 | 2.76 |
| 8) Technical/Club Governance | Exemplifies the role of the GM as the COO in a private club. | .483 | 2.76 |
| 10) Leadership | Considers membership needs when making decisions. | .437 | 2.75 |
| 11) Leadership | Considers ethical implications prior to making decisions. | .467 | 2.74 |
| 11) Administrative/Human Resources | Ensures compliance with federal laws regulating the workplace. | .464 | 2.74 |
| 13) Administrative/Accounting | Promotes the use of computers in club accounting/finance. | .481 | 2.74 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 14) Interpersonal | Displays consistency between words and actions. | .464 | 2.72 |
| 15) Administrative/Marketing | Communicates information about the club's products/services through in-house media. | .504 | 2.71 |
| 15) Administrative/Human Resources | Ensures compliance with laws regulating overtime and tipping. | .494 | 2.71 |
| 17) Administrative/Legal | Adheres to employment laws applicable to clubs. | .528 | 2.69 |
| 18) Interpersonal | Achieves a positive working relationship with employees based on work interactions. | .482 | 2.68 |
| 18) Conceptual/Creative | Adapts creatively to changing circumstances. | .475 | 2.68 |
| 20) Leadership | Inspires and motivates others. | .487 | 2.66 |
| 21) Leadership | Works constructively under stress and pressure. | .486 | 2.65 |
| 21) Administrative/Legal | Comprehends legal aspects relating to the club's food and beverage department including truth-in-menu. | .531 | 2.65 |
| 21) Technical/Food & Beverage | Complies with Federal, State and local agency policies for food service establishments. | .520 | 2.65 |
| 21) Technical/Food & Beverage | Recognizes personal health hygiene practices for food handlers. | .539 | 2.65 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|---|------|------|
| 25) Conceptual/Creative | Comprehends and fosters the organization's culture, values, beliefs, vision and norms. | .523 | 2.64 |
| 26) Leadership | Gives others authority necessary to accomplish objectives. | .513 | 2.63 |
| 26) Administrative/Accounting | Utilizes accounting information for managerial purposes. | .527 | 2.63 |
| 28) Technical/Food & Beverage | Implements training programs for responsible service of alcohol. | .542 | 2.63 |
| 29) Leadership | Considers alternatives before making decisions. | .496 | 2.62 |
| 29) Leadership | Keeps members and staff updated with information. | .511 | 2.62 |
| 29) Technical/Food & Beverage | Participates in implementing creative member functions. | .517 | 2.62 |
| 29) Technical/Food & Beverage | Adheres to food handling procedures to help prevent foodborne illness. | .585 | 2.62 |
| 33) Leadership | Pursues continual learning and self development. | .497 | 2.61 |
| 33) Interpersonal | Speaks clearly in a variety of situations. | .511 | 2.61 |
| 33) Technical/Club Governance | Maintains membership requirements such as the responsibilities of the board of directors. | .539 | 2.61 |
| 33) Technical/Club Governance | Coordinates functions of standing committees. | .565 | 2.61 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|--|------|------|
| 37) Administrative/Accounting | Ensures compliance with the IRS. | .596 | 2.60 |
| 37) Conceptual/Creative | Assists in operational and strategic planning. | .543 | 2.60 |
| 39) Leadership | Expresses confidence in people's competence to do their job. | .513 | 2.59 |
| 39) Interpersonal | Seeks feedback from others and listens to people without interrupting. | .500 | 2.59 |
| 39) Technical/Golf | Attends golf and golf course committee meetings and assists the board in making applicable decisions. | .604 | 2.59 |
| 42) Leadership | Delegates effectively to others. | .530 | 2.58 |
| 43) Conceptual/Creative | Monitors the organization's strengths and weaknesses. | .522 | 2.57 |
| 43) Technical/Facilities | Recognizes the basics of housekeeping management. | .548 | 2.57 |
| 45) Conceptual/Creative | Considers a broad range of factors (internal and/or external trends) when solving problems and making decisions. | .507 | 2.56 |
| 45) Technical/Golf | Models appropriate golf course etiquette. | .602 | 2.56 |
| 45) Technical/Golf | Participates with the board in decisions about golf course renovation projects. | .630 | 2.56 |
| 48) Interpersonal | Presents ideas in a convincing manner. | .501 | 2.55 |
| 48) Technical/Food & Beverage | Recognizes dining trends. | .528 | 2.55 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|---|------|------|
| 48) Technical/Club Governance | Adheres to the basics of managing meetings. | .556 | 2.55 |
| 48) Technical/Club Governance | Cultivates family-oriented atmosphere including children's programming. | .555 | 2.55 |
| 52) Leadership | Develops action plans to meet memberships needs. | .538 | 2.54 |
| 52) Conceptual/Creative | Develops new ideas. | .509 | 2.54 |
| 52) Technical/Club Governance | Recognizes different types of memberships. | .572 | 2.54 |
| 52) Administrative/Accounting | Effectively manages the club's cash. | .589 | 2.54 |
| 56) Interpersonal | Writes in an effective manner. | .563 | 2.53 |
| 57) Leadership | Addresses and works through conflict. | .542 | 2.52 |
| 57) Interpersonal | Expresses disagreement in a tactful manner. | .529 | 2.52 |
| 57) Leadership | Builds networks with people inside and outside the club. | .533 | 2.52 |
| 57) Technical/Food & Beverage | Encourages proper dining strategies. | .555 | 2.52 |
| 57) Administrative/Accounting | Uses the "Uniform System of Financial Reporting for Clubs" in categorizing revenue/expenses. | .618 | 2.52 |
| 57) Administrative/Accounting | Uses the "Uniform System of Financial Reporting for Clubs" in reviewing balance sheets, statements of change in financial position and income statements. | .625 | 2.52 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 63) Leadership | Employs a team approach to solve problems. | .517 | 2.51 |
| 63) Conceptual/Creative | Anticipates obstacles and develops contingency plans. | .520 | 2.51 |
| 63) Technical/Food & Beverage | Maintains control over labor costs by establishing labor standards, determining production rates and developing/using staffing guides. | .574 | 2.51 |
| 63) Technical/Golf | Adheres to payroll laws applied to independent contractors. | .638 | 2.51 |
| 67) Leadership | Manages time to ensure productivity. | .527 | 2.50 |
| 67) Administrative/Human Resources | Plans/implements effective employee orientation/training programs. | .555 | 2.50 |
| 67) Leadership | Coaches and mentors direct reports in skill development. | .520 | 2.50 |
| 70) Leadership | Defines and sets up quality standards for employees. | .526 | 2.49 |
| 70) Leadership | Champions new ideas and initiatives for increased efficiency. | .520 | 2.49 |
| 70) Technical/Club Governance | Reviews major concerns of governing boards including legal duties, member selection, orientation, and maintenance of written records. | .594 | 2.49 |
| 70) Technical/Food & Beverage | Coordinates processes to handle foodborne illness complaints. | .665 | 2.49 |
| 70) Administrative/Accounting | Promotes the importance of effective audit procedures. | .613 | 2.49 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|--|------|------|
| 70) Technical/Golf | Demonstrates knowledge of issues related to golf course maintenance and associated costs. | .612 | 2.49 |
| 76) Leadership | Steers conflict away from personalities and towards issues. | .548 | 2.48 |
| 76) Technical/Food & Beverage | Determines responsibilities of management/non-management staff for effective sanitation program. | .596 | 2.48 |
| 76) Administrative/Legal | Comprehends legal concepts and ensures compliance with common law and laws of contracts, torts and negligence. | .582 | 2.48 |
| 79) Interpersonal | Gives specific, timely and constructive feedback. | .526 | 2.47 |
| 79) Leadership | Adjusts behavior in response to feedback and experience. | .539 | 2.47 |
| 79) Leadership | Creates an exciting and challenging work environment. | .513 | 2.47 |
| 79) Technical/Food & Beverage | Supports a typical organization structure for a food/beverage operation. | .566 | 2.47 |
| 83) Leadership | Monitors progress of others, redirecting efforts when necessary. | .512 | 2.46 |
| 83) Administrative/Legal | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including the duty to protect. | .596 | 2.46 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-----------------------------------|---|------|------|
| 83) Technical/Golf | Leads the club in recruitment and selection of the golf course superintendent. | .678 | 2.46 |
| 83) Technical/Sports & Recreation | Maintains a full-service swim program with effective staffing and ensures its efficient management and operation including appropriate safety measures. | .646 | 2.46 |
| 87) Leadership | Promotes respect and appreciation for diversity and individual differences. | .531 | 2.45 |
| 88) Interpersonal | Provides employees access to information. | .530 | 2.44 |
| 88) Conceptual/Creative | Identifies measurable action steps that support the club's strategy and mission. | .558 | 2.44 |
| 88) Technical/Food & Beverage | Employs principles of food/beverage storing and issuing. | .611 | 2.44 |
| 88) Technical/Facilities | Coordinates club design, renovation and construction projects. | .592 | 2.44 |
| 92) Leadership | Deals constructively with failures and mistakes. | .544 | 2.43 |
| 92) Interpersonal | Negotiates in an effective manner. | .548 | 2.43 |
| 92) Administrative/Legal | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including reservations, group contracts and rights to privacy/eviction. | .591 | 2.43 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------------|---|------|------|
| 95) Leadership | Accurately identifies strengths and weaknesses in others. | .524 | 2.42 |
| 95) Leadership | Brings together different perspectives and approaches. | .514 | 2.42 |
| 95) Interpersonal | Prepares and presents effective oral and written presentations. | .549 | 2.42 |
| 95) Administrative/Legal | Adheres to basic laws relating to general operations including customer protection, music copyright, and public health/safety requirements. | .597 | 2.42 |
| 99) Conceptual/Creative | Translates business strategies into clear objectives and tactics. | .553 | 2.41 |
| 99) Administrative/Marketing | Develops service management programs for the club operation. | .557 | 2.41 |
| 99) Technical/Club Governance | Utilizes external factors for analysis of bylaws including Federal, State and local tax and other laws. | .593 | 2.41 |
| 102) Leadership | Stays informed about industry practices and new developments. | .540 | 2.40 |
| 102) Administrative/Human Resources | Uses basic management approaches such as “democratic” and “autocratic” as appropriate for specific management situations. | .551 | 2.40 |
| 102) Technical/Food & Beverage | Creates effective strategies for menu development including its design, pricing, nutritional values, engineering and evaluation. | .561 | 2.40 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 105) Technical/ Club Governance | Formulates the club's entertainment needs including entertainment contracts, insurance, and performance bonds. | .554 | 2.39 |
| 105) Technical/Golf | Leads the club in recruitment and selection of the head golf professional/director of golf. | .671 | 2.39 |
| 107) Interpersonal | Summarizes and clarifies what people say to help ensure understanding. | .528 | 2.38 |
| 107) Technical/Facilities | Reviews risk management/liability issues and the manager's role in managing risks. | .578 | 2.38 |
| 107) Technical/Facilities | Ensures preventive maintenance plans for all club physical/mechanical systems. | .557 | 2.38 |
| 110) Conceptual/Creative | Examines and monitors trends in the private club industry. | .555 | 2.37 |
| 110) Technical/ Food & Beverage | Recognizes major concerns about food service space including work flow and facility design factors. | .573 | 2.37 |
| 110) Technical/ Food & Beverage | Recognizes the advantages and disadvantages to the use of food and beverage minimums. | .633 | 2.37 |
| 113) Administrative/Accounting | Identifies major concepts influencing compensation. | .565 | 2.36 |
| 113) Technical/Sports & Recreation | Maintains a full service club fitness facility with effective staffing and ensures its efficient management and operation. | .667 | 2.36 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------------|--|------|------|
| 115) Administrative/Human Resources | Maintains effective recruitment program for club staff. | .569 | 2.35 |
| 115) Administrative/Accounting | Encourages options for financing projects. | .621 | 2.35 |
| 115) Technical/Sports & Recreation | Maintains a full-service tennis program with effective staffing and ensures its efficient management and operation. | .648 | 2.35 |
| 118) Technical/Club Governance | Recognizes different club ownership categories including equity and corporate owned. | .663 | 2.33 |
| 119) Technical/ Food & Beverage | Utilizes basic information including classifications, food and wine affinities, and procedures for development of a wine list. | .574 | 2.32 |
| 119) Technical/ Food & Beverage | Maintains control over food/beverage products during production/service. | .653 | 2.32 |
| 121) Technical/ Food & Beverage | Evaluates the club's technology needs, and can review food/beverage hardware/software. | .583 | 2.31 |
| 122) Technical/Golf | Implements an appropriate organizational structure for the club's golf operations. | .628 | 2.30 |
| 123) Administrative/Human Resources | Monitors and assess employee turnover, analyzes primary reasons for employee turnover and fosters a work environment to reduce it. | .623 | 2.29 |
| 123) Technical/Governance | Recognizes different types of clubs such as country, city and military. | .694 | 2.29 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------|--|------|------|
| 123) Administrative/Marketing | Maintains a positive working relationship with the community and the local media. | .638 | 2.29 |
| 126) Technical/Facilities | Recognizes the basics of “managing” equipment including function/features, warranty factors and preventive maintenance figures. | .573 | 2.28 |
| 126) Technical/Golf | Demonstrates a working knowledge of the PGA, LPGA and professional, amateur, state and local tournaments. | .619 | 2.28 |
| 128) Technical/Facilities | Ensures effective management of HVAC systems. | .589 | 2.26 |
| 129) Technical/Facilities | Monitors basic building components including floor, wall and roofing structures, windows/doors and exteriors including storm water drainage, landscaping and irrigation systems. | .568 | 2.25 |
| 129) Technical/Facilities | Recognizes terminology, understands blueprints and can facilitate relationships with contractors, sub-contractors and the club. | .581 | 2.25 |
| 131) Conceptual/Creative | Evaluates the need for and plans and implements new market and business development strategies. | .549 | 2.22 |
| 132) Technical/Golf | Recognizes how computers are used to manage tee times, tournament pairings and golf handicaps. | .684 | 2.21 |
| 133) Technical/Facilities | Ensures the use of cost-effective and environmentally sound energy management processes. | .558 | 2.19 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|-------------------------------------|---|------|------|
| 133) Technical/Golf | Recognizes the difference between alternative types of golf shop ownership. | .671 | 2.19 |
| 135) Administrative/Marketing | Defines and develops the club's market including differentiation, segmentation, and target marketing. | .625 | 2.18 |
| 136) Technical/Facilities | Ensures effective management of electrical systems including their design/maintenance, and reduction of electrical consumption. | .610 | 2.17 |
| 136) Technical/Facilities | Ensures management of costs by controlling water usage levels, water heating, waste water maintenance systems and the swimming pool. | .603 | 2.17 |
| 138) Technical/Golf | Demonstrates basic knowledge of golf course architecture. | .634 | 2.16 |
| 139) Administrative/Accounting | Utilizes capital and other budgeting models including accounting rate of return, net present value and internal rate of return in the club's operation. | .631 | 2.15 |
| 139) Administrative/Human Resources | Manages future human resource needs by identifying factors affecting labor supply, undertaking a human resource "audit" and planning professional development activities. | .587 | 2.15 |
| 139) Technical/Golf | Encourages and facilitates communications with GCSAA and state associations. | .649 | 2.15 |
| 142) Administrative/Accounting | Analyzes the functions/uses of liquidity, profitability and other common operating ratios. | .653 | 2.14 |

