Hotel Employee Perceptions towards First Line Managers' Leadership Competencies in

Phuket

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ชื่อวิทยานิพนธ์	การประเมินความคิดเห็นของพนักงานโรงแรมต่อสมรรถนะความเป็น ผู้นำในจังหวัดภูเก็ต
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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์เพื่อศึกษาสมรรถนะความเป็นผู้นำที่จำเป็นสำหรับความสำเร็จของผู้จัดการโรงแรมในภูเก็ตจากการประเมินความคิดเห็นของพนักงานโรงแรม กลุ่มประชากรของงานวิจัยนี้คือ พนักงานโรงแรม การศึกษาใช้ข้อมูลจากการเก็บแบบสอบถามพนักงานโรงแรมจำนวน 545 คน โดยการสุ่มตัวอย่างแบบสะดวก แบบสอบถามถูกร่างขึ้นเป็นภาษาอังกฤษและได้ถูกแปลเป็นภาษาไทยเพื่อที่จะเพิ่มอัตราการตอบแบบสอบถามและทำให้นำใจถึงความหมายของแบบสอบถามนั้นเพราะว่าพนักงานโรงแรมส่วนใหญ่เป็นคนไทย แบบสอบถามประกอบด้วยสี่ส่วนคือ (1) ลักษณะด้านประชากรศาสตร์ของพนักงานโรงแรม (2) ข้อมูลเกี่ยวกับองค์กร (3) สมรรถนะความเป็นผู้นำ (4) วิธีการจัดการ การให้คุณค่าและธรรมเนียมปฏิบัติของโรงแรม

ผลการศึกษาทำให้ทราบว่า ลักษณะของพนักงานโรงแรมโดยรวมมีลักษณะคือพนักงานโรงแรมส่วนใหญ่เป็นผู้หญิง มีอายุระหว่าง 25-34 ปี เป็นผู้ที่มีการศึกษาระดับปริญญาตรีหรือสูงกว่า โดยส่วนใหญ่จะทำงานในโรงแรมขนาดกลางและโรงแรมขนาดใหญ่ โรงแรมระดับห้าดาว โรงแรมในเครือของคนไทย โรงแรมประเภทรีสอร์ท จากการประเมินความคิดเห็นของพนักงานโรงแรม การศึกษาครั้งนี้พบว่า "การแก้ปัญหาและการพัฒนาตนเอง" คือปัจจัยที่สำคัญที่สุดจากการประเมินของพนักงานโรงแรม รองลงมาคือ "การรู้สึกกระปรี้กระเปร่า "การได้พบเห็นสิ่งต่างๆ เท่าที่จะมากได้" "ความรู้สึกปลอดภัยในการท่องเที่ยว" และ "การมีประสบการณ์แปลกใหม่และได้ใช้ชีวิตที่แตกต่างจากเดิม" "ทักษะทางด้านการสั่งสอน" "การวางแผนและการประยุกต์ใช้" "ทักษะทางด้านการทำงานเป็นทีม" "ทักษะทางด้านการสื่อสาร" "ทักษะทางด้านการมอบอำนาจ" "ทักษะทางด้านการให้คำแนะนำ" "ทักษะทางด้านการดัดแปลงตามสถานการณ์" นอกจากนี้มีความแตกต่างอย่างสำคัญระหว่างปัจจัยทางด้านสมรรถนะความเป็นผู้นำกับเพศ อายุการศึกษา ประสบการณ์การทำงานในอุตสาหกรรมโรงแรม ประสบการณ์การทำงานในโรงแรมแห่งนี้ และตำแหน่ง ผลการศึกษายังแสดงให้เห็นว่ามีความแตกต่างอย่างสำคัญระหว่างปัจจัย

ทางด้านสมรรถนะความเป็นผู้นำกับขนาดของโรงแรม   ระดับของโรงแรม   จำนวนพนักงานใน
โรงแรม ประเภทของการบริหารในโรงแรม และประเภทโรงแรม

หลังจากปัจจัยทางด้านสมรรถนะความเป็นผู้นำได้บ่งชี้ถึงความจำเป็นต่อความ
สำเร็จของผู้จัดการโรงแรมในจังหวัดภูเก็ตจากการประเมินความคิดเห็นของพนักงานโรงแรม   และ
นอกจากนี้   ผลของการศึกษาสามารถช่วยทำให้ผู้จัดการสามารถพัฒนาการทำงานของพวกเขาด้วย
ผลของการศึกษายังแสดงนัยถึงการพัฒนาการจัดการ   การอบรม   และการพัฒนาทางอาชีพ   และยัง
สามารถเป็นแนวทางสำหรับการรับสมัครผู้จัดการโรงแรมที่ถูกต้อง   นอกจากนั้น   ยังสามารถ
ยกระดับการรักษาคุณภาพของผู้จัดการผู้ซึ่งสนับสนุนการจัดการของฝ่ายบริหารเพื่อบรรลุถึง
เป้าหมายขององค์กร   ข้อกำหนดอย่างต่อเนื่องควรจะได้รับการยอมรับให้เป็นมาตรฐานในการ
ปฏิบัติในอุตสาหกรรมโรงแรม

คำสำคัญ ความสามารถ ความเป็นผู้นำ หัวหน้างาน โรงแรม ภูเก็ต ประเทศไทย

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ABSTRACT

This thesis aims to identify the key competencies needed for Phuket hotel managers to be successful from the employee's perceptive. The target population of this study was hotel employees. Data was collected from 545 hotel employees and convenience sampling was applied. The questionnaire was created in English and translated into Thai in order to maximize the response rate and to ensure the questionnaire was understood as the majority of the respondents were Thai. It consisted of four sections: (1) Hotel employee demographics, (2) Organizational Information, (3) Leadership Competencies, and (4) Organizational Behavior.

Concerning the demographic characteristics of the respondents; the majority were female, middle-aged, and well-educated. The majority of the respondents worked for medium and large size hotels, five-star hotels, Thai chain affiliated hotels, and resort hotels. Based on the hotel employee perceptions, this study found that "Problem solving and self-development" was rated the most important factor by the hotel employees. This was followed by "Coaching skill", "Planning and Implementation", "Team building skill", "Communication skill", "Empowerment", "Counseling skill", and "Adaptive skill". Also, leadership competencies were perceived significantly differently upon demographic characteristics such as gender, the respondents' age, educational background, working experience in the hotel industry, working experience in this hotel and position of the respondents whereas significant difference in leadership competency factors depended on the hotel characteristics such as hotel sizes, hotel rating, number of employees, hotel management demographics, and type of hotel.

Once the leadership competency factors were identified; the necessity for success as the Phuket first line managers from the hotel employees' view point. In addition, the result will assist first line managers to improve their job performance. The results of this study

also have implications for management development, training, and career development. They can also serve as a guideline for recruiting the right hotel managers. Moreover, they can enhance the maintenance of quality managers who support the executive management in materializing company objectives. The provision of continuous should be accepted as standard managerial practice in the hotel industry.

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LIST OF ABBREVIATIONS AND SYMBOLS

UNWTO   United Nations World Trade Organization

TAT   Tourism Authority of Thailand

THA   Thai Hotels Association

SD   Standard Deviation

LSD   Least Square Difference

SPSS   Statistical Package for the Social Sciences

CHAPTER 1

INTRODUCTION

Tourism Industry

The United Nations World Tourism Organization (UNWTO) reported that there were 846 million international tourist arrivals in 2006. The average growth of international tourist arrivals was a 6.5% growth year on year from 1950 to 2006. (Higher than in 2005, when the growth of world tourism experienced a 5.5% expansion) Moreover, UNWTO's Tourism 2020 Vision forecasts that international arrivals are expected to reach nearly 1.6 billion by the year 2020. The region which was expected to grow at a higher rate was the Asia Pacific (+10%) owing to the fact that tourists paid more attention to finding new attractions in this region, especially in Cambodia, Vietnam, India and China, where there was high growth in the number of visitors. Other regions in the lower ranks were Africa (+7%), the Americas (+6%), Europe (+4%), and the Middle East (+3%), respectively. However, in Thailand, the tsunami disaster of 2004, and disturbance in the 3 southern provinces, as well as the increased market competition from new destinations (Vietnam, China, India) and tourism product creation (Japan, Hong Kong, and Korea) were key factors in Thailand's steady tourism growth in 2006, with 11.52 million inbound visitors, a 1.15 % decrease from the previous year. But, this slowdown is not that significant violent because of the attempts of the public and private sectors to stimulate markets and recover the attractions affected by the disaster as fast as possible. These resulted in a slight impact of the above-mentioned factors on the Thai tourism industry (TAT, 2006).

Tourism situations in Phuket

1

In 2006, tourism in Phuket recovered and grew very rapidly compared with the same previous period situation before the Tsunami disaster and expanded continuously all year. As Phuket acquired the most market share in the Southern part of Thailand (55.02%) and acquired the third range of average growth rate (21.45%). This is resulting from the main tourism destinations such as Patong beach, Karon beach, Kata beach having recovered and been developed in the right ways and the good relationship both within government and the private sector to promote tourism in Phuket. The key driver of this growth has created a good image of Phuket, promoting attractions, and presenting the securities which are the key factors that tourists consider after the incident in Phuket until now. Moreover, the economic recovery in 2006 and in terms of crisis management, public relations plans and events were created to stimulate the market, including publication of articles in various media, special offers of lower-priced package, and provision of charter flights directly to Phuket. The number of tourists who traveled to Phuket in 2007 was about 5 millions, an increase of 11.25 percent from 2006. The average growth rate from 2003 to 2007 increased by about 5.44 percent whereas the average growth rate from 1998-2007 increased only 7.28 percent as shown in figure 1.1. The number of tourists who traveled to Phuket in 2007 can be divided into two groups: 83 million Thai and 14 million foreign tourists. The overwhelming majority of today's tourists are vacationers. In addition, most tourists traveled with their partners or their friends (TAT, 2007).

are two tables that show about the numbers of international tourists and domestic tourists from year 2003-2007 as follows:

Table 1.1 Numbers of International Tourists in Thailand (2003-2007)

Year	International						
	Tourists		Average	Average Expenditure		Revenue	
	Number (million)	Change (%)	Length of Stay (Days)	/person/day (Baht)	Change (%)	Million (Baht)	Change (%)
2003	10.00	- 7.36	8.19	3,774.50	+ 0.55	309,269	- 4.39
2004	11.65	+ 16.46	8.13	4,057.85	+ 7.51	384,360	+ 24.28
2005	11.52	- 1.51	8.20	3,890.13	- 4.13	367,380	- 4.42
2006	13.82	+ 20.01	8.62	4,048.22	+ 4.06	482,319	+ 31.29
2007	14.46	+ 4.65	9.19	4,120.95	+ 1.80	547,782	+ 13.57

Source: Tourism Authority of Thailand, 2007

Table 1.2 Numbers of Domestic Tourists in Thailand (2003-2007)

Year	Tourists		Average	Average Expenditure		Revenue	
	Trip (million)	Change (%)	Length of Stay (Days)	/person/day (Baht)	Change (%)	Million (Baht)	Change (%)
2003	69.36	+ 12.20	2.61	1,824.38	+ 7.98	289,986.81	+ 23.22
2004	74.80	+ 7.84	2.60	1,852.33	+ 1.53	317,224.62	+ 9.39
2005	79.53	+ 6.33	2.73	1,768.87	- 4.51	334,716.79	+ 5.51
2006	81.49	+ 2.46	2.65	1,795.09	+ 1.48	322,533.71	+ 8.41
2007	83.23	+ 2.14	2.63	1,767.35	- 1.55	380,417.10	+ 4.15

Source: Tourism Authority of Thailand, 2007

From table 1.1 and table 1.2, the number of International and domestic tourists had increased gradually from year 2003-2007. They had longer lengths of stay. The average expenditure for international tourists increased slightly and there was slightly slowdown for domestic tourists. Revenue from tourism has also continually increased. This was the good result to Thailand's tourism and it also stimulates Thailand's economy.

The Tourism Authority of Thailand's latest figures for guest arrivals at accommodation establishments in Phuket for the July to December 2006 indicates good increases in the number of tourists. According to the report sent to Andaman News in Phuket 2007, Thais of course were the most numerous at 486,931, up from 384,955 in 2005 after the tsunami. Among foreign nationalities, Australians were top at 188,396. Very close behind were British at 111,165. Third were the Koreans about 107,431. Fourth were Swedes at 83,454. Fifth were the German at 74,619. They were followed by, Japanese, Chinese, Singaporeans, Hong Kong, Americans and Malaysian all above 41,000 people and all showing increases from last year. The total of all nationalities was 1.91 million up from 787,000 or a healthy increase of 139% for clarity of information (as shown in the table 1.3).

Table 1.3 Guest Arrivals at Accommodation Establishments in Phuket 2006

Nationality	Jan.-Jun.	Jul.-Dec.	Total
Thai	578,359	486,931	**1,065,290**
Australia	75,387	188,396	**263,783**
U.K.	98,845	111,165	**210,010**
Korea	131,662	107,431	**239,093**
Sweden	131,544	83,454	**214,998**
Germany	97,503	74,619	**172,122**
Japan	45,465	69,417	**114,882**
China	91,289	64,359	**155,648**
Singapore	46,030	52,884	**98,914**
Hong Kong	31,644	50,702	**82,346**
U.S.A.	45,162	48,561	**93,723**
Malaysia	50,334	40,713	**91,047**
Other Asia	59,735	72,010	**131,745**
Others Europe	141,311	120,710	**262,021**

Table 1.3 (Continued)

Nationality	Jan.-Jun.	Jul.-Dec.	Total
Others South Asia	2,598	7,703	**10,301**
Others Americas	4,312	13,651	**17,963**
Others	250,810	319,671	**570,481**
Total	**1,881,990**	**1,912,377**	**3,794,367**

Source: Tourism Authority of Thailand, 2007

Thailand's Hotel Industry

Thailand's hotel operators collectively held their breath at the end of September 2006, waiting to see whether the change of government that month was going to cut into their businesses on the eve of the busiest time of the year. After the coup, some hoteliers reported losses of millions of baht as tourists cancelled bookings and guests already in the country cut short their stays. However, most hotels reported that November 2006, traditionally the busiest month of the year, was back to business as usual.

Overall in Thailand since 2007, it has been a good year of growth, although it had its ups and downs. It was good to see Phuket coming back, although there was a slowdown in the middle of 2007. Thai hotels have time and again proved their resilience. There are too many rooms for the industry to sustain. Although, during the past 5 years, Thai hotel industry has suffered many threats both from internal and external factors such as domestic political problems, tsunami disaster, disturbance in the 3 southern provinces, increased market competition in new destinations (Vietnam, China, India), increased tourism product creation (Japan, Hong Kong, and Korea), SARS, Bird Flu, the US lead war in and Iraq. The sector had already shown strong recovery from the dark days after the tsunami and that continued through 2007. The aftermath of the tsunami is still being felt, with a big transfer of business from coastal resorts to Bangkok and other inland destinations creating a somewhat more balanced distribution of hotel room availability which should help the country's overall tourism development in the long run. However, the outlook for 2007 is strong. Areas like Khao Lak and Krabi still suffering from lower occupancies and rate pressure but there are positive signs in the high season that these destinations were improved continually in 2007. In Krabi, more than 1,000 up market rooms are due to open in the next two years

by companies including Central Hotels and Resorts and Hilton Hotels International. Ko Samui continues to be a booming destination with growing demand and an increase in the supply of upscale hotel products. Bangkok showed good growth but leisure and meetings hotels suffered somewhat post-coup, particularly from key destinations in Asia, such as Japan and key MICE feeder markets. In Bangkok the bulk of new hotel supply will be online by the end of 2007/beginning of 2008 where over 3,500 rooms will be added to the market (Bangkok Post, 2006).