Table 8

Frequency Ratings for Club Management Competencies (Continued)

| Domain/Cluster | Competency | SD | Mean |
|------------------------------------|--|------|------|
| 143) Technical/Golf | Articulates a working knowledge of golf rules. | .613 | 2.11 |
| 144) Technical/Facilities | Monitors current waste management issues including cost of solid-waste disposal, recycling and reuse/waste transformation. | .581 | 2.10 |
| 144) Administrative/Marketing | Utilizes marketing principles of product life cycle and steps involved in designing successful promotions. | .600 | 2.10 |
| 144) Technical/Golf | Leads in development of tee time fairness policies. | .690 | 2.10 |
| 147) Technical/Facilities | Evaluates types/costs, design/maintenance and energy conservation strategies for lighting systems. | .604 | 2.08 |
| 148) Technical/Club Governance | Demonstrates a working knowledge of real estate and community association management. | .680 | 2.06 |
| 149) Technical/Sports & Recreation | Maintains a full-service spa facility. | .743 | 2.04 |
| 150) Technical/Golf | Supports/participates in selection of PGA golf interns. | .712 | 1.97 |
| 151) Administrative/Legal | Manages the club's labor relations programs including negotiations with labor unions. | .839 | 1.95 |

Tables 9 and 10 display the overall importance rankings and overall frequency rankings for each competency domain/cluster used in this study. These tables explain how club managers rated the overall importance and frequency of use of each competency domain/cluster examined in this study. Club managers ranked the leadership, interpersonal, accounting and finance, human resources, food and beverage and conceptual creative competency domains/clusters the same for both the importance and frequency ratings.

Table 9

Overall Importance Rankings for Each Competency Domain/Cluster

| Domain/Cluster | Competency | SD | Mean |
|-----------------------------------|---|------|------|
| 1) Leadership | Overall rating of the Leadership Domain | .541 | 4.54 |
| 2) Interpersonal | Overall rating of the Interpersonal Domain | .609 | 4.47 |
| 3) Administrative/Accounting | Overall rating of the Accounting Cluster | .719 | 4.36 |
| 4) Administrative/Human Resources | Overall rating of the Human Resources Cluster | .719 | 4.34 |
| 5) Technical/Food & Beverage | Overall rating of the Food & Beverage Cluster | .669 | 4.30 |
| 6) Conceptual-Creative | Overall rating of the Conceptual-Creative Domain | .678 | 4.27 |
| 6) Administrative/Club Governance | Overall rating of the Club Governance Cluster | .710 | 4.27 |
| 8) Administrative/Legal | Overall rating of the Legal Cluster | .810 | 4.17 |
| 9) Technical/Golf | Overall rating of the Golf Cluster | .903 | 4.11 |
| 10) Administrative/Marketing | Overall rating of the Marketing Cluster | .769 | 4.02 |
| 11) Technical/Facilities | Overall rating of the Facilities Cluster | .763 | 3.96 |
| 12) Technical/Sports & Recreation | Overall rating of the Sports & Recreation Cluster | .990 | 3.91 |

Table 10

Overall Frequency Rankings for Each Competency Domain/Cluster

| Domain/Cluster | Competency | SD | Mean |
|-----------------------------------|---|------|------|
| 1) Leadership | Overall rating of the Leadership Domain | .463 | 2.69 |
| 2) Interpersonal | Overall rating of the Interpersonal Domain | .495 | 2.61 |
| 3) Administrative/Accounting | Overall rating of the Accounting Cluster | .522 | 2.58 |
| 4) Administrative/Human Resources | Overall rating of the Human Resources Cluster | .530 | 2.54 |
| 5) Technical/Food & Beverage | Overall rating of the Food & Beverage Cluster | .513 | 2.53 |
| 6) Conceptual-Creative | Overall rating of the Conceptual-Creative Domain | .518 | 2.50 |
| 7) Technical/Club Governance | Overall rating of the Club Governance Cluster | .520 | 2.47 |
| 7) Administrative/Legal | Overall rating of the Legal Cluster | .563 | 2.47 |
| 9) Technical/Golf | Overall rating of the Golf Cluster | .588 | 2.42 |
| 10) Technical/Sports & Recreation | Overall rating of the Sports & Recreation Cluster | .567 | 2.35 |
| 11) Administrative/Marketing | Overall rating of the Marketing Cluster | .514 | 2.34 |
| 12) Technical/Facilities | Overall rating of the Facilities Cluster | .507 | 2.28 |

Perdue Ninemeier and Woods, (2000) used aggregate scores for importantly rated and frequently used competencies in order to see what competency cluster was the most important and frequently used by private club managers. Table 11 displays the aggregate score for the important and frequently used domains and clusters evaluated in this study. The leadership domain followed by interpersonal domain and the accounting and finance clusters were the highest rated competency domains while marketing, sports and recreation, and facilities management were the lowest rated competency clusters in this study.

Table 11

Aggregate Ranking for the Overall Important and Frequently Rated Managerial Competencies

| Cluster | Aggregated rating | Importance Rating (5 = critical; 1 = not important) | | Frequency Rating (3 = all the time; 1 = never) | |
|---------------------|-------------------|---|---------|--|---------|
| | | Rank | Average | Rank | Average |
| Leadership | 7.23 | 1 | 4.54 | 1 | 2.69 |
| Interpersonal | 7.08 | 2 | 4.47 | 2 | 2.61 |
| Accounting | 6.94 | 3 | 4.36 | 3 | 2.58 |
| Human Resources | 6.88 | 4 | 4.34 | 4 | 2.54 |
| Food & Beverage | 6.83 | 5 | 4.30 | 5 | 2.53 |
| Conceptual-Creative | 6.77 | 6 | 4.27 | 6 | 2.50 |
| Club Governance | 6.74 | 6 | 4.27 | 7 | 2.47 |
| Legal | 6.64 | 8 | 4.17 | 7 | 2.47 |
| Golf | 6.53 | 9 | 4.11 | 9 | 2.42 |
| Marketing | 6.36 | 10 | 4.02 | 11 | 2.34 |
| Sports & Recreation | 6.26 | 12 | 3.91 | 10 | 2.35 |
| Facilities | 6.24 | 11 | 3.96 | 12 | 2.28 |

Factor Analysis

In order to test the three hypotheses, an exploratory factor analysis was conducted on all 151 competency statements. The 12 overall ratings for each competency domain/cluster were also used in the factor analysis. The principle component analysis and the varimax factor rotation were used to extract factors. The factor analysis was conducted through the Statistical Package for the Social Sciences (SPSS) version 15.0. The Kaiser-Meyer-Olkin measure of sampling adequacy was .943 indicating the present data were suitable for principle component analysis (Meyers et al., 2006). The Barlett's test of sphericity was significant ($p < .001$), indicating sufficient correlation between the variables to proceed with the analysis. Using the Kaiser-Guttman retention criterion of eigenvalues greater than 1.0, a ten factor solution became the clearest extraction (Meyers et al., 2006). The ten factors that were used accounted for 52.75% of the total variance and the factor loadings were considered acceptable at or above .40. The present nine factor model was deemed the most appropriate solution because of the clarity of the model and theoretically it is easy to interpret. The results of the factor analysis on all 163 variables are shown on Tables 12-21. Reliability of each factor was assessed using Cronbach's coefficient alpha (α). Confirmatory factor analysis and structural equation modeling was then used to develop a club manager competency model for private club managers.

As Tables 12-21 illustrate, the exploratory factor analysis yielded ten factors. The confirmatory factor analysis results suggested that the sports and recreation variables did not contribute to the model fit, thus, this factor was eliminated. Nine factors remained

and all the hypotheses were tested against these factors. The first factor to be extracted was the leadership-interpersonal domain. Since club management is a very service intensive career, it makes sense from a theoretical stand point that managers would combine these two domains. In order to be the leader of the club operation, a manager must be able to properly communicate with the club members, guest and staff. Forty-four competencies loaded under this domain. The two competencies (items) that did not load and were omitted included “writes in an effective manner” (Interpersonal) and “stays informed about industry practices and new developments” (Leadership). The Cronbach’s coefficient α for the leadership-interpersonal domain was .958 indicating good sustainable reliability for this factor. See Tables 12 for the path coefficients of the leadership-interpersonal domain.

The second factor to be extracted was the golf cluster under the technical domain. All 17 competencies for the golf cluster loaded on factor two. The Cronbach’s coefficient α for the golf cluster was .958 indicating good sustainable reliability for the golf factor. Table 13 displays the path coefficients of the golf cluster.

The third factor to be extracted was the food and beverage cluster under the technical domain. Eighteen competencies loaded under the food and beverage cluster while two competencies were eliminated. The two omitted competencies were “complies with federal, state and local agency policies for regulating, inspecting, and licensing food service establishments” and “recognizing the advantages of and disadvantages to the use of food and beverage minimums”. The Cronbach’s coefficient α for the food and beverage cluster was .935 indicating good sustainable reliability for the food and beverage factor. Table 14 displays the path coefficients of the food and beverage cluster.

The fourth factor to be extracted was the human resources and external and governmental influence (Legal) clusters under the administrative domain. These two clusters combined which was not too surprising considering both clusters relate to legally operating and protecting members, guests and the employees at the club. The human resource-legal cluster had 11 competencies loaded on the fourth factor. Six competencies were omitted from this factor including 1) “uses basic management approaches such as “democratic” and “autocratic” as appropriate for specific management situations”, 2) “manages future human resource needs by identifying factors affecting labor supply, undertaking a human resource “audit” and planning professional development activities”, 3) “maintains an effective recruitment program for club staff”, 4) “plans/implements effective employee orientation /training programs”, 5) “monitors and assesses employee turnover, analyzes primary reasons for employee turnover and fosters a work environment to reduce it”, and 6) “manages the club’s labor relations programs including negotiations with labor unions”. The Cronbach’s coefficient α for the human resource-legal cluster was .928 indicating good sustainable reliability for the human resource-legal factor. Table 15 displays the path coefficients of the human resources-legal cluster.

The fifth factor to be extracted was the facilities maintenance cluster under the technical domain. This factor loaded 11 competencies under this cluster. The two competencies that were omitted were “reviews risk management/liability issues and the manager’s role in managing risks”. The other competency to be omitted from this factor was “recognizes the basics of housekeeping management necessary to assure that cleanliness standards are consistently met”. The Cronbach’s coefficient α for the facilities maintenance cluster was .935 indicating good sustainable reliability for the

facilities maintenance factor. See Table 16 for the path coefficients of the facilities maintenance cluster.

The sixth factor to be extracted was the accounting and finance cluster under the administrative domain. Twelve of the thirteen competencies loaded under this factor. The competency of “utilizing capital and other budgeting models including accounting rate of return, net present value and internal rate of return in the club’s operation” was omitted from this factor. The Cronbach’s coefficient α for the accounting and finance cluster was .899 indicating good sustainable reliability for the accounting and finance factor. Table 17 lists the path coefficients for the accounting and finance cluster.

The conceptual-creative domain was the seventh factor extracted. The conceptual-creative domain loaded eleven competencies. The competency “comprehends and fosters the organization’s culture, values, beliefs, vision and norms did not load and was omitted. Cronbach’s coefficient α for the conceptual-creative domain was .851 indicating good sustainable reliability for the conceptual-creative factor. Table 18 displays the path coefficients for the conceptual-creative domain.

The eighth factor that was extracted was the club governance cluster under the technical domain. The club governance cluster loaded nine competencies, while four competencies did not load and were omitted. These four competencies included “exemplifies the role of the general manager as a COO in a private club”, “formulates the club’s entertainment needs including entertainment contracts, insurance, and performance bonds”, “demonstrates a working knowledge of real estate and community association management” and “cultivates family oriented atmosphere including children’s programming”. The Cronbach’s coefficient α for the club governance cluster was .912

indicating good sustainable reliability for the club governance factor. See Table 19 for the path coefficients for the club governance cluster.

The ninth factor that was extracted was the sports and recreation cluster under the technical domain. This factor was omitted following the confirmatory factor analysis. All five competencies did load under this cluster and a Cronbach's coefficient α was conducted on these five variables yielding a .892 indicating good sustainable reliability for the sports and recreation factor. Future studies on this cluster will need to be examined to better understand why it did not contribute to the structural equation model developed based on the confirmatory factor analysis. The path coefficients for the sports and recreation cluster can be seen on Table 20.

The tenth and final factor extracted was the marketing cluster under the administrative domain. Four competencies loaded under this cluster one of which was the competency demonstrate a working knowledge of real estate and community association management previously under the club governance cluster. This competency was omitted when it was realized that if the item was deleted it would raise the Cronbach's coefficient alpha under the reliability measure. Three competencies remained following the elimination of this factor. The following competencies statements were also omitted following the factor analysis, 1) "develops effective service management programs for the club operation", 2) "communicates information about the club's products/services through appropriate media including newsletters, direct mail, club website, and menus", and 3) "maintains a positive working relationship with the community and the local media". The Cronbach's coefficient α for the marketing cluster

was .811 indicating good sustainable reliability for the marketing factor. The path coefficients for the marketing cluster are displayed on Table 21.

Table 12

The Factor Analysis for the Leadership-Interpersonal Domain

| Factor Dimension # 1 | Competency Variables | Path Coefficients |
|--|---|-------------------|
| Leadership-Interpersonal ($\alpha = .958$; 11.925) | Listens to people without interrupting. | .435 |
| | Provides employees access to information. | .492 |
| | Displays consistency between words and actions. | .477 |
| | Presents ideas in a convincing manner. | .558 |
| | Expresses disagreement in a tactful manner. | .537 |
| | Clarifies what people say to ensure understanding. | .496 |
| | Gives specific, timely and constructive feedback. | .557 |
| | Actively and frequently listens to members. | .475 |
| | Speaks clearly in a variety of situations. | .592 |
| | Negotiates in an effective manner. | .513 |
| | Achieves a positive working relationship with employees based on work interactions. | .581 |
| | Maintains good communication with all departments. | .563 |
| | Presents effective oral and written presentations. | .531 |
| | Overall rating of interpersonal domain | .635 |
| | Manages time to ensure productivity. | .536 |
| | Monitors progress of others. | .562 |
| | Steers conflict away from personalities and toward issues. | .528 |
| | Works under stress and pressure. | .588 |
| | Treats people with respect. | .536 |
| | Brings together different perspectives and approaches. | .547 |
| | Coaches and mentors direct reports in skill development. | .549 |
| | Identifies strengths and weaknesses in others. | .555 |
| | Expresses confidence in people's competence to do their job. | .568 |
| | Addresses and works through conflict. | .618 |
| | Works to establish strong relationships with the membership. | .461 |
| | Develops action plans to meet membership needs. | .481 |
| Adjusts behavior in response to feedback and experience. | .466 | |

Table 12

The Factor Analysis for the Leadership-Interpersonal Domain (Continued)

| Factor Dimension # 1 (Continued) | Competency Variables | Path Coefficients |
|---|--|----------------------|
| Leadership-Interpersonal ($\alpha = .958$; 11.925) | Considers alternatives before making decisions. | .535 |
| | Builds networks inside and outside the club. | .444 |
| | Leads by example. | .429 |
| | Deals with personal failures and mistakes. | .582 |
| | Defines and set up quality standards for employees. | .560 |
| | Gives others authority to accomplish objectives. | .608 |
| | Delegates effectively to others. | .610 |
| | Considers ethical implications prior to making decisions. | .526 |
| | Inspires and helps motivate others. | .563 |
| | Pursues continual learning and self development. | .438 |
| | Promotes respect for diversity and individual differences. | .518 |
| | Employs a team approach to solve problems. | .449 |
| | Champions ideas and initiatives for increased efficiency. | .511 |
| | Considers membership needs when making decisions. | .464 |
| | Keeps members and staff updated with information. | .522 |
| | Creates an exciting and challenging work environment. | .528 |
| Overall rating of the leadership domain | .615 | |

Table 13

The Factor Analysis for the Golf Management Cluster

| Factor Dimension # 2 | Competency Variables | Path Coefficients |
|--|---|-------------------|
| Golf Cluster ($\alpha = .958$; 8.053) | Demonstrates a working knowledge of the PGA, LPGA and professional, amateur, state and local tournaments. | .690 |
| | Leads the club in the recruitment and selection of the head golf professional/director of golf. | .756 |
| | Articulates a working knowledge of golf rules. | .720 |
| | Implements an appropriate organizational structure for the club's golf operations. | .741 |
| | Encourages and facilitates communications with GCSAA and state associations. | .714 |
| | Recognizes the difference between alternative types of golf shop ownership. | .664 |
| | Supports/participates in selection of PGA golf interns. | .570 |
| | Adheres to payroll laws as applied to independent contractors. | .642 |
| | Models appropriate golf course etiquette. | .705 |
| | Participates with the Board in decisions about golf course renovation projects. | .765 |
| | Recognizes how computers are used to manage tee times, tournament pairings and golf handicaps. | .663 |
| | Leads the club in recruitment and selection of the golf course superintendent. | .800 |
| | Demonstrates knowledge of issues related to golf course maintenance and associated costs. | .809 |
| | Leads in development of tee time fairness policy. | .681 |
| | Demonstrates basic knowledge of golf course architecture. | .745 |
| | Attends golf and golf course committee meetings and assists the Board in making applicable decisions. | .767 |
| Overall rating of golf management cluster. | .831 | |

Table 14

The Factor Analysis for the Food and Beverage Cluster

| Factor Dimension # 3 | Competency Variables | Path Coefficients |
|---|---|-------------------|
| Food & Beverage Cluster ($\alpha = .935$; 8.053) | Determines responsibilities of management/non management staff for effective sanitation program. | .563 |
| | Adheres to food handling procedures incorporating general knowledge of microorganisms to help prevent foodborne illness. | .625 |
| | Coordinates processes to handle foodborne illness complaints. | .545 |
| | Recognizes personal hygiene practices for food handlers. | .638 |
| | Creates effective strategies for menu development. | .639 |
| | Employs principles of food/beverage storing and issuing. | .667 |
| | Recognizes dining trends. | .533 |
| | Encourages proper dining strategies. | .680 |
| | Participates in implementing creative member functions. | .657 |
| | Recognizes major concerns about food service space. | .583 |
| | Utilizes basic information including classifications, food and wine affinities and procedures for development of a wine list. | .676 |
| | Supports a typical organizational structure for a food/beverage operation. | .530 |
| | Evaluates the club's technology needs, and can review food/beverage hardware/software. | .487 |
| | Maintains control over food/beverage products during production/service | .662 |
| | Recognizes components of food/beverage costs. | .560 |
| | Maintains control over labor costs. | .508 |
| | Recognizes the need for responsible service of alcoholic beverages and implements an applicable training program. | .452 |
| Overall rating of the food & beverage cluster. | .647 | |

Table 15

The Factor Analysis for the Human Resources-Legal Cluster

| Factor Dimension # 4 | Competency Variables | Path Coefficients |
|---|---|-------------------|
| Human Resources-Legal ($\alpha = .928$; 7.076) | Safeguards confidential information. | .526 |
| | Ensures compliance with federal laws regulating the workplace. | .702 |
| | Ensures compliance with major aspects of the Fair Labor Standards Act and regulations relating to overtime and tipping. | .698 |
| | Overall rating of the HR cluster. | .515 |
| | Comprehends legal concepts and ensures compliance with common law and laws of contracts, torts and negligence. | .532 |
| | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including reservation, group contracts and rights to privacy/eviction. | .615 |
| | Utilizes appropriate legal concepts when developing and maintaining the club's relationship with members and guests including duty to protect, liability regarding guest property, and frauds/crimes of members/guests. | .635 |
| | Comprehends legal aspects relating to the clubs food and beverage department including laws about food, alcoholic beverages and truth-in-menu. | .613 |
| | Adheres to employment laws applicable to clubs including Equal Opportunity Act, Civil Rights Act of 1964 and American with Disabilities Act. | .682 |
| | Adheres to basic laws relating to general operations including customer protection, music copyright, and public health/safety requirements. | .581 |
| | Overall rating of the External and Governmental Influences cluster. | .667 |

Table 16

Factor Analysis for the Facilities Management Cluster

| Factor Dimension # 5 | Competency Variables | Path Coefficients |
|--|---|-------------------|
| Facilities Maintenance ($\alpha = .935$; 6.911) | Ensures preventive maintenance plans for all the clubs physical /mechanical systems. | .439 |
| | Recognizes terminology, understands blueprints and can facilitate relationships with contractors, sub-contractors and the club. | .527 |
| | Ensures the use of cost-effective and environmentally sound energy management processes. | .499 |
| | Recognizes the basics of managing equipment. | .642 |
| | Ensures management of costs by controlling water usage levels. | .671 |
| | Ensures effective management of electrical systems. | .739 |
| | Ensures effective management of HVAC systems. | .674 |
| | Evaluates types/costs, design/maintenance and energy conservation strategies for lighting systems. | .723 |
| | Monitors current waste management issues including cost of solid-waste disposal, recycling and reuse/waste transformation. | .651 |
| | Monitors basic building components. | .624 |
| | Overall rating of the Facilities Maintenance cluster. | .668 |

Table 17

The Factor Analysis for the Accounting & Finance Cluster

| Factor Dimension # 6 | Competency Variables | Path Coefficients |
|--|---|-------------------|
| Accounting & Finance ($\alpha = .899$; 6.615) | Utilizes accounting information for managerial purposes including accounting for expenses, inventories and fixed assets. | .546 |
| | Uses the “Uniform Systems of Financial Reporting for Clubs” in categorizing revenue/expenses. | .722 |
| | Uses the “Uniform System of Financial Reporting for Club’s” reviewing balance sheets, statements of change in financial position and income statements. | .733 |
| | Analyzes the functions/uses of liquidity, profitability and other common operating ratios. | .539 |
| | Effectively manages the club’s cash including differences between income and cash flows, the cash budget and working capital. | .615 |
| | Identifies major concepts influencing compensation. | .546 |
| | Encourages options for financing capital projects. | .495 |
| | Plans and uses the club’s operating budget. | .591 |
| | Promotes the importance of effective audit procedures. | .576 |
| | Ensures compliance with the IRS. | .519 |
| | Promotes the use of computers in club accounting/finance. | .594 |
| | Overall rating of the Accounting & Finance cluster. | .729 |

Table 18

The Factor Analysis for the Conceptual-Creative Domain

| Factor Dimension # 7 | Competency Variables | Path Coefficients |
|---|--|-------------------|
| Conceptual-Creative ($\alpha = .851$; 5.019) | Adapts creatively to changing circumstances. | .553 |
| | Anticipates obstacles and develops contingency plans. | .593 |
| | Identifies measurable action steps that support the club's strategy and mission. | .534 |
| | Considers a broad range of factors (internal and/or external trends) when solving problems and making decisions. | .607 |
| | Translates business strategies into clear objectives and tactics. | .535 |
| | Examines and monitors trends in the private club industry. | .411 |
| | Monitors the organization's strengths and weaknesses. | .513 |
| | Develops new ideas. | .460 |
| | Evaluates the need for and plans and implements new market and business development strategies. | .608 |
| | Assists in operational and strategic planning. | .562 |
| | Overall rating of the Conceptual/Creative domain. | .640 |