1.1 Phuket Tourism Situation

Phuket is a world famous tourist destination, renowned for its beautiful beaches as well as plentiful high quality resort and hotel accommodation. Moreover, today the hospitality industry in Thailand, especially in Phuket, has grown significantly with the expanding economy of the country, which can be seen from the number of international tourists during the past 5 years, and the increased use of hospitality facilities by the domestic tourists. Due to this reason, the hotel industry in Phuket has grown rapidly in recent years. The number of tourists who traveled to Phuket in 2007 was about 5 million, an increase of 11.25 percent from 2006. The average growth rate from 2003 to 2007 increased by about 5.44 percent whereas the average growth rate from 1998-2007 increased by only 7.28 percent. The number of tourists who traveled to Phuket in 2007 can be divided into two groups: 83 million Thai and 14 million foreign tourists. The overwhelming majority of today's tourists are vacationers. In addition, most tourists traveled with in a pair or with the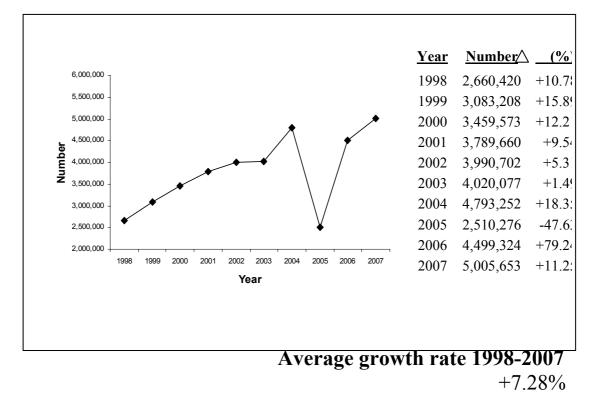ir friends (TAT, 2007). Most of the Thai tourists came from Bangkok, followed by southern provinces, whereas the main groups of foreigners were Europeans and Asians. Of these 79% were first time visitors and visiting for the purpose is for leisure,

followed by visit relationship and meeting/seminar respectively. And at a rate of 118.2% of foreigners are increased. Most tourists come from European and Asia. The main foreign target markets were: Australia, Korea, Sweden, United Kingdom, Russia and Germany respectively. The people from these countries preferred to stay at beach and Island locations such as Maiton Island, the group of Racha Island and Patong beach and so on. Of these 55% were the repeat tourists (TAT, 2007). For the situation of period of stay for tourists, the overall average length of stay is 4.71 days. The average expenditure was about 4,210.25 baht/person/day an increase of 6.32% from 2006. In terms of revenue, the overall revenue in Phuket tourism increased 21.45% to 94,239.52 million baht. Accommodation establishments increased to 37,543 rooms in year 2007 from 26,637 rooms. Moreover, the average occupancy rate was 67.97 percent with an average room rate of 3,295.66 baht (US$94) in year 2008, compared to 67.67 percent and 3,212.05 baht in 2007 (THA, 2007). This results from the growth of economic situation in Phuket. Therefore, there were the new construction of accommodation where were affected by the tsunami disaster at the end of 2004 (TAT, 2007). Despite the fact that the Thai hotel industry has suffered many threats both from internal and external factors. Room supply in Phuket was on the upturn as Phuket still had good fundamentals with its international reputation and direct regional air access. Phuket had an inventory of nearly 40,000 rooms in registered tourism establishments, ranging from guesthouses to branded hotels, with about 10,000 rooms or 25 percent of the total room supply being of international standards. In general, the number of hotels in Phuket has significantly increased during 2007. 30 new hotels are at various stages of development, with about 4,918 rooms due to hit the supply between 2008 and 2011. Brands such as Accor, Sheraton, Hilton, Marriott, Crowne Plaza and Le Meridien are all expanding strongly in Phuket. However, one of most important threats for hotel industry in Phuket is great competition. The hotel industry has to face up to both present and future competition resulting from globalization, technological, and market

changes. In the face of a high competitive environment, it has long been considered important for a hotel to formulate a marketing competition strategy, strengthen corporate operations and upgrade quality of service (Hwang and Chang, 2003). This bring into further threats such as high labor turnover rate, high demand for competent managers, low demand and over supply. To achieve survive under these situations; hotels need to adjust their structures, strategies, work systems, and management in order to remain competitive. Furthermore, increasing customer demand for care in quality of service is highlighting the critical role played by managerial competences in promoting quality performance from contact employees, thereby leading to customer satisfaction (Bitner, 1990; Martinez-Tur, 2001; Shemwell, 1998). Moreover, a manager is a key person who plays an important role to enhance and develop hotels to meet the required standard. Many studies have been conducted to identify leadership competency need for the hotel managers from the manager perceptions. However, there are few studies trying to identify the leadership competencies from hotel employee perspective. It is also interesting to investigate the leadership competency for the employee perspective. Therefore, to fulfill the needs of the industry, it is appropriate to explore the employee perceptions regarding the leadership competencies for the Phuket hotels managers. Then the object of this study is to identify the key leadership competencies for the Phuket hotel managers from the employee's perspective.

1.2 Related Literature

This research aimed to identify the key leadership competencies needed for hotel managers to be successful. The related theories and related researches were applied as follows:

1.2.1   Competencies

1.2.2   Leadership

1.2.3   Similarities and Differences between Leadership Competencies and Management

1.2.4   Leadership Competency

1.2.5   Leadership Competency in Hospitality Industry

1.2.1 Competencies

Since the first concerted efforts to conceptualize the competence of an organization began to emerge in the early 1990s; as can be seen in table 1.4, many characterizations of competence proposed by researchers have consistently referred to some key constituent elements of competence, such as skills, capabilities, knowledge, learning, coordination, organization and relationships.

Table 1.4 Selection Definitions of Competencies

Author/Year	Definition
Trivett (1975)	the minimum combination of achievement-based behavioral objectives, mastery learning, and life experiences that results in student learning necessary to succeed in one's profession
Klemp (1980)	the ability, being capable, possessing certain skills and the knowledge to do what one is supposed to do
Woodruffe (1991)	a person can only be competent in an area of work (area of competence) if he or she possesses the dimension that underlies that competent performance (personal competence)
Caroline (1992)	individual achievement of required skills and knowledge
Management Charter Initiative (1992)	the ability of a person to perform in the workplace to the standards required in employment
Sanchez (1996)	the ability to sustain the coordinated development of assets in ways that help a firm achieve its goals
Vhidddett and	the ability based on work tasks or job outputs

Hollyforde (2000)	
Calhoun, Davidson, Sinioris, Vincent and Griffith (2002)	a cluster comprised of knowledge, skills, attitudes, abilities, behaviors and other characteristics

There are many studies concerned with competency in other areas such as; Corning (2002) who found that the enormous array of competencies were identified in verifies assertions that leaders and managers are expected to be all things to all people. Counte and Newman (2002) noted that ensuring a good fit between curricula and actual competencies needed for administrative practice has been difficult. Buergermeister (1983) and Mariampolski (1980) found that technical and human skills are far more important than conceptual skills for the manager at the start of their managerial career. These authors suggested that restaurant management curricula should help students develop technical and human skills. Jennings, Scalzi, Keane and Rodgers III (2007) identified the top 10 leadership and management categories based upon the frequency counts of the competencies they represented. Most of competencies were accounted for in these 10 categories. As shown in table 1.5, the frequency with which the competencies were mentioned and their rank order varied between leadership and management.

Table 1.5 Top 10 Competency Categories for Leadership and Management

Category (n) [a]		
Rank	**Leadership**	**Management**
1.	Personal qualities(147)	Interpersonal skills (55)
2.	Interpersonal skills (100)	Personal qualities(54)
3.	Thinking skills (55)	Thinking skills (29)
4.	Setting the vision (36)*	Management skills (e.g., Planning, organizing) (28)
5.	Communicating (33)	Communicating (24)
6.	Initiating change (32)	Business skills (e.g., finance, marketing) (23)
7.	Developing people (25)*	Health care knowledge (clinical, technical, as a business) (22)
8.	Health care knowledge (clinical, technical, as a business) (22)	Human resources management (17)**
9.	Management skills (e.g., Planning, organizing) (21)	Initiating change (9)
10.	Business skills (e.g., finance, marketing) (17)	Information management (9)**

[a]   Number of times this competency was identified in the literature reviewed.

*   Unique to the top 10 Leadership Competencies.

** Unique to the top 10 Management Competencies.

Source: Jennings, Scalzi, Keane and Rodgers III, 2007

Westra and Delaney (2007) identified three major concepts for nursing informatics. Nursing informatics competencies have been identified for future evaluation with nursing leaders. The three major concepts are computer skills, informatics knowledge, and informatics competency. Within these broad concepts are more specific categories and items. For instance, computer skills include such categories as use of basic software applications, electronic communication, and patient related computer applications. Informatics knowledge includes categories such as management concepts associated with informatics, knowledge of data issues, and knowledge of information system concepts. And the last are example categories of informatics skills include defining of system requirements and selection of information systems, financial skills applied to information systems, and implementation and management skills for information systems.

Competencies were most often portrayed in a positive way, with little attention given to the shadow side of attributes. For instance, a passion for one's work may have a negative effect if it overpowers others' views. Similarity, collaboration was addressed more often than conflict, illustrating the tendency to ignore the tough work of both leadership and management. Heifetz and Linsky (2002) suggested that although conflict is potentially dangerous, it is necessary for change to occur. They underscored the importance of learning how to deal with people's differences by letting conflicts surface.

The way in which conquering adversity shapes leaders also received limited attention. Effective leadership and management often develop from intense, even traumatic experiences that allow individuals to learn from failure and mistakes (Fitzpatrick, 2004; Bennis, Thomos, 2002, and Ehrat, 2001). In addition, some traits were paradoxical-personal humility and professional will; timidity and ferocity; shyness and fearlessness. These paradoxical combinations were found among individuals at the pinnacle of leadership (Collins, 2001).

On the other hand, Siu (1998) presented the overall rank order of importance of the eleven competencies for hotel middle managers, as perceived by their senior managers. The eleven managerial competency clusters include:

1. Communication: Get his or her ideas across, and gets the job done as identified.

2. Customer concern: Identifies customer needs and ensures that customers receive the service required.

3. Leadership: Influences others to follow, even when asking for greater than normal efforts.

4. Planning: Sets priorities and schedules his or her own work and the work of others efficiently.

5. Team building: Involves others and builds teams in which others feel valued and which have goals.

6. Team membership: Works well in a team, shares information and seeks the ideas of others.

7. Results orientation: Continuously sets himself or herself, and those who work for him or her, targets for better performance, and shows concern for getting things done.

8. Efficiency: Always seeks faster ways of doing things with fewer resources.

9. Personal drive: Tries to improve him or herself, and actively seeks new challenges.

10. Decision making: A makes decisions based on his or her level of responsibility, and does not refer these to higher levels of management when not appropriate.

11. Commercial concern: Looks for profitable business opportunities for the hotel, and seeks ways to improve the financial position of the organization.

The rank order indicated that communication was perceived as the extremely important among eleven competencies in the hotel industry, followed closely by concern for customers, leadership competency, planning, team building, team membership, results orientation, efficiency, personal drive, decision making and commercial concern respectively. These top three competencies coincided with Baum (1991) who referred to these as "soft competencies", since these attributes are related more to human relations than to hard managerial skills. This study also presented an individual listing by department with regards to the mean ranking of the eleven competencies is listed in table 1.6. The possible impact that cultural differences have on respondents' perception of managerial competency and thus the development of appropriate management development programs were also revealed.

Table 1.6 Rank Order of Competencies by Hotel Senior Managers of Different Functional Departments

Competency / Department	Food & Beverage	Front Office & Housekeeping	Accounting	Human Resource	Sales & Marketing & Public Relations	Engineering
Leadership	3	3	3	2	7	8
Communication	4	2	1	1	1	3
Team building	7	4	5	3	2	5
Team	2	6	8	7	4	6

membership						
Results orientation	6	8	7	6	6	10
Personal drive	8	10	10	9	9	9
Planning	5	5	4	4	3	1
Efficiency	11	7	6	8	5	2
Commercial concern	9	11	11	11	11	11
Decision making	10	9	9	10	10	7
Customer concern	1	1	2	5	8	4

Source: Siu, 1998

Spencer and Spencer (1993) recommended the development of a competency model to the hotel practitioners for enhancing management development programs (figure1.2):

Figure 1.2 The Development of a Competency Model for Hotel Middle Managers

Process #1: Identify the criteria for effective performance of a hotel middle
    manager's job

Process #2: Selecting a group of superior and average performers as the criterion
    sample group

Process #3: Analyze information collected to develop a competency model

Process #4: Validating the competency model

Process #5: Applications of the competency model

Source: Spencer and Spencer, 1993

Organizations get things done when people do their job effectively. To evaluate whether or not employees can handle their job well, we need to use certain techniques to assess their performance. Assessment of competencies enhances the ability of organizations to evaluate actual performance in the work role and thus provides evidence of their capabilities.

There also have been many other studies during the 1980s and different viewpoints about required and important competencies for hotel employees. Katz (1955) pointed out that managers should possess technical, human, and conceptual skills. Technical skill has the greatest importance at the supervisory level of management. Human skill is essential to every level of management while at the top level; conceptual skill becomes the most important. Furthermore, Sandwich (1993) also identified that managers acquired conceptual-creative, leadership, interpersonal, administrative, and technical skills that could applied to work situations to achieve

effective results. The conceptual-creative skill includes too broad a band of the organization's related domain and can now be seen to consist of creativity, adaptation, and planning skills. Similarly, the interpersonal skill can be seen to consist of communication and coordination and social skills. Also, Hogan (1989) conducted a survey with 77 hotel and restaurant companies in the U.S.A. and found that hotel operators were particularly interested in three employment areas for entry-level managers. These areas include marketing and sales, food and beverage, and housekeeping management. The results of Hogan's survey also showed that the hotel operators were interested in people skills such as human relations and service. Especially, William & Hunter (1991) reported that supervisory personnel needed professional development training in many human resource skills namely coaching, training, negotiating, disciplining, and handling difficult people as skills that they needed to improve. Knutson and Patton (1992) also found that students believed that they were not proficient in human relations skills such as managing employees or interacting with guests. Moreover, Sandwith (1993) expanded the Katz's three-prong model and developed the competency-domain model. The five elements are conceptual-creative (the cognitive), leadership (the ability to turn ideas into productive action), interpersonal (skills for effective interaction with others), administrative (personnel and financial management of the business), and technical (the knowledge and skills essential to producing the product or service). On the other hand, Lewis (1993) put a greater emphasis on conceptual skills. Although several authors tend to think of leadership as a human skill, it is considered a conceptual skill in that leadership, in its broadest sense, refers to a person's ability to create a vision for the future. O'Halloarn (1992), Umbreit (1992), Williams and Hunter (1991), and others have identified leadership as an element of managerial success.