Table 19

The Factor Analysis for the Club Governance Cluster

| Factor Dimension # 8 | Competency Variables | Path Coefficients |
|--|---|-------------------|
| Club Governance ($\alpha = .912$; 4.68) | Recognizes different types of clubs such as country, city and military. | .674 |
| | Recognizes different club ownership categories including equity, and corporate owned. | .720 |
| | Recognizes different types of membership including resident or full, social and senior. | .688 |
| | Maintains typical membership requirements such as responsibilities of director/officers and bylaw amendment procedures. | .629 |
| | Utilizes external factors for analysis of bylaws including Federal, State and local tax and other laws. | .529 |
| | Reviews major concerns of governing boards including legal duties, member selection, orientation, and maintenance of written records. | .601 |
| | Adheres to the basics of managing meetings, promoting club activities and interacting with external constituencies. | .484 |
| | Coordinates functions of standing committees. | .420 |
| | Overall rating of the club governance cluster. | .504 |

Table 20

The Factor Analysis for the Sports & Recreation Management Cluster

| Factor Dimension # 9 | Competency Variables | Path Coefficients |
|---|--|-------------------|
| Sports & Recreation ($\alpha = .892$; 3.656) | Maintains a full-service tennis program. | .682 |
| | Maintains a full-service fitness facility. | .761 |
| | Maintains a full-service spa facility. | .737 |
| | Maintains a full-service swim program. | .729 |
| | Overall rating of the Sports & Recreation cluster. | .801 |

Table 21

The Factor Analysis for the Marketing Cluster

| Factor Dimension # 10 | Competency Variables | Path Coefficients |
|-----------------------|---|-------------------|
| (α = .811; 2.808) | Develops effective service management programs for the club operation. | .518 |
| | Defines and develops the club's market including differentiation, segmentation, and target marketing. | .403 |
| | Overall rating of the marketing cluster. | .420 |

This study examined the important managerial competencies that lead to club manager competence. A scale was developed to assess important club manager competencies. The hypothesized model was assessed by AMOS version 7.0 maximum likelihood factor analysis (Meyers et al., 2006). The model was evaluated by four fit measures: 1) the chi square, 2) the normed fit index (NFI), 3) the comparative fit index (CFI), and 4) the root mean square error of approximation (RMSEA) (Meyers et al., 2006). It is important to note that the conceptual-creative domain is highly correlated with the leadership domain and the food and beverage cluster was highly correlated to the facilities management cluster. The value of the chi square was significant 70.719 (25, N = 596), $p = .000$, indicating an unacceptable fit between the proposed model and the observed data. Since the chi square is sensitive to sample size and model complexity alternative fit measures such as the CFI and NFI were used to evaluate how the hypothesized model fit the observed data (Meyers et al., 2006). "The CFI and NFI are measures of relative fit comparing the hypothesized model with the null model with acceptable values of .95 (Meyers et al, 2006, p. 583). Both the CFI and NFI yielded values of .981 and .971 respectively, indicating an excellent fit of the model (Meyers et

al., 2006). “The RMSEA measures the discrepancy between the sample coefficients and the population coefficients with values closer to zero indicative of a well-fitting model” (Meyers et al, 2006, p. 583). The RMSEA was .055, indicating good fit (Meyers et al, 2006). Figure 3 displays the standardized path coefficients.

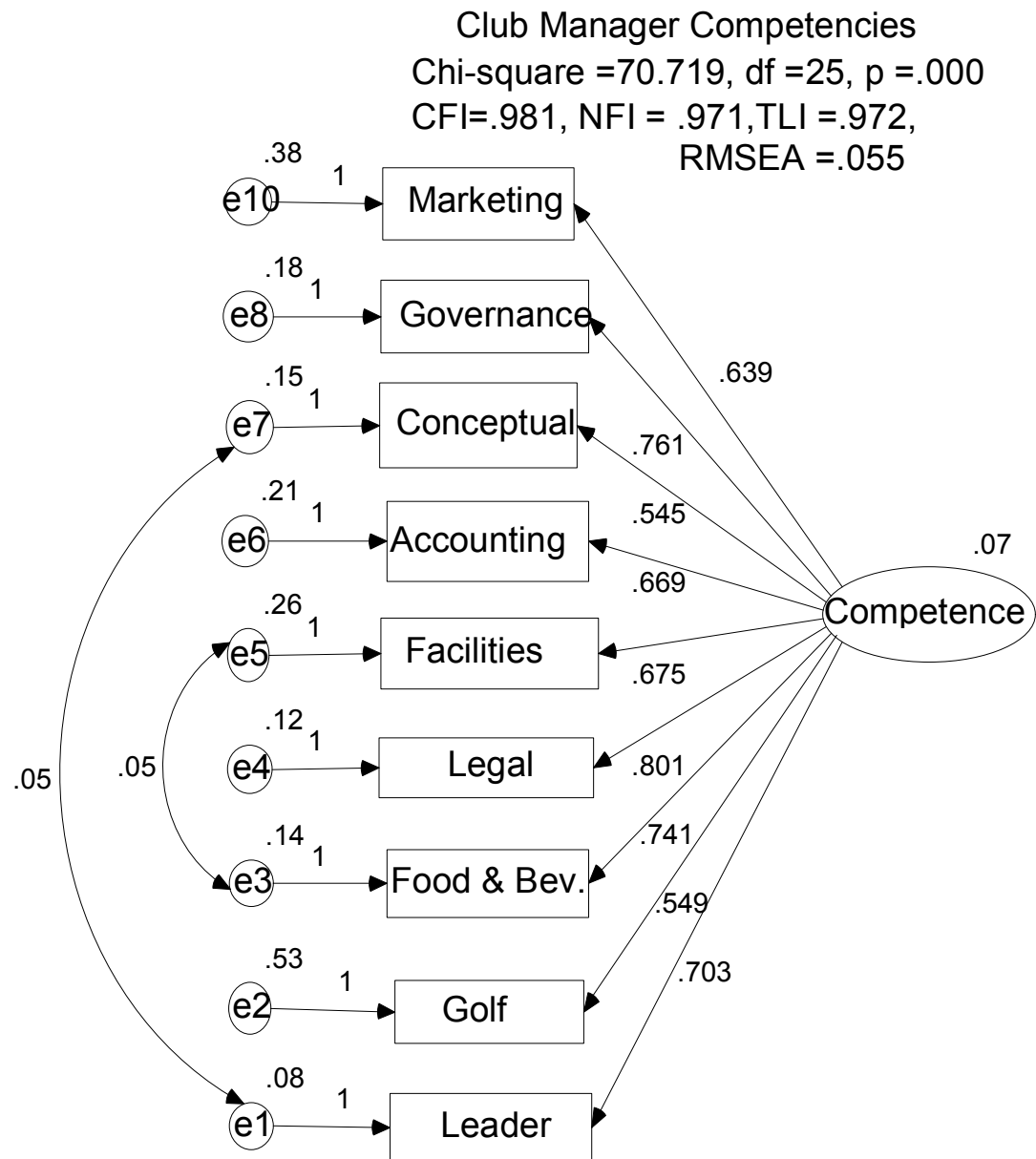


Figure 3. Managerial Competency Model for Private Club Managers in the United States

Certification Status

The first research hypothesis stated that there is no significant relationship between certification status and the importance rating of managerial competencies for club managers. In order to test hypothesis one, a one-way multivariate analysis of variance (MANOVA) was conducted to determine if there was a significant relationship between certification status and the importance ratings of the nine managerial competency clusters/domains identified by the factor analysis and structural equation model. Included in the nine competency cluster/domains were the leadership-interpersonal domain, the golf cluster, the food and beverage cluster, the legal-human resources cluster, the facility maintenance cluster, the accounting-finance cluster, the conceptual-creative domain, the club governance cluster and the marketing cluster. A statistical significant Box's *M* test ($p < .001$) indicated unequal variance-covariance matrices of the dependent variable across levels of club managerial competencies and thus necessitated the use of Wilks's Lambda in assessing the multivariate effect (Green & Salkind, 2008). Using Wilks's Lambda the dependent variate was significantly affected by the nine club managerial competency domains, Wilks's $\Lambda = .97$, $F(9, 586) = 2.03$, $p < .05$ (Green & Salkind, 2008). The multivariate η^2 based on Wilks's Λ was low .030 indicating 3% of multivariate variance of the dependent variables is associated with the group factor. Table 22 contains the means and the standard deviations of the dependent variables for certification status.

Discriminate analysis was used as a follow-up test to the MANOVA (Green & Salkind, 2008). The discriminate analysis was conducted on the nine competency domains which were used as predictors to determine if certification status differed on how club managers rated important managerial competencies. The Wilks's Lambda was statistically significant, $\Lambda = .97$, $X^2(9, N = 596) = 18.01$, $p < .05$, indicating that overall the predictors differentiated based on certification status therefore we can reject this hypotheses (Green & Salkind, 2008).

Table 22

Means and Standard Deviations on the Dependent Variables Based on Certification Status

| | Certified Club Manager | Mean | Std. Deviation |
|---------------------|---------------------------|------|----------------|
| Leader | Yes | 4.46 | .355 |
| | No | 4.40 | .418 |
| | Total | 4.43 | .387 |
| Golf | Yes | 3.99 | .825 |
| | No | 3.88 | .923 |
| | Total | 3.94 | .874 |
| Food & Beverage | Yes | 4.31 | .502 |
| | No | 4.27 | .616 |
| | Total | 4.29 | .559 |
| Legal | Yes | 4.43 | .525 |
| | No | 4.36 | .648 |
| | Total | 4.40 | .588 |
| Facilities | Yes | 3.91 | .685 |
| | No | 3.94 | .697 |
| | Total | 3.92 | .690 |
| Accounting | Yes | 4.29 | .521 |
| | No | 4.21 | .701 |
| | Total | 4.25 | .614 |
| Conceptual-Creative | Yes | 4.28 | .432 |
| | No | 4.23 | .502 |
| | Total | 4.25 | .467 |
| Club Governance | Yes | 4.26 | .676 |
| | No | 4.21 | .639 |
| | Total | 4.24 | .659 |
| Marketing | Yes | 3.63 | .790 |
| | No | 3.72 | .818 |
| | Total | 3.68 | .804 |

Club Type

The second research hypothesis stated there is no significant relationship between club type and the importance rating of managerial competencies for club managers. In order to test hypothesis two, another one-way multivariate analysis of variance (MANOVA) was conducted to determine if there was a significant relationship between club type and the importance ratings of the nine managerial competencies cluster/domains identified by the factor analysis. A statistical significant Box's M test ($p < .001$) indicated unequal variance-covariance matrices of the dependent variable (club type) across the nine levels of club managerial competencies and thus necessitated the use of Wilks's Lambda in assessing the multivariate effect (Green & Salkind, 2008). Using Wilks's Lambda the dependent variate was significantly affected by the nine club managerial competency domains, Wilks's $\Lambda = .833$, $F(18, 1112) = 5.90$, $p < .001$. The multivariate η^2 based on Wilks's Λ was .084 indicating 8.4% of multivariate variance of the dependent variables is associated with the group factor (Green & Salkind, 2008). Table 23 contains the means and the standard deviations of the dependent variables for the different types of clubs.

Discriminate analysis was used as a follow-up test to the MANOVA (Green & Salkind, 2008). The discriminate analysis was conducted on the nine managerial competency clusters/domains which were used as predictors to determine if the three club types (country clubs, city clubs, and golf clubs) differed on how club managers rated important managerial competencies. The Wilks's Lambda was statistically significant, $\Lambda = .833$, $X^2(18, N = 596) = 102.1$, $p < .05$, indicating that overall the predictors

differentiated based on the three different types of clubs therefore we can reject the second research hypotheses (Green & Salkind, 2008).

Table 23

Means and Standard Deviations on the Dependent Variables Based on Club Type

| | Club Type | Mean | Std. Deviation |
|---------------------|--------------|------|----------------|
| Leader | Country Club | 4.42 | .388 |
| | City, etc. | 4.44 | .413 |
| | Golf | 4.45 | .383 |
| | Total | 4.43 | .390 |
| Golf | Country Club | 4.02 | .748 |
| | City, etc. | 3.19 | 1.33 |
| | Golf | 4.03 | .780 |
| | Total | 3.93 | .789 |
| Food & Beverage | Country Club | 4.26 | .556 |
| | City, etc. | 4.37 | .486 |
| | Golf | 4.30 | .651 |
| | Total | 4.28 | .563 |
| Legal | Country Club | 4.39 | .590 |
| | City, etc. | 4.49 | .504 |
| | Golf | 4.30 | .669 |
| | Total | 4.39 | .593 |
| Facilities | Country Club | 3.92 | .674 |
| | City, etc. | 3.95 | .852 |
| | Golf | 3.87 | .647 |
| | Total | 3.91 | .692 |
| Accounting | Country Club | 4.25 | .599 |
| | City, etc. | 4.27 | .671 |
| | Golf | 4.22 | .673 |
| | Total | 4.25 | .617 |
| Conceptual-Creative | Country Club | 4.24 | .475 |
| | City, etc. | 4.30 | .430 |
| | Golf | 4.22 | .496 |
| | Total | 4.25 | .472 |
| Club Governance | Country Club | 4.23 | .671 |
| | City, etc. | 4.27 | .633 |
| | Golf | 4.22 | .634 |
| | Total | 4.23 | .661 |
| Marketing | Country Club | 3.66 | .801 |
| | City, etc. | 3.73 | .789 |
| | Golf | 3.58 | .859 |
| | Total | 3.66 | .807 |

Certification Status and Years of Experience

The third research hypothesis stated there is no correlation between certification status and years of experience in the private club industry in predicting which competencies managers find most important. Multiple regression analysis was used to test the third hypothesis which attempted to explain whether a correlation existed between certification status and years of experience in the private club industry in predicting which competencies managers find most important. Multiple regression analysis was performed on each of the nine competency domains/clusters to see if certification status and years of experience in the private club industry predicted how managers rated important managerial competencies for club managers. No statistical significance was found with any domain/cluster and the two independent variables of certification status and years of managerial experience in the in club industry. The results supported the third hypothesis that there was no correlation between certification status and years of management experience when predicting which competencies managers find most important.

Summary

The results demonstrate that certified and non-certified club managers do differ as to how they rate important managerial competencies. Although the means and standard deviations are very similar, statistically significant differences were found through the MANOVA. Since statistical significance was found between the certified and non-certified club managers, hypothesis number one was rejected. Furthermore, club managers from country clubs, city clubs and golf clubs also differed on how they rated

important managerial competencies identified in this study. Again, the means and standard deviations were very similar but statistical significance was also found through the MANOVA. Since statistical significance was found between the three different club types hypothesis two was rejected. As in other managerial competency studies leadership, interpersonal, and accounting and finance competencies under the administrative domain were rated the most important by the sample of club managers in this study (Tas et al., 1996; Nelson et al., 1999; Perdue et al., 2000). The third hypotheses was supported as no statistical significance was found with any domain/cluster and the two independent variables of certification status and years of managerial experience in the in club industry.

Twenty-eight essential competencies were identified in the study of which ten came directly from the leadership domain. Since leadership, interpersonal and conceptual-creative competencies were not addressed in the original club manager competency studies there is no way to compare these results to former studies. With this in mind, the certification designation is based on important managerial competencies. These skills must be addressed for aspiring club managers both at the university level and through educational offerings offered by CMAA. Future certification exams should also address these important managerial competencies.

Previous studies on club manager competencies identified important managerial competencies in both the administrative and technical domains. These previous studies found competencies in the administrative domains of management, accounting and finance, human and professional resources, and food and beverage as the most important competency skill sets. As displayed by the factor analysis, managers are responsible for

many managerial functions within their club operation. These functions can include but are not limited to providing leadership to the membership and the employees, communicating to the membership and the staff, managing the club finances and assets, developing strategic plans, legally operating the club operations, managing the food and beverage operations, assisting the golf operations of the club, marketing the club facilities and amenities and governing the club with the board of directors and other standing committees.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS OF FUTURE RESEARCH

Discussion

This purpose of this project was to examine managerial competencies used by private club managers. The primary purpose of this study was to determine which managerial competencies private club managers perceive to be important and which managerial competencies do they most frequently use.

This study was guided by three research questions:

1. Is there a relationship between certification status and the perceived level of importance of private club management competencies?
2. Is there a relationship between the type of club and the perceived level of importance of private club management competencies?
3. Is there a correlation between certification and years of experience in the private club industry on the perceived level of importance of private club management competencies?

The investigation tested the following hypotheses:

- A) There is no significant relationship between certification status and the importance rating of managerial competencies for club managers.
- B) There is no significant relationship between club type and the importance rating of managerial competencies for club managers.

C) There is no correlation between certification status and years of experience in the private club industry in predicting which competencies managers find most important.

Review of Sample

Five hundred and ninety-six club managers from the United States participated in this sample. Eighty-six percent of the responding managers were male, the average age was 45.6, and 64% had at least a bachelor's degree. Of the managers who had received a bachelor's degree, 104 or 24% responded that they obtained their degree in hospitality followed by 105 or 18% reporting that their bachelor's degree was in business. Fifty-two percent of the sample had obtained the designation of Certified Club Manager (CCM) through CMAA. Twenty-three percent of the sample had also qualified as a CMAA Honor Society member which compares to 10% of active members who have reached Honor Society status within CMAA. Managers reported having seventeen years of management experience in the club industry. Managers also reported being employed at their present position for 6 years. Twenty-five percent (N = 151) of the sample reported they had managed one club during their career. Twenty-five percent (N = 147) reported that they had managed two clubs, 19 percent (N = 113) reported that they had managed three clubs, 13 percent (N = 80) reported that they had managed four clubs and 15 percent (N = 92) reported they had managed five or more clubs during their career. Sixty-three percent (N = 376) reported that they were either the general manager or chief operating officer (COO) of their club. The second largest percentage of participants, 12% (N = 73), reported that they were the clubhouse managers.

Developing a Managerial Competency Model for Club Managers

The first objective of the study was to develop a valid and reliable managerial competency model for club managers. This process was accomplished through conducting a factor analysis on important managerial competencies gathered through literature. Through a literature review, it was determined that there could be twelve competency clusters within five competency domains. The results of this factor analysis presented in Chapter IV revealed nine important managerial competency domains/clusters. All five domains (conceptual-creative, leadership, interpersonal, administrative and technical) were represented in the proposed model as were 8 of the 9 proposed competency clusters representing the administrative and technical domains. These nine domains/clusters were similar to the factors identified in other competency studies conducted in business organizations and other hospitality industries (Tas, 1988; Sandwith, 1993; Tas et al., 1996; Kay et al., 2000; Perdue et al., 2000, 2001; Chung-Herrera et al., 2003; Kay et al., 2004) included in the nine identified domains/clusters were the leadership-interpersonal domain, the golf cluster, the food and beverage cluster, the legal cluster, the facilities management cluster, the accounting and finance cluster, the conceptual-creative domain, the club governance cluster and the marketing cluster.

The interpersonal and leadership domain combined to create one domain. This was not surprising considering leaders of private clubs must possess good interpersonal competencies in order to properly lead the organization. In previous studies in other segments of the hospitality industry, interpersonal and leadership competencies were also rated as the most important competencies for top level managers (Tas, 1988; Clemenz, 1993; Tas et al., 1996; Kay et al., 2000). However these competency domains were not

combined in these previous studies. The results show that the conceptual-creative domain is highly correlated to the leadership-interpersonal domain. From a theoretical standpoint, this also makes sense due to the fact that many of the conceptual-creative competencies deal with strategic planning functions within the club operations. In order to be a leader of the club operation, a manager would have to manage trends and issues that face the club in the future as well as set the club up for long term success. The food and beverage management competencies were correlated to the facilities management competencies. Since these were both competency clusters within the technical domain and since many of the facilities management functions could relate to managing kitchen equipment this also makes sense from a theoretical standpoint.

Findings of the factor analysis suggest a set of common managerial competencies may exist for private club managers in the United States. It is important to note that the model created in this study is specific to the private club industry in the United States. Numerous studies have documented the advantages of industry specific competency models for managers in a specific business environment (Thomas et al., 1980; Jirasinghe et al., 1995; Dalton, 1997; Koustelios, 2003; Chung-Herrera et al., 2003; Hurd et al., 2004). An advantage to the club manager competency model created in this study is that it can be adopted by club managers, human resource managers and club boards of directors as a foundation to creating an organization specific competency model in which human resource functions of hiring, training and developing procedures can be developed (Dalton, 1997).

Jirasinghe and Lyons (1995), developed a model (Figure 4) that displays the relationship between generic competencies which are competencies that all managers

display, specific competencies which relate to the profession and individual competencies which are required of managers at certain jobs. The present study identified competencies in all three categories. However, many private club boards and managers will need to develop individual and organization competencies that are tailored to their particular private club since the proposed model may not address individual competencies required to manage certain private clubs. Since many private clubs offer similar services, facilities and amenities, the competencies that are needed to manage club operations are very similar. Edginton, Hudson and Lankford, (2001) suggested that all leisure service organizations included three fundamental functions. These include management of financial resources, management of service operations and the creation and management of a leisure experience. However, certain clubs rely heavily on their managers to help develop club culture, manage the club human and financial assets and lead the club in strategic planning and administrative operations. Since clubs differ on what they require of their managers, this industry specific competency model helps managers explain their role to their members as well as their board of directors who might not understand the role of the general manager or chief operating officer of the club.

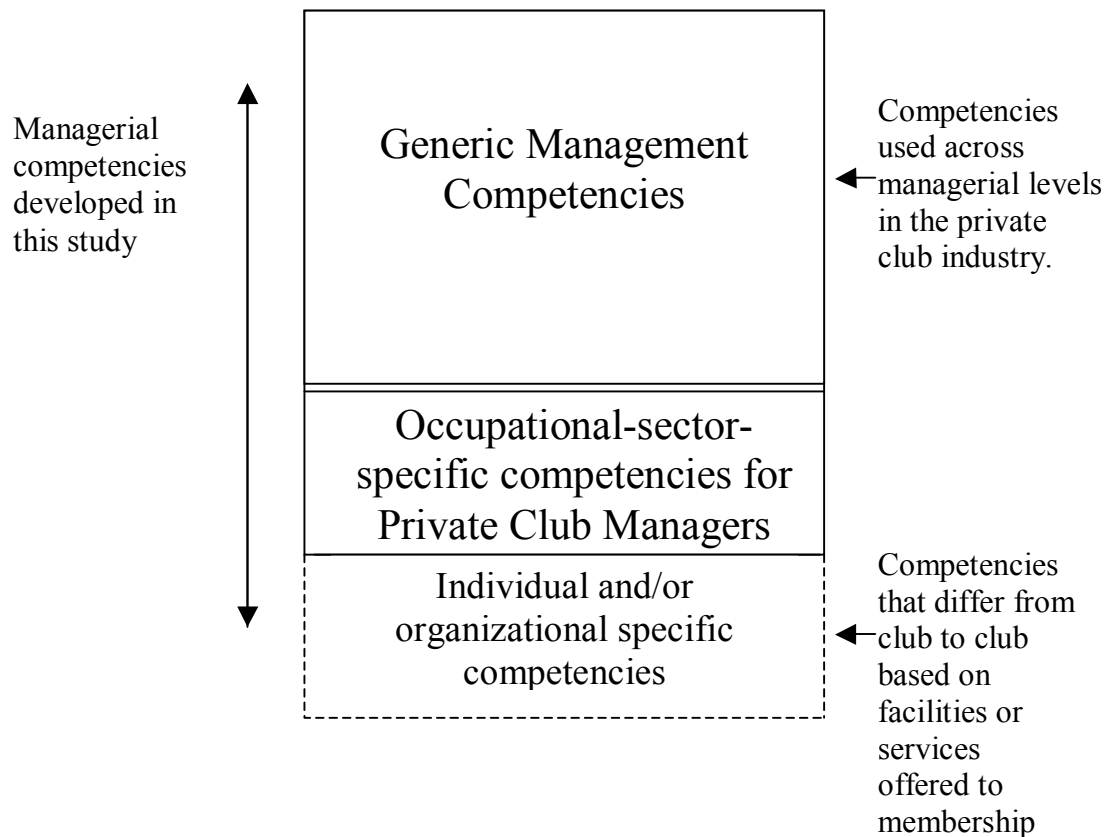


Figure 4. Jirasinghe & Lyons (1995) Framework for Viewing Competencies Relating to Senior Occupational Positions

The Sports and Recreation Cluster

The confirmatory factor analysis results suggested that the sports and recreation cluster variables did not contribute to the model fit, thus, this factor was eliminated from the competency model. This study looked at competencies in the sports and recreation cluster differently than in previous studies on club management competencies. In previous studies on club manager competencies, the sports and recreation management cluster was grouped with golf management competencies and was rated lower than the

other technical and administrative functions (Perdue et al., 2000, 2001, 2002). It was the intent of this study to evaluate these competency clusters separately to see how each contributed to the overall job responsibilities of a club manager. It is also important to view them separately since some clubs do not offer these facilities and this could effect the overall ratings of these clusters. Reasons as to why managers' rate sports and recreation management competencies lower than other competency skill sets might be that they have competent people who work and manage these operations. Another reason could be that managers do not have adequate backgrounds in this area and do not feel comfortable with the lack of skills that they have in managing the sports and recreation operations of the club. And yet another reason might be that this study did not identify the proper competencies that managers utilize when managing the sports and recreation facilities within their clubs. In either case, future research should be conducted regarding these competencies to evaluate how they contribute as an important management competency factor for club managers. Since a vast majority of private clubs offer these amenities and facilities to their membership, they should be responsible for important managerial tasks required to manage the sports and recreation departments.