Human relation skill is another important core competency which is advocated by many authors. According to Doyle (1992), interpersonal competency and

teamwork ranked most highly along with effective communication when recruiters make selection decisions. Supervisory personnel reported that they needed professional development training in many human resource skills (William & Hunter, 1991). The respondents of that study cited coaching, training, negotiating, disciplining, and handling difficult people as skills that they needed to improve. Knutson and Patton (1992) also found that students believed that they were not proficient in human relations skills such as managing employees or interacting with guests. Additionally, O'Halloran (1992) investigated the competency need for manages from the tourism managers' point of view and found that employee relations were one of the most important skills. Bach and Milman (1996) surveyed faculty, students, and industry professionals regarding curriculum issues and also predicted greater emphasis on employee relations. Moreover, Okeiyi, Finley and Postel (1994) conducted a study to determine the importance of food and beverage competencies expected of hospitality management graduates as perceived by hospitality practitioners, educators, and students. In this study, human-relations and managerial skills were once again rated most important for students graduating from hospitality-management programs. The importance of general management knowledge and skills was identified in the study conducted by Ashley (1995) and Breiter and Clements (1995). They stated that people skills, leadership, service orientation, oral communication, listening skills, teamwork, employee relations, problem identification and problem solving, adapting to change, creative thinking ability, employee training and development, written communication, quality management, individual and system wide computer skills, and financial skills are important competencies that should be cultivated by hospitality management curricula for 21st century. Although quite a few authors have promoted the inclusion of technical skill training in the hospitality curricula, e.g., integration of computers and writing skills into hotel and restaurant courses, general management knowledge has gained more focus rather than specific technical skills recently (Mihalik, 1992 and

Pederson, 1993). For example, Ashley (1995) suggested the top 10 competency categories such as (1) people skills, (2) creative-thinking ability, (3) financial skill, (4) communication skills (for both written and oral presentations), (5) developing a service orientation, (6) total quality management,(7) problem-identification and problem-solving skills, (8) listening skills, (9) individual and (10) system-wide computer skills.

1.2.2 Leadership

Because of the complexities of leadership, the different types of leadership, and individual perceptions of leaders, leadership has several definitions. Many definitions share commonalities, but there are also differences (Walker, 2004). Complicating the research on management is the issue of leadership and its relationship to management. Often the terms are interchanged or, alternatively, leadership is seen to influence management and vice-versa. Leadership is an ambiguous word, which is intuitively simple and yet inordinately difficult to define with any degree of precision (Pittaway, 1998).

The significance of leadership is well known in organizational literature. In fact, the definition of "leadership" itself is widely varied among organizational psychologists (Hughes, Ginnett and Curphy, 1996), though the most widely varied agreed elements of the general construct is that it involves a process of influence that an individual asserts over followers to attain specified goals (Yuki and Van, 1992). As can be seen in table 1.7, many studies viewed leadership in different ways as follows:

Table 1.7 Selection Definitions of Leadership

Author/Year	Definition
Bartol (1995)	the process of influencing others towards organizational goal achievement
Kouzes and Posner (1995)	based on relationships and helping people (and organizations) move toward achieving a vision
Hofmann and Morgeson (1999)	the ability to foster good relationships with staff and the workforce
Miner and Beyerlein (1999)	a system of guiding influences that may be embodied in people at different levels of the organization or in the cultures and support systems of the organization
Williams and Winston (2003)	statements of the areas of knowledge and the abilities that is necessary for successful leaders
Walker (2004)	leadership is the process by which a person with vision is able to influence the activities and outcomes of others in a desired way

The related paradigms of transactional and transformational leadership have become among the most widely studied theories of leadership performance. Transactional leadership is the type of leadership a leader exercises when exchanging something of value to elicit a specified behavior from followers (Bass and Riggio, 2006). Transactional leadership is further subdivided into three areas: contingent-reward (CR), where rewards are provided given certain criteria are met; management by exception-active (MBEA) that aim to intervene with follower behavior before a course of action becomes problematic; and management by exception-passive (MBEP)

that does not interfere with follower behavior until a problem arises. Transformational leadership, in contrast, attempts to influence the beliefs and attitudes of followers to align with that of the leader, and then direct followers through these common beliefs toward the attainment of greater organizational success (Bass and Riggio, 2006). Four types of transformational leadership have been identified: (1) inspirational motivation (IM) aims to influence followers through charismatic communication of a set of goals that becomes viewed as universally valuable to achieve; (2) individualized consideration (IC) occurs when the leader serves to help the follower attain desired intrinsic needs; (3) idealized influence is commonly subdivided into two types: idealized influence attributed (IIA) in which leader charisma is used to foster strong positive emotional bonds with followers, and idealized behavior of the leader becomes manifested in collective values and actions throughout the organization; (4) intellectual stimulation (IS) pushes followers to think creatively and pursue new and creative ideas. Table 1.8 provides a basic summary of the aforementioned leadership styles and basic components of which they are comprised.

Table 1.8 Summary of the Basic Leadership Styles and Their Components

Leadership styles	Characteristics	Descriptions
Transactional leadership	Contingent reward (CR)	Exchange-based leadership based on providing rewards and punishments based on follower behavior/performance
	Management by exception-active (MBEA)	Actively monitors situations and makes corrective interventions before situations become problematic (prospective)

Transformational leadership	Idealized influence Attributed (IIA)	Provides vision and sense of mission, gains the respect and trust of followers, and subordinates become encouraged to emulate the behavior and values of the leader
	Idealized influence (behavior)	Sets example for follower behavior through own actions, subordinates look at behavior of the leader for guidance of their own behavior
	Inspirational motivation (IM)	Utilizes referent power, communicates charismatically, clearly and unambiguously to followers

Table 1.8 (Continued)

Leadership styles	Characteristics	Descriptions
	Intellectual stimulation (IS)	Encourages creativity, thoughtfulness, rational action, and active problem solving among subordinates
	Individualized consideration (IC)	Provides individual attention, mentoring, empowerment, and bonding with followers

| **Passive-avoidant leadership** | Management by exception-passive (MBEP) | Take corrective action only after a problem becomes significant and obvious (retrospective). In some cases, can be considered a transformational leader quality when the leader purposely aims to let followers learn from making mistakes |
| | Laissez-faire (LF) | Decision avoidance, passes important decision making responsibility to subordinates, reluctance to express views on important or controversial issues |

Source: Bass and Riggio, 2006

Bass (1985) argued that the transformational leadership style is complementary to the transactional style and likely to be ineffective in the total absence of a transactional relationship between leaders and subordinates. Avolio (1999, 2005) identified that in the leadership development program emanating from transformational leadership theory; emphasis is placed on developing interpersonal skills such as effective listening and building trusting relationships. London (2002) stated that a great many comprehensive leadership management development programs in large corporations include interpersonal skill development as an important component, regardless of whether or not the program is inspired by a unifying leadership theory. Bass and Riggio (2006) defined transformational leadership as a form of leadership that has been shown to lead to higher performing and more satisfied work groups.

According to Bass (1990) the topic of emotional intelligence and its purported importance in managerial and leadership success was based on a long history of research that demonstrated that leaders with highly developed interpersonal skills were more effective that leaders lacking these important "people skills". Goleman (1998); and Boyatzis, Goleman, and Rhee (2000) identified the mixed model of emotional intelligence. This model is one that is directly centered on the emotional intelligence of workplace leaders. There is (1) Self-awareness (2) Relationship Management (3) Social Awareness (4) Self-Management. Langhorn (2004) and Wong & Law (2002) also suggested that leaders possessing high levels of emotional intelligence have a positive impact on their followers in terms of increased levels of employee satisfaction and engaging in positive organizational citizenship behaviors. Rosete & Ciarrochi (2005) revealed that emotional intelligence has been found to be positively related to leader performance and commitment to the group and organization (Carmeli, 2003). Thompson (1998); Sawacha, (1999); Flin, (2000) suggested that communication is also frequently identified as the most or second most necessary element after leadership of a safe culture.

1.2.3   Differences between Leadership and Management

In order to understand the role of a physician leader, it is important to define leadership. Upon initial review, one might believe that there is little, if any, difference between leadership and management. Further examination demonstrates that managers produce predictability and order through planning, organization, control, and problem solving; in contrast, leaders stimulate change through the motivation and alignment of people with an established direction (figure 1.3).

Figure 1.3 Management versus Leadership

Managem	Leadershi

Strong Management Planning Budgeting Organizing Staffing

Strong Leadership Establishing Direction Aligning People

Produces Predictability

Produces

Source: Burnett, 1999

Schwartz (2000, p.187) referring to Warren Bennis who was a well-known authority on leadership, describes the distinction even further: "Leaders are people who do the right things. Managers are people who do things right. There's a profound difference. When you think about doing the right things, your mind immediately goes toward thinking about the future, thinking about dreams, missions, visions, strategic intent, and purpose. But when you think about doing things right, you think of control mechanisms. You think about how-to. Leaders ask the what and why questions, not the how question".

The roles of leaders and managers are both essential to the success of any organization. The leader enables the organization to grow and stretch outside its

comfortable boundaries. The theme of "leadership" is an amalgamation of a number of behaviors identified by the respondents as being important for creating a safety sites. Leadership is often associated with "visible" persons within the organization. In larger construction organizations leaders are found at various levels. On construction sites specifically Supervisors/Foremen are the most conspicuous leaders and are perceived by the workforce as visible 'face' of the company. It is leaders with authority and ability who are able to influence the desired behaviors necessary for a safe environment by reinforcement of the organization's safety values. At the same time as, managers keep the organization realistically focused and growing toward the leader's vision. The two created an environment in which creative tensions thrive. Just as there was a distinction between the leadership and management of organizations, there was a distinction between formal and informal leaders. Formal leaders were those who had been trained and hold a position of authority within a traditional organizational structure, whereas informal leaders, often staff members, accept leadership roles for a variety of reasons.

Miner and Beyerlein (1999) noted that, "leadership represents a system of guiding influences that may be embodied in people at different levels of the organization or in the cultures and support systems of the organization. Central to this leadership theme is the ability to foster good relationships with staff and the workforce. Leadership theories such as leader-member exchange hold that good leader-follower relationships encourage the followers to behave in a manner which is aligned with the leader's goals and values (Hofmann and Morgeson, 1999). Therefore, if the manager has a good relationship with his/her staff and he/she behaves in a manner that promotes work safety, their subordinates will be inclined to behave safely as a means of reciprocation reinforcing the notion that those in a critical role must lead by their own example. Hence, managers should seek to develop a leadership style that

promotes collaboration and relationship building, while still maintaining authority and discipline.

1.2.4   Leadership Competency

Managing an organization involves adaptive responses both to the job tasks and the changing environment. To cope with these demands, the traditional management framework, mainly based on knowledge and skills, is insufficient. For this reason, the wider concept of managerial competences has been recently introduced (Kanungo and Misra, 1992; Lawer, 1994), which identifies two interrelated sets of managerial competencies: technical and generic (Boyatzis, 1982; De Ansorena, 1996; Levy-Leboyer, 1997). Technical managerial competence consists of having the knowledge and skills that enable the manager to give an effective performance in specific areas of management such as management such as marketing (e.g. "marketing and market analysis"), financial and accounting ("economic-financial management"), quality management ("service quality management"), customer care quality of service ("customer profiles and behaviors"). Generic managerial competence refers mainly to manager's capability of self-regulation and self-control in fob development (Kanungo and Misra, 1992). It also covers other individual characteristics (e.g. attitudes, motivation, or personality traits) that involve coping with less programmed and technical tasks and more generic situations. The literature has offered different and often overlapping taxonomies of generic managerial competences. In a previous review (Agut, 2000), they were classified into three areas: (1) Job performance efficacy: ability to apply knowledge and skills to perform tasks successfully (Kanungo and Misra, 1992), (2) self-control and social relationship: ability to adapt to and to deal with different people and situations, and (3) proactive behavior: ability to anticipate rather than react to work problems and opportunities. All these sets of competencies

are required for effective managerial performance nowadays. Thus, our study extends the analysis of managerial work to focus on those two types of managerial competences: technical and generic, and also when a managerial competency needs analysis is carried out. A need derives from a gap between the required and the current results (Kaufman, 1998). Thus, a competency needs analysis seeks to identify the situation in which the manager's level of competency is lower than level of that required for the job.

Leadership and management competencies were identified from a literature review of 140 articles published between 2000-2004. Similarities and differences among the competencies were accessed. A large intersection of common competencies was discovered, indicating a lack of discrimination between leadership and management competencies. Williams and Winston (2003) indicated that leadership competencies represent statement of the areas of knowledge and the abilities that are necessary for successful leaders. Private-sector research has focused on the issue of leadership competencies for some time, with the idea of identifying those qualities and abilities possessed by successful leaders. In addition, statements of leadership competencies are used as the basis for strengthening an organization's leadership team and determining the types of educational and leadership development opportunities that are needed for future leaders (Barner, 2000; Ulrich, Zenger, and Smallwood, 2000). Statements of leadership competencies have addressed issues such as "adaptability, effective interpersonal communication, and good decision making" (Barner, 2000). Leadership competencies are considered important for several reasons, including the fact that "they guide direction. They are measurable. And competencies can be learned" (Intagliata, Ulrich, and Smallwood, 2000). Leadership focuses on enhancing organizational success and related to the issue of influencing the attitudes and behaviors of others (Neely and Winston, 1999).

Each competency mentioned in each article was identified as well as whether the competency was addressed in relation to leadership or management. Leadership competencies have reflected the current interest in leadership. The large intersection indicates a lack of discrimination between leadership and management competencies. Despite this similarity, the tone of the literature suggested that leadership competencies were more highly valued. Scoble and Russell (2003) noted that although leadership, management, and administration are used interchangeably, they are not synonymous. This review is consistent with the classic work of Benis and Nanus (1985) who indicated that leadership and management are both important but profoundly different. According to Kouzes and Posner (1995), leadership is based on relationships and helping people (and organizations) move toward achieving a vision. By contract, management focuses on maintaining order, planning, organizing, coordinating resources, and attending to rules and details. However, Brodbeck (2000) argue that someone is perceived as a leader when there is congruence between the leadership perception and a leadership prototype. Their leadership prototypically scales include tests for leaders as visionary, decisive, administrative and team collaboration. Moreover, Bigg (2005) suggested that an evidence based approach to improving an organization's safety culture is to provide management and leadership skills and training to key staff so that they are equipped to model the appropriate safety behaviors and make the "right" decisions regarding safety. Additionally, Westra and Delaney (2007) stated that nursing informatics competencies have been identified for future evaluation with nursing leaders. The three major concepts are computer skills, informatics knowledge, and informatics competency. Within these broad concepts are more specific categories and items.

1.2.5   Leadership Competency in Hospitality Industry

The hospitality industry will have to face up to both present and future competition resulting from globalization, technological, and market changes in order to remain competitive. To achieve this, organizations make changes to their structures, strategies, work systems, and management. Furthermore, increasing customer demand for care in quality of service is highlighting the critical role played employees, thereby leading to customer satisfaction (Bitner 1990; Martinez Tur 2001; and Shemwell 1998).   Many hospitality organizations are increasingly viewing leadership development as a source of competitive advantage. Since the industry tends to be labor intensive and has increasingly harsh environmental demands imposed upon it, leadership skills may help organizations to utilize the available human resources more effectively and may help to increase performance. Worsfold (1898) found that managers in the hospitality industry had an awareness of participative styles of leadership but were more inclined to use autocratic approaches. Buergermeister (1983) stated that "Today's beginning hospitality manager needs a diversity of talents, skills and competencies to meet the experiences of the industry". Tracey (1994) suggested that major changes in the environment of hospitality business required leaders who were able to examine holistically their organization, use vision to recognize what changes were required and manager those changes to fit with the organization's environment. With increased attention being paid to successful change management in the last decade, organizations, generally, are accepting transformation leadership behavior as an important component of leading such change. Hsu and Gregory (1995) identified the competencies needs for an entry level hospitality manager from the industry professional viewpoint and found that human-relations skills such as

communication and leadership skills was perceived the majority important and should receive extra recognition in the future.

Required competencies in the hotel industry are quite different from those in educational institutions. When the question of what competencies employees need to be effective has been asked among various management groups, the answer seems to have changed over time. In the late 1970s and early 1980s, researchers' answer to the above seemed to center more on technical matters than the answers found in the studies of the late 1980s and after (Tas, LaBrecque, and Clayton, 1996). For example, Sapienza (1978) asserted that courses related to the hotel operation along with hotel law and security techniques are valuable. According to Tas (1983), the most representative author related to this issue, however, important competencies are: (1) managing the guest problems with understanding and sensitivity, (2) maintaining professional and ethical standards in work environment, (3) demonstrating poise and a professional appearance, (4) communicating effectively both in writing and orally, (5) developing positive customer relations, and (6) striving to achieve the positive working relationships with employees. According to Tas (1988), furthermore, important competencies for hotel-manager trainees are: (1) human-relations skills, (2) professional ethical standards, (3) diplomacy, and (4) effective oral and written communication skills. He also suggested full lists of competencies by classifying them into three categories such as essential, considerable important, and moderate important competencies. Other major researches up to 1990 include: technical, human, and conceptual (Hersey & Blanchard, 1998), and demonstration of organization skills, people skills, and leadership (Van Dyke and Strick, 1990). Tas (1988) established that there were six essential competencies for hotel manager trainees that centered primarily on human-relations skills. These skills are: managing guest problems, professional and ethical standards, professional appearance and poise, effective communication, positive customer relations, and positive working relationships.

Chung (2000) also revealed that (1) all general and hotel business administration courses including marketing, human resources, finance, and accounting and (2) fundamental or principle courses such as statistics, management, and economics were important areas of study to develop competencies in the hotel industry. Moreover, "management of employee and job" and "management analysis techniques" related competencies were more influenced capabilities for career success in the hotel industry. Additionally, the important competencies for hotel-management trainees identified by Tas (1988) were (1) human-relations skills, (2) professional ethical standards, (3) diplomacy, and (4) effective oral and written communication skills. He also suggested full lists of competencies by classifying them into three categories such as essential, considerably important, and moderately important competencies. There were six essential competencies for hotel management trainees that centered primarily on human-relations skills. These skills were: managing guest problems, professional and ethical standards, professional appearance and poise, effective communication, positive customer relations, and positive working relationships. Moreover, Gillbert and Guerrier (1997) found that the management styles and competencies are described by hospitality managers as having changed over the past 20 years. Managers are described as being more consultative. On the other hand, Deery and Jago (2001) indicated the first ten competencies to compare with Gillbert and Guerrier's findings as shown in table 1.9. Moreover, Deery and Jago (2001) also found that hotel managers in the late 1990s perceived lack of these competencies as follows:

- Communication skills
- People management skills
- Providing feedback
- Assisting with job requirements
- Using staff skills well

- Encouraging training

- Representing staff views to senior management

- Influencing decisions on, for example, salaries

Table 1.9 Hotel Management Style Over the Decades

The hotel manager of the 1970s (Gillbert and Guerrier)	The hotel manager of the 1990s (Gillbert and Guerrier)	The hotel manager of the 1990s: 1997-2000 (Deery and Jago)
Autocratic/military	More consideration about decision making	Has authority to make decisions
Made instant decisions	Less three-dimensional	Makes prompt decisions
Almost theatrical	Acts the manager	Is approachable
Distanced from staff	Less hands on or involved	Fully understands the employees' jobs
Hardness of approach	Team leader or facilitator	Is competent
Lead by example	Only forces issues when required	Knows what is going on in the organization
Insular with little access	More consultative/democratic	Is available to answer questions
Rigid personality	More office based	Helps in difficult situations
A 'carnation' man		Treats staff with respect
'Seat of the pants'		Treats staff fairly

Remark: [a] Adaptation of Gillbert and Guerrier, 1997, p.128.

Agut (2003) presented the technical managerial competency needs in most of the areas. Economic-financial management and computing are the items with the highest deficit. Furthermore, managers present more knowledge needs than skills needs in economic-financial management, marketing and market analysis, work organization, people and work team management, human resources management, tourism products and services, and customer profiles and behaviors. This result implies that the strategy chosen to improve competencies by reducing or eliminating needs should reinforce the knowledge component of these competencies rather than the skills component. These findings confirm those of Grau (2000 and 2002), which used focus groups composed of other informants as well as managers. Thus, despite the use of different techniques and respondents, the results of two previous studies and the present one coincide in that Spanish hotel and restaurant managers need to improve mainly their knowledge and skills components in competences involving computing, languages, health and risk prevention, marketing, work organization, human resources management, and customer profiles and behaviors. Managers also display needs in more than half of the 22 generic managerial competences considered. The average highest deficit identified in "control of hasty reactions in highly emotive situations". This result is not so strange if we consider the emotional nature of this competence. Results obtained here do not coincide with those obtained by Grau (2000, 2002) where deficits were only detected into two generic managerial competences. One possible explanation for this disagreement could be that respondents other than the managers themselves might consider most of the generic managerial competences studied as personality traits, rather than competences that can be developed for effective job performance.

Eaton (2000) identified the research describes the replication of Tas' and Baum's studies in Greece, a traditional holiday destination in Europe. The most obvious result of the study is that general mangers identified "soft skills" as most

essential. Even six years after the first two studies (table1.10) similar to those by Tas (1988) and Buam (1995) resurface. This has to be taken seriously by hospitality educators in Greece and elsewhere. Compared with the British hotel managers, the Greeks showed little reluctance to rate competencies as "essential". The gap with the American professionals was even larger: the Greeks were very reluctant to consider any area as "unimportant" (table 1.10). This is reflected in the composite mean for all 36 competencies (not tabled here). Thus, one may assume that Greek employers have higher demands and expectations of potential recruits than British and American counterparts. A further interesting outcome of the survey is that the majority of the hoteliers in these countries agreed to what the most essential competency is for trainees: the ability to manage guest problems with understanding and sensitivity. "Soft skills" figure in the first position of most general managers' checklist in these countries. The practical consequence suggested by this study is the establishment of stronger links between the education programs and the industry. The results regarding the competencies required by graduate management trainees can guide educators' development of study programs that are closer to the needs of the industry. Baum (1990) suggested that comparative surveys provide the basis for the development of an internationally transferable core curriculum for relevant degrees. The Greek study can contribute to the development of university programs that could take place in the context of a European Diploma in Hospitality Management. It is reasonable to assume that the needs of the hospitality and tourism industry will not remain constant in the future. Therefore, similar studies should be repeated in the future, perhaps every two to three years, in order to keep in touch with social and industrial changes.

Table 1.10 Competencies Characterized Essential [a]

Competencies	Rank Greece	Christou and Eaton study Greece Mean	Rank UK	Buam study UK Mean	Rank USA	Tas Study USA Mean
Manages guest problems with understanding and sensitivity	1	4.89	1	4.81	1	4.80
Demonstrates professional appearance and poise	2	4.83	5	4.61	3	4.61
Develops positive customer relations	3	4.72	6	4.24	5	4.60
Strives to achieve positive working relationships with employees	4	4.63	4	4.52	6	4.52
Possesses needed leadership qualities to achieve organizational objectives	5	4.60	9	4.40	7	4.48
Maintain professional and ethical standards in the work environment	6	4.58	9	4.40	2	4.69

Table 1.10 (Continued)

Competencies	Rank Greece	Eaton study Greece	Rank UK	Buam study UK Mean	Rank USA	Tas Study USA Mean

	Mean				
Motivates employees to achieve desired performance	7	4.58	8	4.52	8	4.44
Identifies operational problems	8	4.54	13	4.24	12	4.00
Communicates effectively both written and orally	9	4.52	3	4.61	3	4.61
Assists in the development and control of departmental employee productivity	10	4.52	23	3.87	19	3.75
Follows the legal responsibilities associated with hotel operations	11	4.50	7	4.54	14	3.90

Remark: [a] Scale: 1 = unimportant competency; 5 = essential competency.

Source: Christou and Eaton, 2000, p.1060.

As the report on the previous study, few observed studies address the specific skills of managers.' Competency studies are used in other industries and government, however, to develop lists of motivations, traits, skills, and abilities that constitute a desired behavior set for a given position. Scholarly studies of competencies range from compensation-related issues, such as establishing pay rates based on displaying certain competencies, to outcomes-related issues. With all that research, however, few studies that homed in on the question of determining the competencies required to do a job. A determines is important because evaluation of job performance depends in large part on identifying what combination of skills should be displayed by incumbents' in a position.

1.3. Aim and Objectives

Aim: To identify the key competencies needed for the hotel managers
to be successful.

The objectives of this study are:

1.3.1   To investigate the organizational behavior in Phuket hotels.

1.3.2   To examine the impact of demographic characteristic on the
employee perceptions toward the organizational behavior.

1.3.3   To identify the key perceived leadership competencies for the
Phuket hotel first line managers.

1.3.4   To investigate the impact of demographic characteristic on the
employee perceptions toward leadership competencies.

1.4   Hypothesis

The hypotheses of this study are:

1.4.1 $Hypothesis_1$:   Employees demographic characteristics do not
have an impact on the hotel employee perceptions toward the
organizational behavior.

1.4.2 $Hypothesis_2$:   Hotel characteristics do not have an impact on
the hotel employee perceptions toward the organizational
behavior.

1.4.3 Hypothesis$_3$: Employees demographic characteristics do not have an impact on the hotel employee perceptions toward leadership competencies.

1.4.4 Hypothesis$_4$: Hotel characteristics do not have an impact on the hotel employee perceptions toward leadership competencies.

1.5 Significance of the Study

1.5.1 To guide the hotel to recruit the correct potential candidate for the management positions.

1.5.2 Provide the guideline for the university to decide the training programs that best suits the industry's needs.

1.6 Scope of the study

1.6.1 Scope of Time: Total study period would be two years from September 2007 to April 2009. The questionnaire was carried out between September 2008 and November 2008.

1.6.2 Scope of Geography: Distribution of questionnaires to hotel employees to be carried out at hotels in Phuket.

1.6.3 Area of Research: Primary focus is to identify the leadership competencies for the hotel managers and investigate the factors affect the perception of employees who work in the hotels in Phuket.

1.6.4 Scope of Demography: The data will be collect from hotel employees who worked in the Phuket hotels.

1.7 Definition of Key Terms

1.7.1 Hotel Employee

The term of hotel employees in this study refer to Thai operational employees who worked in only the operational level.

1.7.2 First Line Manager

First line manager are the lowest-level managers; they manage the work of line employees. They may also be called supervisors.

1.7.3 Leadership

The word leadership can refer to the process of leading, those entities that perform one or more acts of leading, and the ability to affect human behaviors so as to accomplish a mission designated by the leader.

1.7.4 Competency

Competency is a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to successfully perform work roles or discharge occupational functions.

1.7.5 Leadership Competency

Leadership Competency describes competencies such as valuable skills, abilities, behaviors, attitudes, and knowledge areas that is characteristic of positions

having leadership responsibilities (e.g., supervisors, managers, and team leaders) in order for an organization to be successful, both now and in the future. Leadership competencies are distinguishable from general and technical competencies.

CHAPTER 2
METHODOLOGY

This chapter reviews the methodology utilized in conducting this study. First, a description of population, sample size and selection of this study was described. Next, how the respondents were exposed to the research instrument was described, followed by how the researcher collected the data. Last, the discussion of the analysis of the data was presented.

2.1 Population, Sampling Size and Selection

The target population of this study was hotel employees. However, the exact number of hotel employee in Phuket is not available. So, the researcher sorted out all hotels from the list of accommodation in Phuket conducted by the Tourism Authority of Thailand (TAT) in 2007. The results found that the number of rooms in the year 2007 was 38,528. The ratio between employees per room was 1:1.5 (Thansettakij, 2008). So, the estimated number of hotel employees in Phuket was 57,792 employees. Based on Yamane calculation, the sample size was 398.

Yamane (1967) indicated that size of sample group of hotel employee statistical population formulary as followed:

$$n = \frac{N}{1 + N(e^2)}$$

When   n : Sample size

         N : Size of target population which was the number of the Phuket hotel employees in 2007.

         e : The level of precision (the confidence level at 95%), 0.05   population variable

Calculation the sample size of the hotel employees in Phuket:

$$n = \frac{57{,}792}{1 + 57{,}792\,(0.05)^2}$$

$$n = 397.25$$

Therefore, the sample size was 398.

The questionnaires were distributed to the participating hotels between September, 2008 and November, 2008. Since the number of hotel employees in Phuket is unknown. From the 639 properties in the list of accommodation in Phuket conducted by the Tourism Authority of Thailand (TAT) in 2007, there were 38,528 rooms in year 2007 and the ratio between employees per room was 1:1.5 (Thansettakij, 2008). Therefore, the estimated number of hotel employees in Phuket in 2007 was 57,792 employees. Due to the limit of time, convenience sampling method was applied. Out of 639 hotels, 314 hotels were selected and permission to question their employees was sought. Only 80 hotels agreed to facilitate the researcher for data collection. When the permission was granted, personal visits were made to the human resource officers for 58 hotels while only 10 hotels were contacted via the post. The questionnaires were left with the human resource officers to distribute to their hotel employees. The employees who worked in the participating hotels were requested to complete the questionnaire and return them to their respective human resource offices. Every one or two weeks, the researcher inquired about the returns from different hotels and, if sufficient in number, they were collected. On average 10 questionnaires were distributed to some hotels. Otherwise, there were some hotels that requested less or more number of questionnaires. Moreover, to maximize the response rate, the face to face interviews were conducted at 4 hotel bus stops in town at the Surakul stadium bus stop, Vichitt Road bus stop, Merlin hotel bus stop and Rajabhat university bus stop. In addition, 580 questionnaires were distributed personally to 58 hotels, 100

questionnaires were distributed to 10 hotels via the post and 100 questionnaires by face to face interviews. In total 780 questionnaires were distributed and 585 were returned. Only, 545 completed questionnaires were usable and representing a response rate of 69.87%.

2.2 Type of Research

This research is a quantitative study. Firstly, the researcher acquired information which is principle, theory and related research and relevant literatures. The questionnaire was applied to collect data from hotel operational level employees. After finishing the questionnaire design, the pre-test was conducted for twenty hotel employees to improve the content comprehensibility and clarity of the questionnaire. Finally, the questionnaires were distributed to the participating hotels by using a convenience sampling method and were left with the human resource officers to be distributed to the hotel employees. The hotel employees completed the questionnaires and returned them to their human resource officers. Every one or two weeks, the researcher called about the returns and got them back and collected to analyze.

2.3 Research Instruments

The questionnaire (Appendix B and C) was adapted from previous research and literature which related to leadership competencies. First, the researcher was created the questionnaire in English version and translated it into a Thai version in order to maximize the response rate because the majority of the respondents are Thai. Before the main survey, the pre-test was conducted for twenty hotel employees to maximize the validity of the result and clarify of the instrument.

The questionnaire instrument consisted of four sections on the followings:

Section 1: Hotel employee demographics
Section 2: Organizational Information
Section 3: Leadership Competencies
Section 4: Organizational behavior

This questionnaire was structured for the purpose to identify the key perceived leadership competencies for first line managers in the participating Phuket hotels and to investigate the impact of demographic characteristic of employees on their perceptions toward leadership competencies. The questionnaires combined closed - end multiple choice and Likert-type scale questions.