Updating Important Managerial Competencies for Club Managers

An additional purpose of the study was to compare the results of important rated competencies from the current study to important rated competencies of previous studies conducted by Perdue et al., 2000, 2001 and 2002. Since these previous studies did not include leadership, interpersonal and conceptual-creative competencies, there was no basis for comparison in these competency domains. However, all the other competencies

were included in the Perdue et al. competency studies for club managers. A major difference from the previous studies and the present study was the addition of a not applicable category on the survey instrument. Managers who managed clubs that did not offer particular facilities, services or amenities were asked to mark the not applicable option on the questionnaire. This option was added in order to gain a better perspective on all the important and frequently used managerial competencies. This created more accurate data with a more accurate picture of the skills managers find important and use frequently. In previous studies, managers rated human and professional resources, accounting and finance and food and beverage management competencies as the most important and most frequently used competencies (Perdue et al. 2000, 2001, and 2002). The present study rated leadership, interpersonal and accounting and finance competencies as the most important and frequently used managerial competencies. Without the added competency domains, results are very similar with accounting and finance, human resources and food and beverage competencies remaining highly important as well as the most frequently used. The overall importance rating of the leadership domain (4.54) was categorized as an essential competency with a mean score over 4.50 (Butula, 1975; Tas, 1988; Tas et al., 1996). The other competency domains/clusters overall ratings were categorized as considerably important managerial competencies with mean scores between 4.50 and 3.50.

Certification Status and Important Managerial Competencies

The first research question of the study was to examine if certification designation was a predictor to the way club managers viewed important managerial competencies.

The MANOVA revealed statistically significant results on how club managers viewed all nine competency domains/clusters. Although the means scores were similar, statistical significance was found. This was the first time certification status of private club managers was used to see if managers differed on how they viewed important managerial competencies. Since certified club managers (CCMs) are deemed club management experts by CMAA, their survey responses are important for a number of reasons. 1) Certified club managers (CCMs) have been managers of private clubs for a number of years and have extensive management experience, 2) CCMs have been active members of CMAA for a number of years and have successfully completed numerous CMAA education programs including at least one executive education program and have attended educational sessions at CMAA's World Conference and through their local chapter, and 3) According to CMAA's 2007 edition of the compensation and benefits survey, CCMs make on average 50,000 dollars more a year than non-certified club managers and typically hold the highest management position within the club operation. This indicates that club boards of directors may prefer hiring CCMs to non CCMs giving further credence to the certification process. Many of the job opening listings for general managers or chief operating officers (COOs) in private clubs list the certification designation as a qualification for employment (<http://www.clubcareers.org/>).

Certified club managers rated seven out of the nine competency domain/clusters more important than their non-certified counterparts. Facilities management and marketing competencies were rated higher by non-certified club managers. One reason that these skill sets were rated higher by non-certified club managers could be due to the fact that they are responsible for these departments within the private club. In many

private club operations, facilities maintenance managers report to mid level club managers, assistant managers or clubhouse managers. Since these are skills mid-level managers must know for their present position within the club, they would believe these competencies were more important than a general manager or chief operating officer who is not directly using facilities management competencies regularly. Marketing the club services and facilities is a rather new concept to club managers as historically only basic internal marketing techniques were used to advertise club services. As most of the clubs in the study are private many managers may not feel they need to understand marketing skills. Younger managers who are responsible for the marketing concepts of the club, such as writing newsletter promotions, would again rate these skills higher than managers who are not regularly participating in these marketing efforts. Since certified club managers have reached the pinnacle of their club management career by obtaining a well recognized and respected professional designation, particular interest needs to be taken as to how they rated important and frequently used competency domains/clusters in order to learn from these successful club managers. Education sessions could be developed around these individual competency ratings particularly for certified club managers who might need more information on how to properly market the club facilities, services and amenities to perspective members and current members.

Club Type and Important Managerial Competencies

The second research question of the study was to examine if club type was a predictor to the way club managers viewed important managerial competencies. The MANOVA revealed statistically significant results on how club managers viewed all nine

competency domains/clusters. Again, the means scores were similar but statistical significance was found. This was most likely due to the relatively large sample size obtained for this study. As with certification status, this was the first time competencies were evaluated based on club type. This is very important as private clubs do offer different services and facilities and it was believed that management competencies could differ based on the type of club they managed. It is good to examine important managerial competencies from many different perspectives in order to gain a true picture on what is actually important for the club industry as a whole. The three different types of clubs used in this study were country clubs, golf clubs and city clubs. With a smaller response coming from other clubs such as military, yacht, university and athletic clubs, these three categories were the most logical when examining different club types. All of these categories were combined with the city clubs since they typically offer similar facilities and do not usually offer golf facilities. Managers of city clubs rated the administrative competencies including accounting and finance, marketing and legal (human resources-external and governmental influences) competencies higher than country club or golf club managers. City club managers also rated technical competencies in food and beverage management, facilities management, and club governance more important than county club or golf club managers. Golf club managers rated the leadership-interpersonal domain and golf management competencies higher than the city club and country club managers. Managers of all three club types believe the same three competency areas were the most important. The highest rated competency areas for country club managers were the leadership-interpersonal competencies followed by legal competencies, and food and beverage competencies. The highest rated

competency areas for the city club managers were the legal competencies followed by leadership-interpersonal competencies and food and beverage competencies. Golf managers rated the leadership-interpersonal competencies as the most important competency area followed by legal competencies and food and beverage competencies.

Certification Status and Years of Management Experience in the Private Club Industry

The third and final research question of this study was to examine if there was a correlation between certification status and years of experience in the private club industry in predicting which competencies managers find most important. Multiple regression analysis was performed on each of the nine competency domains/clusters to see if certification status and years of experience in the private club industry predicted how managers rated important managerial competencies for club managers. No statistical significance was found with any domain/cluster and the two independent variables of certification status and years of managerial experience in the in club industry. Future research needs to examine if management experience alone predicts important managerial competencies for club managers.

Categorizing Important Managerial Competencies for Private Club Managers

An additional purpose of this study was to categorize important management competencies to the following scale used by Butula (1975), Tas (1988), Tas et al. (1996), and Nelson et al., (1999). Essential competencies are competencies that have mean scores higher than 4.50. Considerably important competencies are competencies with mean scores between 4.49 and 3.50. Moderately important competencies are

competencies with means scores between 3.49 and 2.50. This study identified 28 essential managerial competencies. Of the 28 essential competencies identified for private club managers, ten came from the leadership, four came from the interpersonal domain, three came from the food & beverage cluster of the technical domain, three came from the human resource cluster of the administrative domain, three came from the conceptual-creative domain, two came from the accounting and finance cluster of the administrative domain, one came from the club governance cluster in the technical domain, and one from the marketing cluster in the administrative domain as well as one from the external and governmental influences cluster of the administrative domain. Three competencies were categorized as moderately important competencies. These three competencies came from the golf management cluster, the external and governmental influences cluster and the sports and recreation management cluster. The remaining 120 competencies were classified as considerably important competencies. None of the 151 managerial competencies were categorized below a moderately important competency. This indicates that the managerial competencies used in this study were valid and applicable for managers of private clubs in the United States. Categorizing management competencies according to this scale helps identify managerial competencies that are specific to the private club industry. From a practical and theoretical stand point, this also helps explain to industry practitioners as well as university educators which managerial competencies are important to private club managers.

Practical Implications of the Study

There are numerous practical implications relating to this study. First, the results will help the education department at CMAA evaluate their educational offerings as well as their certification exam. Education programs that address leadership, interpersonal and accounting competencies are needed to address important and frequently rated competencies. The conceptual-creative domain including strategic planning must also be added to the certification process along with leadership and interpersonal competencies since they are an integral part of managing and leading a private club operation within the United States. New education programs can be developed to address competencies such as marketing and sports and recreation that were rated lower on the importance scale. Marketing competencies should possibly be renamed to membership marketing competencies as more managers would relate to this term as many still do not believe their profession utilizes these competencies. This name change could raise the awareness of these competencies which would in turn raise their importance level in future studies. Education programs could also help managers become more familiar with these skill sets.

Results from this study can also help managers develop skills in young club managers in lower managerial positions as well. Job descriptions and training programs for future club managers can be tailored around measurable competency statements identified in this study. Managerial competencies play an integral part in managers' success and their employee's success on the job. "Employee and managerial effectiveness is the balance between competencies, job demands and the environment" (Hurd et al., 2004, p.107). This study provides a framework for educational and training programs

that will help managers and future managers realize what competencies are important for club management and how they can work to improve competencies in which they are weak. This study will further help educators at the university level who are teaching club management courses as the study will help educators hone in on important managerial functions that need to be addressed in the classroom.

Numerous studies have documented a gap between curriculum offerings at the university level and what employers are looking for in employees (Harris, Guthrie, Hobert & Lundberg, 1995; Smith & Cooper, 2000; Brownell & Chung, 2001; Lowry et al., 2005). Results from this study can help bridge the gap between educational curriculum offerings at the university level that tend to focus more on technical skills than leadership, interpersonal and managerial functions that employers are looking for in graduates (Weinstein, 1989; Goodman & Sprague, 1991; Umbreit, 1992; Evers et al., 1998; Lowry et al., 2005). While technical skills should be addressed at the university level, more attention should be placed on leadership, interpersonal, accounting/finance and strategic planning skills in order to properly prepare students for careers in the private club industry. It is the responsibility of the educators to properly prepare students for industry demands. Without basic knowledge of these competency areas, students are behind the curve for top level positions within the hospitality industry (Lewis, 1993; Okeiyi et al., 1994).

An example of a hospitality program that tailors curriculum around management competencies is the master of management in hospitality at Cornell University (Chung-Herrera et al., 2003). The curriculum is tailored around competencies that have been deemed important by industry experts. All students in the program are evaluated on

leadership skills, team work and group processing skills and written and oral communication skills (Chung-Herrera et al., 2003). The program uses an assessment center supported by learning modules (lectures and experimental components) that evaluates whether students are proficient in these three important skill sets. Feedback is given to each student following each semester as well as after the conclusion of the assessment center that evaluate these managerial competencies (Chung-Herrera et al., 2003). If weaknesses are detected in any of the three competencies areas, students must make plans to improve these skills (Chung-Herrera et al., 2003). This is an excellent example of a hospitality program using management competencies to ensure that their graduates are properly prepared for the hospitality industry. More hospitality programs need to follow this model and make sure their graduates have the appropriate competencies to manage, and more importantly, lead future hospitality organizations.

Conclusions and Recommendations for Future Research

This study was conducted to further understand important and frequently used managerial competencies for private club managers. Sandwith's (1993) five competency domain model was applied to private club managers who are members of CMAA. This is the only known study of its kind to examine Sandwith's, conceptual-creative, interpersonal and leadership competency domains for private club managers. This study also identified 28 essential competencies, 120 considerably important competencies and three moderately important competencies for club managers. Through a factor analysis, this study successfully identified nine competency factors for private club managers. Additionally, this study also successfully compared how certified and non certified club

managers viewed important managerial competencies as well as how club managers of different types of clubs viewed important managerial competencies. Some recommendations for future research are presented below. To further this study, a factor analysis should be conducted separately on all five competency domains to see what factors load within the leadership, interpersonal, conceptual-creative, administrative and technical domains.

Leadership and interpersonal competencies were rated the most important managerial competencies in this study. These results are consistent with previous research in other segments of the hospitality industry (Tas, 1988; Clemenz, 1993, Tas et al. 1996; Nelson et al., 1999). However, research needs to be conducted on an international level to see if this is the case for other club managers around the world. International club managers may need a different set of managerial competencies in order to successfully operate their private clubs. This study could also be used as a template for industry specific competency studies in other segments of the hospitality industry such as hotels, resorts, spas, meeting planning and restaurants.

Another issue that needs to be addressed by future studies is to examine if education courses offered at the university level and at professional development programs provide managers with appropriate information to address essential and frequently used managerial competencies. This type of study would examine where managers obtained their competence for managing a private club. Other studies have examined how committed organizations are in developing its manager's competence (Thomas et al., 1980; Iles, 1993; Jirasinghe et al., 1995; Bartlett et al., 1997). It is clear that managerial competence comes from education, management experience and personal

development (mentoring and coaching) within an organization. Future research should examine how managers rate important competencies versus how committed their organization is to developing their managers (Iles, 1993). It is evident that the education programs of CMAA are designed to addressing important and frequently used managerial competencies for club managers in the United States.