In the first section, basic details about a hotel employee's demographic characteristic. This section composed of seven questions including; gender, age, education level, working experience in the industry, working experience in the hotel, position, and department.

The second section composed of five questions. It related to the organizational characteristic such as: hotel size, hotel rating, number of employees in the hotel, management style of the hotel, and type of hotel.

The third section was composed of sixty-five questions. This section was designed to determine the employee's perceptions towards leadership competencies of their first line managers. Sixty-five variables of leadership competencies were examined in this study. All of the sixty-five leadership competencies variables in this section were developed based on the review of the related literatures and modified to apply within the scope of this research. A five point Likert - type scale was used as the response format for leadership competencies variables they were: strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), and strongly agree (5).

The forth section composed of nine questions and was structured to measure levels of hotel employee's perceptions concerned with the norms, values and practices in their organization. These questions including; number of employees in the unit, group loyalty, concerned people in unit, manager's expectation, performance improvement, communication between bosses and subordinates, loyalty to the hotel, distance among bosses and subordinates, and relation among people in the organization.

2.4 Data Collection

In this study the research used both primary data collection and secondary collection.

2.4.1 Primary data

545 questionnaires were collected from respondents who are the hotel employees in Phuket. The data was collected from September 2008 - November 2008. The researcher applied the quantitative method. The research methodology was done by survey method using questionnaires. The researcher distributed questionnaires to the target sample. The number of 314 hotels was contacted and asked for the support to collect data. However, only 80 hotels agreed to facilitate the researcher for data collection. After that, the questionnaires were distributed to the human resource officers in the participated hotels for data collection with their employees. Additionally, to maximize the response rate, face to face interview was conducted with the other hotel employees at the hotel bus stops in town.

2.4.2 Secondary data

The researcher collected further information from the following:

- Tourism Authority of Thailand (TAT)
- Academic journals
- Textbooks
- Newspapers
- Websites

2.5   Data Analysis-Statistics used to analyze the Data

For initial survey data analysis, SPSS (Statistical Package for the Social Sciences) version 15.0 computer software program was used as a tool for analyze data and describe of statistic data. The researcher decided to use descriptive statistics (e.g. frequencies, percentages, average), the independent sample t - test, one way ANOVA, and factor analysis for this study where appropriate are used with quantitative data. It also had necessary graphs and table which generated with SPSS. Each section of the questionnaire was applied with proper statistics to analyze the data.

Descriptive statistics were used in order to identify the demographic characteristics of the respondents on leadership competencies.

Factor analysis was applied as a data reduction or structure detection method. It was used to classify a large number of variables or detect structure in the relationships between variables and explained variability among observed leadership competencies variables in terms of fewer unobserved variables called factors (Thurstone, 1931).

The independent sample t-test and one way ANOVA were used to examine the impact of hotel employees' demographics on the perception towards leadership competencies.

For the data analysis, mean was based on the interval level that is calculated by:

The interval level = [Maximum - Minimum] / n
                   = [5 - 1] / 5
                   = 0.80

Therefore, the researcher arranged the results of each sub - level as follows:

Level of Important and Agreement	Meaning
1.00 - 1.80	Very unimportant / Strongly disagree
1.81 - 2.60	Unimportant / Disagree
2.61 - 3.40	Neutral / Neither agree nor disagree
3.41 - 4.20	Important / Agree
4.21 - 5.00	Very important / Strongly agree

CHAPTER 3
RESULTS

The result of this study were based on the responses of 545 Phuket hotel employees who were asked to complete the research questionnaire. This study aimed to identify the key competencies needed for the hotel managers to be successful. The objectives of this research were: (1) to investigate the organizational behavior in Phuket hotels, (2) to examine the impact of demographic characteristic on the employee perceptions toward the organizational behavior, (3) to identify the key leadership competencies for the Phuket hotel first line managers, and (4) to investigate the impact of demographic characteristic on the employee perceptions toward leadership competencies.

In this chapter, researcher presented the findings as follow:

3.1 Demographic Profile of Respondents
3.2 The Characteristic Profile of the Respondents' Hotels
3.3 Organizational Behavior
3.4 Independent Sample t-test on Impact of Respondents' Demographic Characteristics and the Organizational Behavior
3.5 Independent Sample t-test on Impact of Hotel Characteristics and the Organizational Behavior
3.6 Factor Analysis
3.7 Descriptive Statistics of the Leadership Competency Factors
3.8 Independent Sample t-test on Impact of Respondents' Demographic Characteristics and the Competency Factors
3.9 Independent Sample t-test on Impact of Hotel Characteristics and the Competency Factors

3.1 Demographic Profile of Respondents

The demographic information of the respondents is shown in table 3.1. There were 194 (35.6%) male and 351 (64.4%) female respondents. In terms of the age of respondents, 14.3% were below 25 years old, 62.6% were between 25-34 years old, and 23.2% were 35 years or older. In terms of the educational background of respondents had the following: 341 (62.6%) held a bachelors degree or above, while 204 (37.4%) respondents held a school certificate or diploma.

With respect to the experience background, the results indicated that 88 (14.9%) respondents had more than 10 years of working experience in the hotel industry, while 142 (26%) respondents had 6-10 years of working experience in the hotel industry. Moreover, 315 (58.1%) respondents had less than 5 years of experience in the hotel industry. On the other hand, 31.4% of the respondents had worked in this hotel for less than 2 years, 41.5% worked in this hotel for 2-4 years, while 27.1% worked in this hotel for more than 5 years. In terms of their position, 339 (62.2%) worked in front of house positions while 206 (37.8%) worked in back of house positions. On the other hand, among five groups, the front office department accounted for the highest response rate (25.7%), while food and beverage and accounting department together accounted for 38.7%. The housekeeping department accounted for 17.1%, while others accounted for 18.7%.

Table 3.1 Respondents' Demographic Characteristics Profile

Respondent's demographic characteristics	Frequency	Percentage
Gender		
Male	194	35.6
Female	351	64.4
Total	**545**	**100.0**
Age		
Less than 25 years	78	14.3
25-34 years	341	62.6
35 years or older	126	23.2
Total	**545**	**100.0**

Table 3.1 (Continued)

Education		
Certificate or diploma	204	37.4
Undergraduate degree or higher	341	62.6
	545	**100.0**
Total		
Working experience in the hotel industry	315	58.1
Less than 5 years	142	26.0
6-10 years	88	14.9
More than 10 years	**545**	**100.0**
Total		
Working experience in this hotel	171	31.4
Less than 2 years	226	41.5
2-4 years	44	8.1
5-7 years	104	19.0
More than 7 years	**545**	**100.0**
Total		
Department		
Front of house:	**339**	**62.2**
Front office	140	*25.7*

Food and Beverage	107	*19.6*
Back of house:	**206**	**37.8**
Accounting	104	*19.1*
Housekeeping	93	*17.1*
Others	101	*18.7*
Total	**545**	**100.0**

3.2 The Characteristic Profile of the Respondents' Hotels

From table 3.2, it is obvious that the majority of the respondents worked for medium and large size hotels (39.9% worked for 100-300 room hotels and 34.9% worked for 300 rooms or more hotels). On the other hand, 49% of respondents worked in five-star hotels, 22.2% of respondents worked in four-star hotels, while 13% of respondents worked in three-star hotels and 15.8% of respondents worked in less than three-star hotels. As for the number of employees in the hotels, it is obvious that the majority of respondents worked for hotels that employed 300 or more employees and 100-300 employees. (52.3% worked for hotels that employed 300 or more employees, 26.8% worked for hotels that employed 100-300 employees). Only 114 (20.9%) of respondents worked for hotels that employed less than 100 employees. On the other hand, 377 (69.2%) were the respondents who had less than 25 employees in their unit while 168 (30.8%) were the respondents who had more than 25 employees in their unit. In terms of chain of the hotels, surprisingly, two groups were equally distributed, 30.6% of the respondents who worked for international chain hotels with affiliation whereas 31.6% of respondents who worked for independent hotels without affiliation, while 37.8% of respondents who worked for Thai chain hotels with affiliation. However, 73.8% of the respondents who worked in resort hotels, while 26.2% of respondents who worked in city hotels.

Table 3.2 Hotel Characteristic Profile

Hotel characteristic	Frequency	Percentage
Hotel size		
Less than 100 rooms	138	25.3
100-300 rooms	217	39.9
300 rooms or more	190	34.9
Total	**545**	**100.0**
Hotel rating		
Three or less-star hotel	157	28.8
Four-star hotel	121	22.2
Five-star hotel	267	49.0
Total	**545**	**100.0**
Number of employee in the hotel	114	20.9
Less than 100 employees	146	26.8
100-300 employees	285	52.3
300 or more employees	**545**	**100.0**
Total		

Table 3.2 (Continued)

Hotel characteristic	Frequency	Percentage
Number of employees in unit	377	69.2
Less than 25 employees	168	30.8
More than 25 employees	**545**	**100.0**
Total		
Chain of the hotel		
Independent hotel without affiliation	172	31.6
Thai chain affiliated hotel	206	37.8
International chain affiliated hotel	167	30.6
	545	**100.0**
Total		

Type of the hotel		
Resort hotel	402	73.8
City hotel	143	26.2
Total	**545**	**100.0**

3.3 Organizational Behavior

As shown in tables 3.3 and 3.4, the majority of the respondents perceived that they were expected to questions their boss when in disagreement (Mean = 3.91), job requirements and instruction were spelled out in detail so the respondents knew what they were expected to do (Mean = 3.85)**.** People in the positions of power try to decrease their social distance from less powerful people (Mean = 3.84). They were encouraged to strive for continuously improved performance (Mean = 3.79), and people in their unit were generally concerned about others (Mean = 3.78).

In terms of the norm, most of the respondents perceived that managers encourage group loyalty even if individual goals suffer (Mean = 3.75). The respondents felt loyal to their hotels (Mean = 3.75). However, they were not sure whether they could talk about the disagreements to anyone that they want to tell (Mean = 3.68).

Table 3.3 Descriptive Statistics of the Organizational Behavior

Factors	Level of agreement					Mean	SD	Agreement level
	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)			
Subordinates are expected to question their boss when in disagreement	4.2	6.2	18.3	**36.5**	34.7	3.91	1.074	Agree
Job requirements and instruction are spelled out in detail so I know what I am expected to do	1.8	5.9	23.3	**43.9**	25.1	3.85	0.929	Agree
People in the positions of power try to decrease their social distance from less powerful people	5.0	5.0	22.0	**36.9**	31.2	3.84	1.074	Agree
Employees are encouraged to strive for continuously improved performance	2.4	6.2	22.9	**46.8**	21.7	3.79	0.932	Agree
In your unit, people are generally concerned about others	4.4	7.3	17.6	**47.5**	23.1	3.78	1.024	Agree
Managers encourage group loyalty even if individual goals suffer	5.3	6.4	20.0	**44.2**	24.0	3.75	1.057	Agree
I feel loyalty to the hotel	3.3	4.6	28.4	**41.1**	22.6	3.75	0.965	Agree

When people in this hotel have serious disagreement with each other, they talk about the disagreements to anyone they want to tell	3.5	5.0	**37.1**	28.8	25.7	3.68	1.020	Agree

Notes: 1) Agreement ranking was based on mean scores measured on a Likert-type scale from 1 to 5 (1 = strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4 = agree, and 5 = strongly agree).
2) N = 545

3.4 Independent Sample t-test on Impact of Respondents' Demographic Characteristics and the Organizational Behavior

Based on the independent sample t-test, the results in table 3.4 showed that there was statistically significant difference between male and female perception regarding in "Subordinates are expected to question their boss when in disagreement". The perceptions of female employees were stronger than male employees that subordinates are expected to question their boss when in disagreement.

Table 3.4 The Independent Sample t-test on Impact of Gender on the Organizational Behavior

	Mean	SD	t-value	p-value
Managers encourage group loyalty even if individual goals suffer			-1.947	0.052
Male	3.63	1.085		
Female	3.82	1.037		
In your unit, people are generally concerned about others			-1.889	0.059
Male	3.66	1.021		
Female	3.84	1.022		
Subordinates are expected to question their boss when in disagreement			-2.165	*0.031**
Male	3.78	1.032		
Female	3.99	1.091		
Employees are encouraged to strive for continuously improved performance			-1.386	0.166
Male	3.72	0.948		
Female	3.83	0.921		
I feel loyalty to the hotel			-1.447	0.148
Male	3.67	0.957		
Female	3.79	0.967		

Table 3.4 (Continued)

	Mean	SD	t-value	p-value
Job requirements and instruction are spelled out in detail so I know what I am expected to do			-1.844	0.066
	3.75	0.940		
Male	3.90	0.919		

	Mean	SD	t-value	p-value
Female			-0.978	0.329
People in the positions of the power try to decrease their social distance from less powerful people				
Male	3.78	1.084		
Female	3.88	1.069		
When people in this hotel have serious disagreement with each other, they tell about the disagreements to anyone they want to tell			-0.037	0.971
Male	3.68	0.977		
Female	3.68	1.045		

Remarks: 1) t-test two tailed probability < 0.05,
2) * indicates statically significant of differences between groups,
3) N = 545

Based on the independent sample t-test, the results in table 3.5 showed that there was no statistically significant difference between the employees who held certificate or diploma and the employees who held undergraduate degree or higher regarding in all of the way things are in hotel. Therefore, the education of the respondents has no impact to the perceptions of the organizational behavior.

Table 3.5 The Independent Sample t-test on Impact of Education on the Organizational Behavior

	Mean	SD	t-value	p-value
Managers encourage group loyalty even if individual goals suffer			0.463	0.644
Certificate or diploma	3.78	1.029		

Table 3.5 (Continued)

	Mean	SD	t-value	p-value
Undergraduate or higher	3.74	1.074		
In your unit, people are generally concerned about others			-0.694	0.488
Certificate or diploma	3.74	1.118		
Undergraduate or higher	3.80	0.965		
Subordinates are expected to question their boss when in disagreement			-0.250	0.803
Certificate or diploma	3.90	1.057		
Undergraduate or higher	3.92	1.086		
Employees are encouraged to strive for continuously improved performance			0.919	0.359
Certificate or diploma	3.84	0.920		
Undergraduate or higher	3.76	0.939		
Job requirements and instruction are spelled out in detail so I know what I am expected to do			-0.625	0.532
Certificate or diploma	3.81	0.912		
Undergraduate or higher	3.87	0.939		
I feel loyalty to the hotel			-1.571	0.117
Certificate or diploma	3.67	0.961		
Undergraduate or higher	3.80	0.965		
People in the positions of the power try to decrease their social distance from less powerful people			-0.427	0.670
Certificate or diploma	3.82	1.065		
Undergraduate or higher	3.86	1.081		

Table 3.5 (Continued)

	Mean	**SD**	**t-value**	**p-value**
When people in this hotel have serious disagreement with each other, they tell about the disagreements to anyone they want to tell			0.499	0.618
Certificate or diploma	3.71	1.007		
Undergraduate or higher	3.67	1.029		

Remarks: 1) t-test two tailed probability < 0.05,
2) * indicates statically significant of differences between groups,
3) N = 545

Based on the independent sample t-test, the results in table 3.6 showed that there was statistically no significant difference between the employees who worked in front of house and the employees who worked back of house positions regarding in all of organizational behavior. Therefore, positions of the respondents have no impact to the perceptions of the organizational behavior.

Table 3.6 The Independent Sample t-test on Impact of Position on the Organizational Behavior

	Mean	**SD**	**t-value**	**p-value**
Managers encourage group loyalty even if individual goals suffer			0.323	0.747
Front of the house	3.76	1.010		
	3.73	1.131		

	Mean	SD	t-value	p-value
Back of the house				
In your unit, people are generally concerned about others			0.335	0.738
Front of the house	3.79	0.989		
Back of the house	3.76	1.082		
Subordinates are expected to question their boss when in disagreement			-0.410	0.682
Front of the house	3.90	1.020		
Back of the house	3.94	1.161		

Table 3.6 (Continued)

	Mean	SD	t-value	p-value
Employees are encouraged to strive for continuously improved performance			-0.293	0.770
Front of the house	3.78	0.907		
Back of the house	3.81	0.973		
Job requirements and instruction are spelled out in detail so I know what I am expected to do			-0.547	0.585
Front of the house	3.83	0.910		
Back of the house	3.87	0.959		
I feel loyalty to the hotel			-0.770	0.442
Front of the house	3.73	0.938		
Back of the house	3.79	1.007		
People in the positions of the power try to decrease their social distance from less powerful people			0.483	0.630
	3.86	1.050		

Front of the house Back of the house	3.82	1.115		
When people in this hotel have serious disagreement with each other, they tell about the disagreements to anyone they want to tell Front of the house Back of the house	 3.63 3.77	 1.030 1.000	-1.508	0.132

Remarks: 1) t-test two tailed probability < 0.05,
2) * indicates statically significant of differences between groups,
3) N = 545

3.5 Independent Sample t-test on Impact of Hotel Characteristics and the Organizational Behavior

Based on the independent sample t-test, the results in table 3.7 showed that there was statistically no significant difference between the employees who worked in their unit which less than 25 employees and the employees who worked in their unit which more than 25 employees regarding "Job requirements and instruction are spelled out in detail so I know what I am expected to do". Therefore, number of employee in unit has no impact to the perceptions of the organization's behaviors.

Table 3.7 The Independent Sample t-test on Impact of Number of Employee in Unit on the Organizational Behavior

	Mean	SD	t-value	p-value
Managers encourage group loyalty even if individual goals suffer			-1.813	0.070
Less than 25 employees	3.70	1.051		
More than 25 employees	3.88	1.062		
In your unit, people are generally concerned about others			1.486	0.138
Less than 25 employees	3.82	1.005		
More than 25 employees	3.68	1.063		
Subordinates are expected to question their boss when in disagreement			-0.069	0.945
Less than 25 employees	3.91	1.040		
More than 25 employees	3.92	1.150		
Employees are encouraged to strive for continuously improved performance			-1.309	0.191
Less than 25 employees	3.76	0.947		
More than 25 employees	3.87	0.893		
Job requirements and instruction are spelled out in detail so I know what I am expected to do			-1.691	0.092
Less than 25 employees	3.80	0.951		
More than 25 employees	3.95	0.870		

Table 3.7 (Continued)

	Mean	SD	t-value	p-value
I feel loyalty to the hotel			-0.089	0.929
Less than 25 employees	3.75	0.983		
More than 25 employees	3.76	0.925		
People in the positions of the power try to decrease their social distance from less powerful people			-0.830	0.407
Less than 25 employees	3.82	1.111		
More than 25 employees	3.90	0.989		
When people in this hotel have serious disagreement with each other, they tell about the disagreements to anyone they want to tell			-0.939	0.348
Less than 25 employees	3.66	1.030		
More than 25 employees	3.74	0.997		

Remarks: 1) t-test two tailed probability < 0.05,
      2) * indicates statically significant of differences between groups,
      3) N = 545

Based on the independent sample t-test, the results in table 3.8 showed that there were statistically significant differences between resort hotel employees and city hotel employees regarding "Subordinates are expected to question their boss when in disagreement" and "People in the positions of the power try to decrease their social distance from less powerful people" behaviors. The respondents who worked in city hotels perceived that subordinates are expected to question their boss when in disagreement and people in the positions of

the power try to decrease their social distance from less powerful people more than the respondents who worked in resort hotels.

Table 3.8 The Independent Sample t-test on Impact of Type of Hotel on the Organizational Behavior

	Mean	SD	t-value	p-value

Managers encourage group loyalty even if individual goals suffer
    Resort hotel
    City hotel
	
	3.72
	3.84
		
		1.133
		0.802
			-1.343	0.180

In your unit, people are generally concerned about others
    Resort hotel
    City hotel
	
	3.75
	3.86
		
		1.062
		0.908
			-1.230	0.220

Subordinates are expected to question their boss when in disagreement
    Resort hotel
    City hotel
	
	3.86
	4.07
		
		1.112
		0.947
			-2.216	***0.027***

Employees are encouraged to strive for continuously improved performance
    Resort hotel
    City hotel
	
	3.78
	3.83
		
		0.975
		0.799
			-0.564	0.573

Job requirements and instruction are spelled out in detail so I know what I am expected to do	 3.85	 0.944	0.205	0.837

Resort hotel City hotel	3.83	0.888		
I feel loyalty to the hotel			-1.547	0.123
Resort hotel	3.72	1.016		
City hotel	3.85	0.799		
People in the positions of the power try to decrease their social distance from less powerful people			-2.377	***0.018***
Resort hotel	3.79	1.130		
City hotel	4.01	0.884		

Table 3.8 (Continued)

	Mean	SD	t-value	p-value
When people in this hotel have serious disagreement with each other, they tell about the disagreements to anyone they want to tell			-1.951	0.052
Resort hotel	3.63	1.042		
City hotel	3.83	0.944		

Remarks: 1) t-test two tailed probability < 0.05,
     2) * indicates statically significant of differences between groups,
     3) N = 545

3.6 Factor Analysis

There were 65 leadership competencies used in this study. Principal component analysis with varimax rotation was employed in the exploratory factor analysis to extract from 65 competencies into a set of simplified composite factors that could be used to describe the original construct to analysis the leadership competencies necessary for success as managers.

First, The Kaiser-Meyer-Olkin measure of sampling adequacy was used to quantify the degree of inter-correlations among the variables and the appropriateness of factor analysis. As shown in table 3.9, Kaiser-Meyer-Olkin (KMO) statistic was calculated as 0.96 for this study. Because KMO was above 0.8, the 65 competencies could be considered interrelated and they shared common underlying dimensions. Second, the Bartlett test of sphericity was conducted in order to test the significance of the correlation matrix ($x2=20210.56$, df=2080, p<0.000). Both tests indicated that factor analysis was appropriate for this study.

Table 3.9 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.959

Bartlett's Test of Sphericity
   Approx. Chi-Square
   df
   Sig.
	20210.568
	2080
	0.000

After the validity of the factor analysis was determined, an exploratory factor analysis using principle component with varimax rotation was used to identify underlying factors according to which the employees in the Phuket hotels evaluated the agreement of the competencies necessary for success as the Phuket hotels managers. In general, when factors have an eigenvalue equal to or greater than 1, then they can be considered statistically significant. In this study, the competencies with a factor loading of 0.5 or higher were clustered together; the results of the factor analysis produced a clear factor structure with relatively appropriate factors. Fifty-seven out of sixty-five competencies were excluded from this

process. The results of the factor analysis had shown in table 3.10.

From the varimax-rotated factor matrix, eight factors were extracted that explain 54.86% of overall variance. These eight factors were named as "Empowerment skill", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", "Coaching skill", "Counseling skill", and "Adaptive skill". These factors were named based on the common characteristics of the items in each factor.

Table 3.10 The Result of the Factor Analysis

Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
F1: Empowerment (eigenvalue = 22.992, % of variance = 10.543)		22.992	10.543	0.915
Encourages employees to use their initiative to remedy problems	0.628			

Table 3.10 (Continued)

Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
when they first occur **(Q26)**	0.602			
Allow subordinates to lead under the appropriate circumstances **(Q27)**	0.646			
Inspires and motivates subordinates **(Q28)**	0.650			
Prepares subordinates				

Factor	Factor Loading	Eigenvalue	Variance Explained	Cronbach's Alpha
to understand changes **(Q29)**	0.616			
Defines and sets up quality standards for employees **(Q30)**	0.616			
Gives others the authority necessary to accomplish their objectives **(Q31)**	0.504			
	0.645			
Involves employees in critical decisions that affect them **(Q32)**	0.620			
Defines priorities for the staff **(Q33)**	0.553			
Keeps employees updated with information **(Q34)**				
Gets employees interested and involved in the change process **(Q35)**				
F2: Planning and Implementation (eigenvalue = 3.401, % of variance = 9.441)		3.401	9.441	0.866
Anticipates obstacles and develop plans **(Q1)**	0.604			
Adapts to changing circumstances **(Q2)**	0.574			

Table 3.10 (Continued)

Factor	Factor Loading	Eigenvalue	Variance Explained	Cronbach's Alpha
Manages time to	0.610			

ensure productivity **(Q3)**				
Integrates planning efforts across work groups or functional units **(Q4)**	0.660			
Considers a broad range of factors (internal, external, and trends) when resolving problems and making decisions **(Q5)**	0.667			
Brings together different perspectives and approaches and combines them in creative ways **(Q6)**	0.521			
Develops action plans to meet customer needs **(Q8)**	0.531			
Develops new systems or processes for increased efficiency **(Q10)**	0.515			
F3: Team building skill (eigenvalue = 1.931, % of variance = 8.260)		1.931	8.260	0.872
Encourages employees to express their views, even contrary ones **(Q56)**	0.525			
Adjusts leadership approach to fit other individuals **(Q57)**	0.644			
Works as a member of a team **(Q58)**	0.658			
Champions new ideas and initiatives **(Q59)**	0.587			

Table 3.10 (Continued)

Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
Employs a team approach to solve problems when appropriate **(Q60)**	0.567			
Promotes respect and appreciation for diversity and individual differences **(Q61)**	0.577			
Treats people fairly **(Q62)**	0.526 0.565			
Promotes teamwork among groups; discourages "us versus them" thinking **(Q63)**	0.541			
Monitors progress of employees and redirects efforts when necessary **(Q64)**				
F4: Communication skill (eigenvalue = 1.746, % of variance = 6.698)		1.746	6.698	0.780
Summarizes and clarifies what people say to ensure understanding **(Q16)**	0.519			
Expresses disagreement in a tactful and sensitive manner **(Q22)**	0.667 0.667			
Presents ideas in a	0.588			

Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
convincing manner **(Q23)**				
Clarifies expectations to staff members about assignments, roles, and responsibilities **(Q24)**				
F5: Problem solving and self-development (eigenvalue = 1.533, % of variance = 5.684)		1.533	5.684	0.744
Confronts problems early before they become unmanageable **(Q44)**	0.615			

Table 3.10 (Continued)

Factor	Factor Loading	Eigen value	Variance Explained	Cronbach's Alpha
Pursues continual learning and self-development **(Q45)**	0.654			
F6: Coaching skill (eigenvalue = 1.455, % of variance = 5.571)		1.455	5.571	0.786
Listens carefully to input and concerns expressed by others **(Q18)**	0.551			
Provides employees access to information **(Q48)**	0.592			
Treats employees with respect **(Q49)**	0.576			
Coaches others in skill development **(Q50)**	0.563			

		1.341	4.988	0.763
F7: Counseling skill (eigenvalue = 1.341, % of variance = 4.988)				
Understands and harnesses individual differences to create a competitive advantage **(Q54)**	0.623			
Gives specific, timely, and constructive feedback **(Q55)**	0.649			
F8: Adaptive skill (eigenvalue = 1.262, % of variance = 3.676)		1.262	3.676	0.526
Works effectively in ambiguous situations **(Q36)**	0.701			
Select leadership style most appropriate for the situation **(Q37)**	0.597			

Remarks: 1) F* = Factor Loading

2) () is the question number in Section 3 and 5 of the questionnaire.

The first factor had the highest eigenvalue (22.992), and it presented 10.543% of the explained variance. The example attributes included in this factor were **"**Encourages employees to use their initiative to remedy problems when they first occur**",** "Allow subordinates to lead under the appropriate circumstances", "Inspires and motivates subordinates**",** **"**Prepares subordinates to understand changes**",** "Defines and sets up quality standards for employees", and **"**Gives others the authority necessary to accomplish their objectives". Therefore, this factor was named as "Empowerment" factor. The second

highest eigenvalue (3.401) was "Planning and Implementation" factor. This factor represented 9.441% of the explained variance in the sample. The "Team building skill" factor contained 9 competencies and explained 8.260% of the variance with an eigenvalue of 1.931. On the other hand, the "Communication skill" factor had the eigenvalue 1.746, and it presented 6.689% of the explained variance. In term of the "Problem solving and self-development skill" factor included the example attributes such as "Confronts problems early before they become unmanageable" and "Pursues continual learning and self-development". This factor's eigenvalue was 1.533, and this represented 5.684% of the explained variance in the sample. Moreover, the "Coaching skill" factor included the following attributes: "Listens carefully to input and concerns expressed by others", "Provides employees access to information", "Treats employees with respect", and "Coaches others in skill development". This factor accounted for 5.571 of the variance with an eigenvalue of 1.455%. On the other hand, the "Counseling skill" factor contained 2 attributes such as "Understands and harnesses individual differences to create a competitive advantage", and "Gives specific, timely, and constructive feedback". This factor had a 1.341 eigenvalue and represented 4.988% of the explained variance. The last factor was "Adaptive skill" factor contained 2 attributes included: "Works effectively in ambiguous situations" and "Select leadership style most appropriate for the situation".

In case of eight factors, summated scales were constructed, all of competencies loading highly on each factor were combined, and the average scores of the variables were used as replacement variables. Cronbach's alpha was calculated to test the reliability of these summated scales. Generally, the agreed upon lower limit for Cronbach's alpha is 0.70 (Hair, 1998). In this study, the reliability analysis with Cronbach's alpha results in table 3.6 shows that most of the reliability values exceed the recommended level of 0.70 except factor 8.

3.7 Descriptive Statistics of the Leadership Competency Factors

The descriptive analysis results are shown in table 3.11. After analyzing the overall mean value of eight factors on leadership competencies necessary for managers in the Phuket hotels based on the employee perceptions, the ranking was listed in descending order of mean value ranging from "1" as "strongly disagree" and "5" as "strongly agree". The respondents agreed that the eight derived factors were necessary competencies for hotel managers, but in different degree of agreement. Among all these eight factors, competencies in "Problem solving and self-development" was rated highest by the respondents, followed by "Coaching skill", "Planning and Implementation", "Team building skill", "Communication skill", "Empowerment", "Counseling skill", and "Adaptive skill".

Table 3.11 Descriptive Statistics of the Leadership Competency Factors

	Mean	SD	Ranking
F5: Problem solving and self-development skill	4.0881	0.70290	1
F6: Coaching skill	4.0225	0.63345	2
F2: Planning and Implementation	4.0179	0.58906	3
F3: Team building skill	3.9941	0.56257	4
F4: Communication skill	3.9867	0.62329	5
F1: Empowerment skill	3.9530	0.63864	6
F7: Counseling skill	3.7798	0.76165	7
F8: Adaptive skill	3.5394	0.85899	8

Note: Importance rankings were based on mean scores measured on a Likert-type scale from 1 to 5 (1 = strongly

disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree).

3.8 Independent Sample t-test on Impact of Respondents' Demographic Characteristics and the Competency Factors

Based on the independent sample t-test, the results in table 3.12 showed that there was statistically significant difference between male and female employee's perception regarding "Adaptive skill" factor. The perception of male employees perceived "Adaptive skill" factor more important than female employees.