It would also be interesting to run the current study with university faculty who teach club classes in order to obtain their perceptions of the important and frequently used competencies that students should obtain before they leave school. By conducting this study with educators, their perceptions on important managerial competencies could be compared to the managers' perceptions to see if a gap exists between what university educator's focus on versus what club managers believe is important. This research could also evaluate if graduates are properly prepared for the demand of a managerial position in a private club.

Furthermore, future research on club manager competencies should examine the background of the club manager. This type of research would include gathering information on the career path and education level of club managers to see if important and frequently used competencies relate to the career path they choose as a manager. Gathering this information could help researchers determine if less important and frequently used competencies were rated as such due to the club manager not being comfortable with particular skill sets. As with any managerial competency study, this study should be replicated over a period of five years to see if important and frequently used competencies differed over time. Replication should also be conducted to accommodate current trends and issues that were not present at the time of this study.

This was displayed in the current study as golf competencies, increased in importance from previous studies conducted by Perdue et al., 2000, 2001 and 2002. This could be due to the fact that CMAA has addressed these competencies in recent educational programs or that managers are have realized that these competencies are an important part of managing and leading their club. When conducting studies on managerial competencies in the private club sector, attention needs to be given to current issues and trends that are occurring within the club industry. This can be seen in the present study with competencies relating to spas, children's programs, real estate and community association management. While some of these competencies were rated low, they have been identified by a study conducted by the National Club Association (NCA) as current trends within the club industry (National Club Association, 2004). Furthermore, with many of the private clubs in Florida and California and Nevada including real estate and community associations within their private club community, the researcher expected this competency to be rated higher. Real estate knowledge has been listed as an important competency needed for other segments of the hospitality industry (Wilson, 1995). Future studies should include these competencies to see if importance and frequency ratings increase over time.

Other studies on managerial competencies for private club managers should examine if managerial position within the club predicts the way managers view importantly rated competencies. Studies in other segments of the hospitality industry have examined management positions and have found statistically significant differences in how managers rate important competencies (Tas, 1988; Okeiyi et al., 1994; Hu et al., 1997; Kay et al., 2000). Since managers in different positions are responsible for

different managerial tasks, importance ratings could be different based on what managers are responsible for within the club operation (Barlett et al., 1997).

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APPENDICES

APPENDIX A

Cover Letter to All Panel Review Members to Help Develop and Validate Questionnaire Items

(AUBURN UNIVERSITY LETTER HEAD)

October 24, 2006

(Name and Address)

As you know, I am currently working on my dissertation in the Hotel and Restaurant Management doctoral program at Auburn University. My research is the further development of competencies necessary for the success of club managers. In addition to updating the original competency areas used in the studies conducted in the late 1990s by Joe Perdue, CCM, CHE, Jack Ninemeier, Ph.D., and Bob Woods, Ph.D., I am looking at the expansion of the management domain to a leadership domain, adding an interpersonal and a conceptual domain, and dividing golf, sports and recreation into two separate clusters. These additions are in keeping with the development of the CMAA “Management to Leadership Model” which occurred since the original competency studies were conducted.

I will be surveying active members of CMAA, asking them to rate the importance and frequency of use of competencies in the original areas as well as in the expanded areas. The results of the study will provide updated information for the continued development of club manager professional development programs and university courses in club management.

I am in the review panel stage of the dissertation and need your help. Will you please look at my enclosed survey instrument and give me your feedback? You can make comments directly on the survey as well as on the Feedback Form. Please mail both the survey and the Feedback Form to me in the enclosed envelope.

I am excited about my study and hope that it will have practical application for the club industry. I really appreciate any feedback that you can give me. Please call me at 702-524-0731 or email me at koenijp@auburn.edu if you have any questions.

Thank you for your help

Kind regards,

Jason Koenigsfeld

APPENDIX B

Survey Questionnaire Feedback Form for Panel Members

Review Panel Member: (Name and Title)

Club Manager Competency Survey

Feedback Form

Please rate the survey on the following scale of 1 – 5.
(1 = Poor, 2 = Below Average, 3 = Average, 4 = Above Average, 5 = Excellent)

- | | | | | | |
|---|---|---|---|---|---|
| 1) How clear is the survey instrument? | 1 | 2 | 3 | 4 | 5 |
| 2) How concise is the survey instrument? | 1 | 2 | 3 | 4 | 5 |
| 3) How accurate is the survey instrument? | 1 | 2 | 3 | 4 | 5 |

Comments:

APPENDIX C

Letter Encouraging Participation that Accompanied the Survey Questionnaire

(CMAA LETTERHEAD)

Dear Fellow CMAA Members:

We need your help. Enclosed is a Club Manager Competency Survey. As you know, our BMI courses, education programming and certification requirements are based on management competencies that are necessary in order to be an effective club manager. These competencies also serve as the operational base of the CMAA “Management to Leadership” model. The original research that identified our current competencies was conducted in the late 1990s and early 2000s. Although we regularly make minor adjustments to the competencies, the enclosed survey is the first major review of the original research. The current survey is necessary for us to see how the original competencies have changed in importance and frequency of use. There are also new competencies that need to be evaluated. This study will help ensure that the education programs of CMAA and the Certified Club Manager (CCM) program are relevant and up to date. In order for this research to be accurate, the information must come from you as current club managers.

The enclosed survey provides five competency domains made up of nine clusters. The individual competencies are all relevant to club managers. However, it is very important that we know which competencies are most important and which competencies are most frequently used. In addition, we ask a number of demographic questions to help us identify which competencies are most relevant to managers of different types of clubs and from different backgrounds and experiences.

Jason Koenigsfeld, a doctoral student in the Hotel Restaurant Management program at Auburn University is conducting this study for CMAA as well as for his Ph.D. dissertation. The study is funded by the Club Foundation and has the support of the leadership of CMAA.

The survey will take approximately thirty minutes to complete. I recommend that you complete it in two different sittings if this is easiest for you. Perhaps, you could complete the demographic questions and the first two domains today and then come back to the survey tomorrow and complete the remainder of the questions. In order for our information to be statistically accurate, it is very important that you mark both importance and frequency of use for every question. Please respond to each competency as you think appropriate for a general manager of a private club. Please try to return the completed survey within two weeks. If however, you have not completed the survey by

that time, we still need your input and ask that you complete the survey and return it as soon as possible. If you have already completed the survey at a BMI

program this winter, please do not complete it again. Instead, please give this copy to another member of your management team and ask them to complete it.

The information obtained from this survey will not only be used for CMAA education program development and certification standards, but also for curriculum development for college courses in club management. The demographic data will help us in determining what content should be offered at the various levels of our Business Management Institute programs.

Please return the completed survey in the enclosed postage paid envelope. The results of the study will be reported in club management publications and presented at the World Conference on Club Management. If you would like to have a copy of the results of this study, please email Jason at koenijp@auburn.edu and he will be happy to send you our findings. If you have any questions for me, please call me at 702-595-8876 or email me at joeperdue@msn.com.

I sincerely appreciate you taking your valuable time to complete this very important research project. Thank you.

Sincerely,

Joe Perdue, CCM, CHE
Academic Advisor for CMAA

APPENDIX D

Information Letter Indicating University Approval of Study Accompanied Survey

(AUBURN UNIVERSITY LETTER HEAD)

Information Sheet for

"Development of a Comprehensive Competency Model for Private Club Managers"

You are invited to participate in a research study, "Development of a Comprehensive Competency Model for Private Club Managers". This study is being conducted by Jason Koenigsfeld, a doctorate student in the Hotel Restaurant Management program at Auburn University under the supervision of Dr. Susan Hubbard, Associate Dean of the College of Human Sciences. I hope to learn more about competencies used to lead and operate private clubs. You were selected as a possible participant because you are a club manager.

If you decide to participate, please fill out the enclosed survey. The survey consists of several question regarding club manager competencies and should only take 20-30 minutes of you time.

Information will be considered confidential and the only possibility of you/your club being contacted in the future is if you give us your consent. No club name or personal names will be used in the final report of this study.

Any information obtained in connection with this study will remain anonymous. Information collected through your participation may be published in an academic journal, a trade publication and or presented at a professional meeting. You may withdraw from participation at any time, without penalty. Once your response has been entered into the data base you will be unable to withdraw due to the collected data being unidentifiable because of confidentiality issues.

Your decision whether or not to participate will not jeopardize your future relations with Auburn University or the Department of Nutrition and Food Science.

If you have any questions please feel free to call me at (702)524-0731 or email me at koenijp@auburn.edu and I will be happy to answer them.

For more information regarding your rights as a research participant you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone (334)-844-5966 or e-mail at hsubjec@auburn.edu or IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE

TO PARTICIPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

Investigator's signature

Date

Print Name

APPENDIX E

Survey Instrument

Club Manager Competency Survey

Part A: Club Manager Demographic Data

Please mark the response that most closely relates to you and your club operation.

1. What is your title?
 - a. ___ General Manager/ COO
 - b. ___ Manager
 - c. ___ Clubhouse Manager
 - d. ___ Assistant Manager
 - e. ___ Other: _____

2. Where is your club located in the United States?
 - a. ___ Northeast (CT, MA, ME, NH, NJ, NY, RI, VT)
 - b. ___ Mid-Atlantic (DE, PA, MD, DC)
 - c. ___ South (AL, FL, GA, KY, MS, NC, SC, TN, VA, WV)
 - d. ___ Southwest (AR, CO, KS, LA, MO, NM, OK, TX)
 - e. ___ Midwest (IA, IL, IN, MI, MN, MT, ND, NE, OH, SD, WI, WY)
 - f. ___ West (AK, AZ, CA, HI, ID, NV, OR, UT, WA)

3. How many full-time employees (i.e. 40 hours/week) do you have at your club?

4. Please indicate the total number of members in all membership categories at your club?
 - a. ___ Less than 250
 - b. ___ 251-500
 - c. ___ 501-750
 - d. ___ 751-1000
 - e. ___ More than 1000

5. What is the gross annual dollar volume of your club including dues but not including initiation fees?
 - a. ___ Less than \$1,000,000
 - b. ___ \$1,000,001-\$3,000,000
 - c. ___ \$3,000,001-\$6,000,000
 - d. ___ \$6,000,001-\$9,000,000
 - e. ___ \$9,000,001-\$12,000,000
 - f. ___ More than \$12,000,000

6. Which classification best describes your club?
 - a. ___ Country Club
 - b. ___ University Club
 - c. ___ Golf Club
 - d. ___ Military Club
 - e. ___ City Club
 - f. ___ Athletic Club
 - g. ___ Yacht Club
 - h. ___ Other: _____

7. What term best describes your club ownership?
 - a. ___ Member-owned
 - b. ___ Developer-owned
 - c. ___ Corporate-owned (other than Developer)

Part B: Competencies for Club Managers

How important and how frequently used are the following individual competencies?