Table 3.12 The Independent Sample t-test on Impact of Gender on Competency Factors

	Mean	SD	t-value	p-value
Empowerment skill			-1.046	0.296
Male	3.9134	0.6797		
Female	3.9749	0.6147		
Planning and Implementation			-1.097	0.273
Male	3.9807	0.6209		
Female	4.0385	0.5706		
Team building skill			0.376	0.707
Male	4.0063	0.5803		
Female	3.9873	0.5533		
Communication skill			-0.742	0.459
Male	3.9601	0.6322		
Female	4.0014	0.6188		
Problem solving and self-development skill			1.326	0.185
Male	4.1418	0.6804		
Female	4.0584	0.7143		

			-0.227	0.820
Coaching skill			-0.227	0.820
Male	4.0142	0.6647		
Female	4.0271	0.6164		
Counseling skill			1.083	0.279
Male	3.8273	0.7600		
Female	3.7536	0.7624		
Adaptive skill			2.990	***0.003***
Male	3.6804	0.7725		
Female	3.4615	0.8948		

(Note: the first row shown is "Female")

Remarks: 1) t-test two tailed probability < 0.05,

2) * indicates statically significant of differences between groups,

3) N = 545

Based on the independent sample t-test, the results in table 3.13 showed that there were statistically significant differences between certificate or diploma and undergraduate or higher regarding "Planning and Implementation", "Team building skill", "Communication skill", "Coaching skill", and "Adaptive skill" factors. The respondents who held bachelors degree or higher perceived these factors more important than the respondents who held a certificate or diploma.

Table 3.13 The Independent Sample t-test on Impact of Education on the Competency Factors

	Mean	SD	t-value	p-value
Empowerment skill			-1.118	0.264
Certificate or diploma	3.9147	0.5885		
Undergraduate or higher	3.9760	0.6666		
Planning and Implementation			-2.724	***0.007****
Certificate or diploma	3.9295	0.5943		
	4.0707	0.5804		

	Mean	SD	t-value	p-value
Undergraduate or higher				
Team building skill			-2.054	***0.040***
Certificate or diploma	3.9303	0.5575		
Undergraduate or higher	4.0323	0.5630		
Communication skill			-3.155	***0.002***
Certificate or diploma	3.8787	0.6348		
Undergraduate or higher	4.0513	0.6081		
Problem solving and self-development skill			-1.762	0.079
Certificate or diploma	4.0196	0.6856		
Undergraduate or higher	4.1290	0.7109		
Coaching skill			-2.398	***0.017***
Certificate or diploma	3.9387	0.6272		
Undergraduate or higher	4.0726	0.6328		
Counseling skill			0.107	0.915
Certificate or diploma	3.7843	0.7362		
Undergraduate or higher	3.7771	0.7776		

Table 3.13 (Continued)

	Mean	SD	t-value	p-value
Adaptive skill			-4.189	***0.000***
Certificate or	3.3431	0.8653		

diploma Undergraduate or higher	3.6569	0.8347		

Remarks: 1) t-test two tailed probability < 0.05,
        2) * indicates statically significant of differences between groups,
        3) N = 545

Based on the independent sample t-test, the results in table 3.14 showed that there were statistically significant differences in five competency factors "Empowerment skill", "Planning and Implementation", "Problem solving and self-development skill", "Coaching skill", and "Counseling skill" factors between front of house and back of house positions. The respondents who worked in back of house positions perceived these fives factors more important than the respondents who worked in front of house positions.

Table 3.14 The Independent Sample t-test on Impact of Position on the Competency Factors

	Mean	**SD**	**t-value**	**p-value**
Empowerment skill			-2.091	**_0.037*_**
Front of the house	3.9094	0.6556		
Back of the house	4.0248	0.6045		
Planning and Implementation			-2.002	**_0.046*_**
Front of the house Back of the house	3.9786 4.0825	0.5952 0.5744		
Team building skill			-1.449	0.148
Front of the house	3.9669	0.5581		
	4.0388	0.5683		

			-1.026	0.305
Back of the house				
Communication skill	3.9653	0.6291		
Front of the house	4.0218	0.6135		
Back of the house				

Table 3.14 (Continued)

	Mean	SD	t-value	p-value
Problem solving and self-development skill			-3.214	***0.001****
Front of the house	4.0133	0.6917		
	4.2112	0.7056		
Back of the house				
Coaching skill			-2.611	***0.009****
Front of the house	3.9676	0.6595		
	4.1129	0.5783		
Back of the house				
Counseling skill			-2.511	***0.012****
Front of the house	3.7183	0.7945		
	3.8811	0.6944		
Back of the house				
Adaptive skill			1.299	0.194
Front of the house	3.5767	0.8338		
	3.4782	0.8976		
Back of the house				

Remarks: 1) t-test two tailed probability < 0.05,

2) * indicates statically significant of differences between groups,
3) N = 545

3.9 Independent Sample t-test on Impact of Hotel Characteristics and the Competency Factors

Based on the independent sample t-test, the results in table 3.15 showed that there were statistically significant differences in "Coaching skill", "Counseling skill", and "Adaptive skill" competency factors between the employees who worked in their unit which less than 25 employees and the employees who worked in their unit which more than 25 employees. The respondents who had more than 25 employees in their unit perceived these three factors more important than the respondents who had less than 25 employees in their unit.

Table 3.15 The Independent Sample t-test on Impact of Number of Employee in Unit on the Competency Factors

	Mean	**SD**	**t-value**	**p-value**
Empowerment skill			-1.797	0.073
Less than 25 employees	3.9188	0.6136		
More than 25 employees	4.0298	0.6873		
Planning and Implementation			-0.844	0.399
Less than 25 employees	4.0027	0.5532		
More than 25 employees	4.0521	0.6631		
Team building skill			-1.743	0.082

Less than 25 employees More than 25 employees	3.9661 4.0569	0.5351 0.6169		

Communication skill
    Less than 25 employees
    More than 25 employees
	3.9523
	4.0640
		0.6031
		0.6617
			-1.973	0.053

Problem solving and self-development skill
    Less than 25 employees
    More than 25 employees
	4.0597
	4.1518
		0.6859
		0.7377
			-1.375	0.170

Coaching skill
    Less than 25 employees
    More than 25 employees
	3.9847
	4.1071
		0.6193
		0.6581
			-2.089	*0.037**

Counseling skill
    Less than 25 employees
    More than 25 employees
	3.7347
	3.8810
		0.7526
		0.7743
			-2.076	*0.038**

Adaptive skill
    Less than 25 employees
    More than 25 employees
	3.4894
	3.6518
		0.8481
		0.8751
			-2.044	*0.041**

Remarks: 1) t-test two tailed probability < 0.05,
        2) * indicates statically significant of differences between groups,
        3) N = 545

Based on the independent-sample t-test, the results in table 3.16 showed that there were significant differences in eight competency factors as "Empowerment skill", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", "Coaching skill", "Counseling skill" and "Adaptive skill" factors between resorts and city hotels. The respondents who worked for resorts viewed these factors more necessary than the respondents who worked for city hotels.

Table 3.16 The Independent Sample t-test on Impact of Type of Hotel on the Competency Factors

	Mean	SD	t-value	p-value
Empowerment skill			4.425	*0.000**
Resort	4.0159	0.6676		
City	3.7762	0.5110		
Planning and Implementation			4.531	*0.000**
	4.0849	0.5886		
Resort	3.8295	0.5500		
City				
Team building skill			5.789	*0.000**
Resort	4.0749	0.5577		
City	3.7669	0.5135		
Communication skill			1.973	*0.049**
Resort	4.0180	0.6340		
City	3.8986	0.5854		
Problem solving and self-development skill			3.727	*0.000**
	4.1542	0.7184		
Resort	3.9021	0.6231		
City				
Coaching skill			3.647	*0.000**
Resort	4.0808	0.6446		
City	3.8584	0.5719		

Counseling skill			3.621	*0.000**
Resort	3.8495	0.7641		
City	3.5839	0.7219		

Table 3.16 (Continued)

	Mean	**SD**	**t-value**	**p-value**
Adaptive skill			4.635	*0.000**
Resort	3.6393	0.8178		
City	3.2587	0.9113		

Remarks: 1) t-test two tailed probability < 0.05,
        2) * indicates statically significant of differences
between groups,
        3) N = 545

3.10 One-Way ANOVA on Impact of Hotel Characteristics and the Competency Factors

In term of hotel size, the ANOVA results in table 3.17 showed that there were significant differences between hotel size and leadership competency factors included "Empowerment", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", "Coaching skill" factors ($p<0.05$) . But there was no significant difference between hotel size and "Adaptive skill" factor.

Table 3.17 The One-Way ANOVA on Impact of the Hotel Size on the Leadership Competency Factors

	F-Test	**p-value**
F1: Empowerment	5.299	*0.005**
F2: Planning and Implementation	5.912	*0.003**
F3: Team building skill	10.381	*0.000**
F4: Communication skill	12.955	*0.000**
F5: Problem solving and self-development	10.430	*0.000**

F6: Coaching skill	13.955	***0.000***
F7: Counseling skill	6.190	***0.002***
F8: Adaptive skill	1.007	0.366

Remarks: 1) p-value = Level of statistically significant (2 tailed),

      2) N = 545

      As seen in table 3.18, when multiple comparisons (LSD) were calculated, the results showed that the respondents who worked in small and medium size hotels perceived "Empowerment" factor equally important. However, the respondents who worked in large size hotels perceived "Empowerment" factor more important than the respondents who worked in small and medium size hotels.

Table 3.18 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Empowerment" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.8507	0.6140	a
100-300 rooms	217	3.9171	0.6750	a
300 rooms or more	190	4.0684	0.5979	b
Total	**545**	**3.9530**	**0.6386**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", and "b" = "300 rooms or more".

      The result in table 3.19 showed that the respondents who worked in small and medium size hotels perceived "Planning and Implementation" factor equally important while the respondents who worked in large size hotels perceived "Planning and Implementation" factor more than the respondents who worked in small and medium size hotels.

Table 3.19 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Planning and Implementation" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.8976	0.6002	a
100-300 rooms	217	4.0046	0.5635	a
300 rooms or more	190	4.1204	0.5945	b
Total	**545**	**4.0179**	**0.5891**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", and "b" = "300 rooms or more".

Table 3.20 showed that the respondents who worked in small and medium size hotels perceived "Team building skill" factor equally important while the respondents who worked in large size hotels perceived "Team building skill" factor more than the respondents who worked in small and medium size hotels.

Table 3.20 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Team Building Skill" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.8800	0.5116	a
100-300 rooms	217	3.9406	0.5814	a
300 rooms or more	190	4.1380	0.5489	b
Total	**545**	**3.9941**	**0.5626**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", and "b" = "300 rooms or more".

From the table 3.21, the results showed that the respondents who worked in large size hotels perceived

"Communication skill" factor more important than the respondents who worked in small and medium size hotels while the respondents who worked in medium size hotels the "100-300 rooms" hotels perceived "Communication skill" factor more important than the respondents who worked in small size hotels but less important than the respondents who worked in large size hotels.

Table 3.21 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Communication Skill" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.8062	0.6049	a
100-300 rooms	217	3.9597	0.6046	b
300 rooms or more	190	4.1487	0.6198	c
Total	**545**	**3.9867**	**0.6233**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", "b" = "100-300 rooms", and "c" = "300 rooms or more".

The result in table 3.22 showed that the respondents who worked in small and medium size hotels perceived "Problem solving and self-development" factor equally importance while the respondents who worked in large size hotels perceived "Problem solving and self-development" factor more than the respondents who worked in small and medium size hotels.

Table 3.22 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Problem solving and Self-development" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.9203	0.6734	a
100-300 rooms	217	4.0438	0.6644	a

300 rooms or more	190	4.2605	0.7323	b
Total	**545**	**4.0881**	**0.7029**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", and "b" = "300 rooms or more".

The result in table 3.23 showed that the respondents who worked in large size hotels perceived "Coaching skill" factor more important than the respondents who worked in small and medium size hotels while the respondents who worked in medium size hotels perceived "Coaching skill" factor more important than the respondents who worked in small size hotels but less important than the respondents who worked in large size hotels.

Table 3.23 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Coaching Skill" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.8460	0.6654	a
100-300 rooms	217	3.9793	0.6054	b
300 rooms or more	190	4.2000	0.5988	c
Total	**545**	**4.0225**	**0.6335**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = Less than 100 rooms", "b" = "100-300 rooms", and "c" = "300 rooms or more".

Table 3.24 showed that the respondents who worked in small and medium size hotels perceived "Counseling skill" factor equally important while the respondents who worked in large size hotels perceived "Counseling skill" factor more than the respondents who worked in small and medium size hotels.

Table 3.24 Multiple Comparisons (LSD) on Impact of the Hotel Size on the "Counseling Skill" Factor

Hotel size	N	Mean	SD	Letter*
Less than 100 rooms	138	3.6304	0.7696	a
100-300 rooms	217	3.7512	0.7579	a
300 rooms or more	190	3.9211	0.7394	b
Total	**545**	**3.7798**	**0.7617**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 rooms", and "b" = "300 rooms or more".

In terms of number of employees, table 3.25 showed that there were strongly significant differences between number of employees and all eight factors; "Empowerment", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development", "Coaching skill", "Counseling skill", and "Adaptive skill" factors ($p<0.00$).

Table 3.25 The One-Way ANOVA on Impact of the Number of Employees on the Leadership Competency Factors

	F-Test	p-value
F1: Empowerment	24.938	*0.000**
F2: Planning and Implementation	19.917	*0.000**
F3: Team building skill	37.695	*0.000**
F4: Communication skill	30.871	*0.000**
F5: Problem solving and self-development	16.085	*0.000**
F6: Coaching skill	29.378	*0.000**
F7: Counseling skill	20.766	*0.000**
F8: Adaptive skill	10.036	*0.000**

Remarks: 1) p-value = Level of statistically significant (2 tailed),
    2) N = 545

The result in table 3.26 showed that the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" perceived "Empowerment" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Empowerment" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees". Additionally, the results in

Table 3.26 Multiple Comparisons on Impact of the Number of Employees on the "Empowerment" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.7816	0.6691	a
100-300 employees	146	3.7425	0.5947	a
300 or more employees	285	4.1295	0.5973	b
Total	**545**	**3.9530**	**0.6386**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

Table 3.27 showed that the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" perceived "Planning and Implementation" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Planning and Implementation" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees".

Table 3.27 Multiple Comparisons on Impact of the Number of Employees on the "Planning and Implementation" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.8498	0.6003	a
100-300 employees	146	3.8622	0.5441	a
300 or more employees	285	4.1649	0.5697	b
Total	**545**	**4.0179**	**0.5891**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

From table 3.28, the results showed that the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" perceived "Team building skill" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Team building skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees".

Table 3.28 Multiple Comparisons on Impact of the Number of Employees on the "Team Building Skill" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.8187	0.5328	a
100-300 employees	146	3.7664	05165	a

300 or more employees	285	4.1809	0.5320	b
Total	**545**	**3.9941**	**0.5626**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

Table 3.29 showed that the respondents who worked for hotels that employed "300 or more employees" perceived "Communication skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" while the respondents who worked for hotels that employed "100-300 employees" perceived "Communication skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" but less important than the respondents who worked for hotels that employed "300 or more employees".