Please tell us by circling one number (1-5) for importance for every competency and one number (1-3) or NA (not applicable) for frequency of use of each competency. Assume you are an effective General Manager/COO of a club operation.

| Competency | Importance | | | | | Frequency of Use | | | |
|---|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| I. Conceptual/Creative Domain | | | | | | | | | |
| 1. Adapts creatively to changing circumstances. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Anticipates obstacles and develops contingency plans. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Identifies measurable action steps that support the club's strategy and mission. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Considers a broad range of factors (internal and/or external trends) when solving problems and making decisions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Translates business strategies into clear objectives and tactics. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Examines and monitors trends in the private club industry. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Monitors the organization's strengths and weaknesses. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Develops new ideas. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Comprehends and fosters the organization's culture, values, beliefs, vision and norms. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Evaluates the need for and plans and implements new market and business development strategies. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Assists in operational and strategic planning. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Your overall rating of the Conceptual/Creative Domain. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| II. Interpersonal Domain | | | | | | | | | |
| 1. Seeks feedback from others and listens to people without interrupting. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Provides employees access to information. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Displays consistency between words and actions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Presents ideas in a convincing manner. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Expresses disagreement in a tactful and sensitive manner. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Summarizes and clarifies what people say to help ensure understanding. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Gives specific, timely and constructive feedback. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Writes in an effective manner. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Actively and frequently listens directly to members. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Speaks clearly and articulately in a variety of situations. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Negotiates in an effective manner. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Achieves a positive working relationship with employees based on perceptions of work interactions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Maintains working relationships and good communication with all departments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 14. Prepares and presents effective oral and written presentations. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 15. Your overall rating of the Interpersonal Domain. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| III. Leadership Domain | | | | | | | | | |
| 1. Manages time to ensure productivity. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Monitors progress of others, redirecting efforts when necessary. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Steers conflict away from personalities and toward issues. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Works constructively under stress and pressure. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Treats people with respect. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Brings together different perspectives and approaches. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Coaches and mentors direct reports in skill development. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Accurately identifies strengths and weaknesses in others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Stays informed about industry practices and new developments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Expresses confidence in people's competence to do their jobs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Addresses and works through conflict. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Works to establish strong relationships with the membership. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Develops action plans to meet membership needs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 14. Adjusts behavior in response to feedback and experience. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 15. Considers alternatives before making decisions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 16. Builds networks with people inside and outside the club. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 17. Leads by example. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 18. Deals constructively with personal failures and mistakes. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 19. Defines and sets up quality standards for employees. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 20. Gives others authority necessary to accomplish objectives. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 21. Delegates effectively to others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 22. Considers ethical implications prior to taking actions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 23. Inspires and helps motivate others. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 24. Pursues continual learning and self development. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| | | | | | | | | | |

| Competency | Importance | | | | | Frequency of Use | | | |
|---|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 25. Promotes respect and appreciation for diversity and individual differences. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 26. Employs a team approach to solve problems when appropriate. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 27. Champions new ideas and initiatives for increased efficiency. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 28. Considers membership needs when making decisions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 29. Keeps members and staff updated with information. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 30. Creates an exciting and challenging work environment. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 31. Your overall rating of the Leadership Domain. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| IV. Administrative Domain - Accounting and Finance Cluster | | | | | | | | | |
| 1. Utilizes accounting information for managerial purposes including accounting for expenses, inventories and fixed assets. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Utilizes capital and other budgeting models including accounting rate of return, net present value and internal rate of return in the club's operation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Uses the "Uniform System of Financial Reporting for Clubs" in categorizing revenue/expenses. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Uses the "Uniform System of Financial Reporting for Clubs" in reviewing balance sheets, statements of change in financial position and income statements. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Analyzes the functions/uses of liquidity, profitability and other common operating ratios. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Effectively manages the club's cash including differences between income and cash flows, the cash budget and working capital. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Identifies major concepts influencing compensation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Encourages options for financing capital projects. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Plans and uses the club's operating budget. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Promotes the importance of effective audit procedures. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Ensures compliance with the Internal Revenue Service regulations including provisions to exempt non-profit clubs from federal income taxes, "unrelated business income" and guidelines about non-member use of clubs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Promotes the use of computers in club accounting/finance including accounts receivable/payable and applications for inventory management, purchasing and financial reporting. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Your overall rating of the Administrative Domain/ Accounting and Finance Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|---|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| V. Administrative Domain – Human and Professional Resources Cluster | | | | | | | | | |
| 1. Uses basic management approaches such as “democratic” and “autocratic” as appropriate for specific management situations. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Manages future human resource needs by identifying factors affecting labor supply, undertaking a human resource “audit” and planning professional development activities. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Maintains effective recruitment program for club staff. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Plans/implements effective employee orientation/training programs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Monitors and assesses employee turnover, analyzes primary reasons for employee turnover and fosters a work environment to reduce it. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Safeguards confidential information. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Ensures compliance with federal laws regulating the workplace including the American with Disabilities Act and maintains a work environment free from harassment and discrimination. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Ensures compliance with major aspects of the Fair Labor Standards Act and regulations relating overtime and tipping. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Your overall rating of the Administrative Domain – Human and Professional Resources Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| VI. Administrative Domain – Marketing Cluster | | | | | | | | | |
| 1. Develops effective service management programs for the club operation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Utilizes marketing principles of product life cycle and steps involved in designing successful promotions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Defines and develops the club’s market including differentiation, segmentation, and target marketing. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Communicates information about the club’s products/services through appropriate in-house media including newsletters, direct mail, club website, and menus. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Maintains a positive working relationship with the community and the local media. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Your overall rating of the Administrative Domain - Marketing Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| VII. Administrative Domain – External and Governmental Influence Cluster | | | | | | | | | |
| 1. Comprehends legal concepts and ensures compliance with common law and laws of contracts, torts and negligence. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|----------|---|---|------------------|--------|----|----|
| | None | | Critical | | | Never | Always | NA | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Utilizes appropriate legal concepts when developing and maintaining club's relationships with members and guests including reservations, group contracts and rights to privacy/eviction. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Utilizes appropriate legal concepts when developing and maintaining club's relationship with members and guests including duty to protect, liability regarding guest property, and frauds/crimes of members/guests. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Comprehends legal aspects relating to the clubs food and beverage department including laws about food, alcoholic beverages and truth-in-menu. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Adheres to employment laws applicable to clubs including Equal Opportunity Act, Civil Rights Act of 1964 and Americans with Disabilities Act. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Manages club's labor relations programs including negotiations with labor unions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Adheres to basic laws relating to general operations including customer protection, music copyright, and public health/safety requirements. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Your overall rating of the Administrative Domain - External and Governmental Influences Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| VIII. Technical Domain – Food and Beverage Cluster | | | | | | | | | |
| 1. Determines responsibilities of management/non-management staff for effective sanitation program. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Adheres to food handling procedures incorporating general knowledge of microorganisms to help prevent foodborne illness. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Coordinates processes to handle foodborne illness complaints. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Recognizes personal health hygiene practices for food handlers. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Creates effective strategies for menu development including its design, pricing, nutritional values, engineering and evaluation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Employs principles of food/beverage storing and issuing. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Recognizes dining trends such as casualization, changes in alcohol consumption patterns and spending. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Encourages proper dining strategies such as service styles, taking/serving orders and effective suggestive selling techniques. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Participates in implementing creative member functions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Recognizes major concerns about food service space including work flow and facility design factors. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Utilizes basic information including classifications, food and wine affinities, and procedures for development of a wine list. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Supports a typical organizational structure for a food/beverage operation, and can describe tasks required in typical positions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Evaluates the club's technology needs, and can review food/beverage hardware/software. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 14. Complies with Federal, State and local agency policies for regulating, inspecting, and licensing food service establishments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 15. Maintains control over food/beverage products during production/service. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 16. Recognizes components of food/beverage costs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 17. Maintains control over labor costs by establishing labor standards, determining productivity rates and developing/using staffing guides. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 18. Recognizes the need for responsible service of alcoholic beverages and implements an applicable training program. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 19. Recognizes the advantages of and disadvantages to the use of food and beverage minimums. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 20. Your overall rating of the Technical Domain – Food and Beverage Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| IX. Technical Domain – Building and Facilities Management Cluster | | | | | | | | | |
| 1. Ensures preventive maintenance plans for all club physical/mechanical systems. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Reviews risk management/liability issues and the manager's role in managing risks. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Recognizes terminology, understands blueprints and can facilitate relationships with contractors, sub-contractors and club. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Ensures the use of cost-effective and environmentally sound energy management processes. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Recognizes the basics of housekeeping management necessary to assure that cleanliness standards are consistently met. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Recognizes the basics of "managing" equipment including function/features, warranty factors and preventive maintenance procedures. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Ensures management of costs by controlling water usage levels, water heating, waste water maintenance systems and the swimming pool. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Ensures effective management of electrical systems including their design/maintenance, and reduction of electrical consumption. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Ensures effective management of HVAC systems. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|---|----------|---|------------------|--------|----|----|
| | None | | | Critical | | Never | Always | NA | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Evaluates types/costs, design/maintenance and energy conservation strategies for lighting systems. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Monitors current waste management issues including cost of solid-waste disposal, recycling and reuse/waste transformation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Monitors basic building components including floor, wall and roofing structures, windows/doors and exteriors including storm water drainage, landscaping and irrigation systems. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Coordinates club design, renovation and construction projects. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 14. Your overall rating of the Technical Domain – Building and Facilities Management Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| X. Technical Domain – Club Governance Cluster | | | | | | | | | |
| 1. Recognizes different types of clubs such as country, city and military. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Recognizes different club ownership categories including equity and corporate owned. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Recognizes different types of membership including resident or full, social and senior. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Maintains typical membership requirements such as responsibilities of directors/officers and bylaw amendment procedures. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Utilizes external factors for analysis of bylaws including Federal, State and local tax and other laws. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Reviews major concerns of governing boards including legal duties, member selection, orientation, and maintenance of written records. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Adheres to the basics of managing meetings, promoting club activities and interacting with external constituencies. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Exemplifies the role of the General Manager as a COO in a private club. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Coordinates functions of standing committees including finance, membership and golf. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Formulates the club's entertainment needs including entertainment contracts, insurance, and performance bonds. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Demonstrates a working knowledge of real estate and community association management. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Cultivates family-oriented atmosphere including children's programming. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Your overall rating of the Technical Domain – Club Governance Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| XI. Technical Domain – Golf Management Cluster | | | | | | | | | |
| | | | | | | | | | |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|----------|---|---|------------------|--------|---|----|
| | None | | Critical | | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 1. Demonstrates a working knowledge of the Professional Golf Association (PGA), Ladies Professional Golf Association (LPGA), and professional, amateur, state and local tournaments. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Leads the club in recruitment and selection of the head golf professional/director of golf. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Articulates a working knowledge of golf rules. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Implements an appropriate organizational structure for the club's golf operations. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Encourages and facilitates communications with GCSAA and state associations. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 6. Recognizes the difference between alternative types of golf shop ownership. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 7. Supports/participates in selection of PGA golf interns. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 8. Adheres to payroll laws as applied to independent contractors. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 9. Models appropriate golf course etiquette. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 10. Participates with the Board in decisions about golf course renovation projects. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 11. Recognizes how computers are used to manage tee times, tournament pairings and golf handicaps. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 12. Leads the club in recruitment and selection of the golf course superintendent. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 13. Demonstrates knowledge of issues related to golf course maintenance and associated costs. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 14. Leads in development of tee time fairness policies. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 15. Demonstrates basic knowledge of golf course architecture. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 16. Attends golf and golf course committee meetings and assists the Board in making applicable decisions. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 17. Your overall rating of the Technical Domain – Golf Management Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| XII. Technical Domain – Sports and Recreation Management Cluster | | | | | | | | | |
| 1. Maintains a full-service tennis program with effective staffing and ensures its efficient management and operation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 2. Maintains a full-service club fitness facility with effective staffing and ensures its efficient management and operation. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 3. Maintains a full-service spa facility with effective staffing and ensures its efficient management and operation including appropriate safety measures. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 4. Maintains a full-service swim program with effective staffing and ensures its efficient management and operation including appropriate safety measures. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

| Competency | Importance | | | | | Frequency of Use | | | |
|--|------------|---|---|----------|---|------------------|--------|---|----|
| | None | | | Critical | | Never | Always | | NA |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |
| 5. Your overall rating of the Technical Domain – Sports and Recreation Management Cluster. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | NA |

Part C: Ability and Success to do the Job

Please indicate how strongly you believe each of the following competency domains prepares you to do your job properly. Also, please indicate which competency domains you believe lead to success in the private club industry.

(1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA))

| Ability (Prepares You to Do Your Job Properly) | SD | D | U | A | SA |
|---|----|---|---|---|----|
| 1. Conceptual/Creative Competencies | 1 | 2 | 3 | 4 | 5 |
| 2. Interpersonal Competencies | 1 | 2 | 3 | 4 | 5 |
| 3. Leadership Competencies | 1 | 2 | 3 | 4 | 5 |
| 4. Administrative Competencies | 1 | 2 | 3 | 4 | 5 |
| 5. Technical Competencies | 1 | 2 | 3 | 4 | 5 |
| Success (Leads to Success in the Private Club Industry) | | | | | |
| 1. Conceptual/Creative Competencies | 1 | 2 | 3 | 4 | 5 |
| 2. Interpersonal Competencies | 1 | 2 | 3 | 4 | 5 |
| 3. Leadership Competencies | 1 | 2 | 3 | 4 | 5 |
| 4. Administrative Competencies | 1 | 2 | 3 | 4 | 5 |
| 5. Technical Competencies | 1 | 2 | 3 | 4 | 5 |

Thank you for your assistance in completing this survey.
Your time and effort are very much appreciated.

APPENDIX F

Follow-up Post Card Sent to all Non-Respondents

Several weeks ago we mailed the Club Manager Competency Survey. If you have already returned the survey, thank you very much. We appreciate your response. If you have not yet been able to complete the survey, we still need your help. The better the response rate that we have on the survey, the better our data will be for our decision making. Our response rate to-date is excellent; however **your** input is also very important to us.

The information that we obtain from this survey is critical to our future CMAA education program development and certification standards. If you did not receive the survey or if you need another copy, please email Jason at koenijp@auburn.edu or call him at 702-524-0731. If you have any questions about the project, please feel free to call me at 702-595-8876 or email me at joeperdue@msn.com. Thank you for your help.

Joe Perdue, CCM, CHE
CMAA Academic Advisor