Table 3.29 Multiple Comparisons on Impact of the Number of Employees on the "Communication Skill" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.6996	0.6134	a
100-300 employees	146	3.8527	0.5751	b
300 or more employees	285	4.1702	0.5912	c
Total	**545**	**3.9867**	**0.6233**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", "b" = "100-300 employees", and "c" = "300 employees or more".

From table 3.30, the results showed that the respondents who worked for hotels that employed "Less than

100 employees" and "100-300 employees" perceived "Problem solving and self-development" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Problem solving and self-development" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees".

Table 3.30 Multiple Comparisons on Impact of the Number of Employees on the "Problem solving and Self-development" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.8816	0.6794	a
100-300 employees	146	3.9418	0.6760	a
300 or more employees	285	4.2456	0.6902	b
Total	**545**	**4.0881**	**0.7029**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

Table 3.31 showed that the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" perceived "Coaching skill" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Coaching skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees".

Table 3.31 Multiple Comparisons on Impact of the Number of Employees on the "Coaching Skill" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.8268	0.6006	a
100-300 employees	146	3.8065	0.6649	a
300 or more employees	285	4.2114	0.5694	b
Total	**545**	**4.0225**	**0.6335**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

Moreover, table 3.32 showed that the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" perceived "Counseling skill" factor equally important while the respondents who worked for hotels that employed "300 or more employees" perceived "Counseling skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees".

Table 3.32 Multiple Comparisons on Impact of the Number of Employees on the "Counseling Skill" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.5614	0.7790	a
100-300 employees	146	3.5719	0.7701	a
300 or more employees	285	3.9737	0.6985	b
Total	**545**	**3.7798**	**0.7617**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", and "b" = "300 employees or more".

In addition, table 3.33 showed that the respondents who worked for hotels that employed "300 or more employees" perceived "Adaptive skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" and "100-300 employees" while the respondents who worked for hotels that employed "100-300 employees" perceived "Adaptive skill" competency more important than the respondents who worked for hotels that employed "Less than 100 employees" but less important than the respondents who worked for hotels that employed "300 or more employees".

Table 3.33 Multiple Comparisons on Impact of the Number of Employees on the "Adaptive Skill" Factor

No. of employees	N	Mean	SD	Letter*
Less than 100 employees	114	3.2632	0.9690	a
100-300 employees	146	3.4897	0.8104	b
300 or more employees	285	3.6754	0.8087	c
Total	**545**	**3.5394**	**0.8590**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 100 employees", "b" = "100-300 employees", and "c" = "300 employees or more".

As seen in table 3.34, ANOVA results showed that there were strongly significant differences between hotel rating and all competency factors; "Empowerment", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development", "Coaching skill", "Counseling skill", and "Adaptive skill" factors ($p<0.00$).

Table 3.34 The One-Way ANOVA on Impact of the Hotel Rating on the Leadership Competency Factors

	F-Test	p-value
F1: Empowerment	8.017	***0.000****
F2: Planning and Implementation	7.809	***0.000****
F3: Team building skill	13.858	***0.000****
F4: Communication skill	19.620	***0.000****

Table 3.34 (Continued)

	F-Test	p-value
F5: Problem solving and self-development	9.326	***0.000****
F6: Coaching skill	16.377	***0.000****
F7: Counseling skill	7.317	***0.001****
F8: Adaptive skill	18.805	***0.000****

Remarks: 1) p-value = Level of statistically significant (2 tailed),

2) N = 545

The results in table 3.35 showed that the respondents who worked in "Four star" and "Five star" hotels rated the "Empowerment" competency equally important whereas the respondents who worked in "Three or less-star" hotels viewed the "Empowerment" competency less important than the respondents who worked in the "Four star" and "Five star" hotels. In terms of "Planning and Implementation" competency, table 3.36 showed that the respondents who worked in "Four star" and "Five star" hotels rated the "Planning and Implementation" competency equally important. Moreover, the respondents who worked in "Three or less-star" hotels perceived the "Planning and Implementation" competency less important than the respondents who worked in "Four star" and "Five star" hotels.

Table 3.35 Multiple Comparisons on Impact of the Hotel Rating on the "Empowerment" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.7847	0.6310	a

Four star	121	3.9942	0.6458	b
Five star	267	4.0333	0.6178	b
Total	**545**	**3.9530**	**0.6386**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", and "b" = "Five star".

Table 3.36 Multiple Comparisons on Impact of the Hotel Rating on the "Planning and Implementation" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.8631	0.6109	a
Four star	121	4.0816	0.4838	b
Five star	267	4.0801	0.5998	b
Total	**545**	**4.0179**	**0.5891**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than three star", and "b" = "Five star".

From table 3.37 and 3.38, the respondents who worked in "Four star" and "Five star" hotels perceived the "Team building skill" and "Communication skill" competency factors equally important. Also, the respondents who worked in "Three or less-star" hotels perceived these two factors less important than the respondents who worked in "Four star", and "Five star" hotels.

Table 3.37 Multiple Comparisons on Impact of the Hotel Rating on the "Team Building Skill" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.7997	0.5470	a
Four star	121	4.0569	0.5651	b
Five star	267	4.0799	0.5424	b

Total	**545**	**3.9941**	**0.5626**

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", and "b" = "Five star".

Table 3.38 Multiple Comparisons on Impact of the Hotel Rating on the "Communication Skill" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.7325	0.6275	a
Four star	121	4.0992	0.5482	b
Five star	267	4.0852	0.6006	b
Total	**545**	**3.9867**	**0.6233**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", and "b" = "Five star".

The results in table 3.39 and 3.40 showed that the respondents who worked in "Four star" and "Five star" hotels perceived the "Problem solving and self-development" and "Coaching skill" competency factors equally important while the respondents who worked in "Three or less-star" hotels perceived these two factors less important than the respondents who worked in "Four star", and "Five star" hotels.

Table 3.39 Multiple Comparisons on Impact of the Hotel Rating on the "Problem solving and Self-development" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.8981	0.7002	a
Four star	121	4.2397	0.6895	b

Five star	267	4.1311	0.6811	b
Total	**545**	**4.0881**	**0.7029**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", "b" = "Five star", and "c" = "Four star".

Table 3.40 Multiple Comparisons on Impact of the Hotel Rating on the "Coaching Skill" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.7930	0.6007	a
Four star	121	4.1839	0.6248	b
Five star	267	4.0843	0.6356	b
Total	**545**	**4.0225**	**0.6335**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", and "b" = "Five star".

From table 3.41, the respondents who worked in "Three or less-star" hotels viewed the "Counseling skill" competency factor less important than the respondents who worked in "Five star" hotels while there was no significant difference for the respondents who worked in "Four star" hotels. However, the respondents who worked in "Four star" hotels viewed this factor more than the respondents who worked in "Three or less-star" hotels but less than the respondents who worked in "Five star" hotels.

Table 3.41 Multiple Comparisons on Impact of the Hotel Rating on the "Counseling Skill" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.6051	0.7116	a
Four star	121	3.7562	0.7559	ab
Five star	267	3.8933	0.8166	b
Total	**545**	**3.7798**	**0.7617**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", and "b" = "Five star".

Moreover, the results in table 3.42 showed that the respondents who worked in "Three or less-star" hotels viewed the "Adaptive skill" competency less important than the respondents who worked in "Four star", and "Five star" hotels while the respondents who worked in "Five star" hotels rated the "Adaptive skill" competency more important than the respondents who worked in "Four star" hotels.

Table 3.42 Multiple Comparisons on Impact of the Hotel Rating on the "Adaptive Skill" Factor

Hotel rating	N	Mean	SD	Letter*
Three or less-star	157	3.2420	0.7439	a
Four star	121	3.4669	0.8702	c
Five star	267	3.7472	0.9382	b
Total	**545**	**3.5394**	**0.8590**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Three or less-star", "b" = "Five star", and "c" = "Four star".

As seen in table 3.43, ANOVA results showed that there were strongly significant differences between the hotel management demographics and all leadership competency factors ($p<0.01$). Then, further analysis was conducted, after multiple comparisons using LSD were calculated, the results were presented in table 3.44-3.51.

Table 3.43 The One-Way ANOVA on Impact of the Hotel Management Demographics on the Leadership Competency Factors

	F-Test	**p-value**
F1: Empowerment	11.608	*0.000**
F2: Planning and Implementation	8.590	*0.000**
F3: Team building skill	13.769	*0.000**
F4: Communication skill	11.411	*0.000**
F5: Problem solving and self-development	4.593	*0.011**
F6: Coaching skill	8.809	*0.000**
F7: Counseling skill	7.036	*0.001**
F8: Adaptive skill	9.868	*0.000**

Remarks: 1) p-value = Level of statistically significant (2 tailed),

2) N = 545

The results in table 3.44 showed that the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" perceived "Empowerment" factor equally important while the respondents who worked for "Chain affiliated hotel" perceived "Empowerment" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel".

Table 3.44 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Empowerment" Factor

Hotel management demographics	**N**	**Mean**	**SD**	**Letter***
Independent hotel without affiliation	172	3.8581	0.6213	a
Domestic affiliated hotel	206	3.8748	0.6355	a

Chain affiliated hotel	167	4.1473	0.6208	b
Total	**545**	**3.9530**	**0.6386**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

The results in table 3.45 showed that the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" perceived "Planning and Implementation" factor equally important while the respondents who worked for "Chain affiliated hotel" perceived "Planning and Implementation" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel".

Table 3.45 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Planning and Implementation" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.9033	0.6267	a
Domestic affiliated hotel	206	3.9970	0.5526	a
Chain affiliated hotel	167	4.1617	0.5661	b
Total	**545**	**4.0179**	**0.5891**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

From table 3.46, the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" perceived "Team building skill" factor equally important while the respondents who worked for "Chain affiliated hotel" perceived "Team building skill" factor more important than the

respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel".

Table 3.46 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Team Building Skill" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.8630	0.5427	a
Domestic affiliated hotel	206	3.9612	0.5291	a
Chain affiliated hotel	167	4.1697	0.5813	b
Total	**545**	**3.9941**	**0.5626**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

The results in table 3.47 showed that the respondents who worked for "Chain affiliated hotel" perceived "Communication skill" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" while the respondents who work for "Domestic affiliated hotel" perceived "Communication skill" factor more important than the respondents who worked for "Independent hotel without affiliation" but less important than the respondents who worked for "Chain affiliated hotel".

Table 3.47 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Communication Skill" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.8081	0.6349	a

Domestic affiliated hotel	206	4.0352	0.6190	b
Chain affiliated hotel	167	4.1108	0.5773	b
Total	**545**	**3.9867**	**0.6233**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

      The results in table 3.48 showed that the respondents who worked for "Chain affiliated hotel" perceived "Problem solving and self-development" factor more important than the respondents who worked for "Independent hotel without affiliation".

Table 3.48 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Problem solving and Self-development" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.9767	0.6619	a
Domestic affiliated hotel	206	4.0850	0.7011	ab
Chain affiliated hotel	167	4.2066	0.7307	b
Total	**545**	**4.0881**	**0.7029**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

      From table 3.49, the respondents who worked for "Chain affiliated hotel" perceived "Coaching skill" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" while the respondents who worked for "Domestic affiliated hotel" perceived "Coaching skill" factor more important than the respondents who worked for "Independent hotel without affiliation" but less important than the respondents who worked for "Chain affiliated hotel".

Table 3.49 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Coaching Skill" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.8750	0.6435	a
Domestic affiliated hotel	206	4.0352	0.6200	b
Chain affiliated hotel	167	4.1587	0.6101	b
Total	**545**	**4.0225**	**0.6335**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

Moreover, table 3.50 showed that the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" perceived "Counseling skill" factor equally important while the respondents who worked for "Chain affiliated hotel" perceived "Counseling skill" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel".

Table 3.50 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Counseling Skill" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.7151	0.8058	a
Domestic affiliated hotel	206	3.6869	0.7227	a
Chain affiliated hotel	167	3.9611	0.7343	b
Total	**545**	**3.7798**	**0.7617**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

The results in table 3.51 showed that that the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel" perceived "Adaptive skill" factor equally important while the respondents who worked for "Chain affiliated hotel" perceived "Adaptive skill" factor more important than the respondents who worked for "Independent hotel without affiliation" and "Domestic affiliated hotel".

Table 3.51 Multiple Comparisons on Impact of the Hotel Management Demographics on the "Adaptive Skill" Factor

Hotel management demographics	N	Mean	SD	Letter*
Independent hotel without affiliation	172	3.3721	0.9230	a
Domestic affiliated hotel	206	3.4927	0.8475	a
Chain affiliated hotel	167	3.7695	0.7540	b
Total	**545**	**3.5394**	**0.8590**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Independent hotel without affiliation", and "b" = "Chain affiliated hotel".

3.11 One-Way ANOVA on Impact of Respondents' Demographic Characteristics and the Competency Factors

From the results in table 3.52, there were significant differences between working experience in this hotel and the leadership competency factors; "Empowerment skill", "Planning and Implementation", "Team building skill", "Communication skill" and "Coaching skill factors" ($p<0.05$).

Table 3.52 The One-Way ANOVA on Impact of the Working Experience in This Hotel on the Leadership Competency Factors

	F	Sig.
F1: Empowerment	7.008	***0.000***
F2: Planning and Implementation	5.505	***0.001***
F3: Team building skill	4.280	***0.005***
F4: Communication skill	2.650	***0.048***
F5: Problem solving and self-development	1.693	0.167
F6: Coaching skill	2.874	***0.036***
F7: Counseling skill	1.938	0.122
F8: Leadership skill	1.860	0.135

Remarks: 1) p-value = Level of statistically significant (2 tailed),

      2) N = 545

The result in table 3.53 showed that employees who had worked experience in this hotel for "5-7 years" perceived "Empowerment" factor more important than employees who had worked experience in this hotel for "Less than 2 years", "2-4 years", and "Over 7 years".

Table 3.53 Multiple Comparisons on Impact of the Working Experience in This Hotel on the "Empowerment" Factor

Working experience in this hotel	N	Mean	SD	Letter*
Less than 2 years	171	4.0082	0.6270	a

2-4 years	226	3.8597	0.6310	b
5-7 years	44	4.3114	0.4933	c
Over 7 years	104	3.9135	0.6734	ab
Total	545	3.9530	0.6386	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 2 years", "b" = "2-4 years", and "c" = "5-7 years".

Tables 3.54 and 3.55 showed that employees who had worked experience in this hotel for "Less than 2 years", "2-4 years", and "Over 7 years" perceived "Planning and Implementation" and "Team building skill" factor equally important while employees who had worked experience in this hotel for "5-7 years" perceived these factors more important than employees who had worked experience in this hotel for "Less than 2 years", "2-4 years", and "Over 7 years".

Table 3.54 Multiple Comparisons on Impact of the Working Experience in This Hotel on the "Planning and Implementation" Factor

Working experience in this hotel	N	Mean	SD	Letter*
Less than 2 years	171	4.0227	0.6360	a
2-4 years	226	3.9779	0.5444	a
5-7 years	44	4.3494	0.5348	b
Over 7 years	104	3.9567	0.5865	a
Total	**545**	**4.0179**	**0.5891**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 2 years", and "b" = "5-7 years".

Table 3.55 Multiple Comparisons on Impact of the Working Experience in This Hotel on the "Team Building Skill" Factor

Working experience in this hotel	N	Mean	SD	Letter*
Less than 2 years	171	4.0227	0.5293	a

2-4 years	226	3.9735	0.5499	a
5-7 years	44	4.2374	0.5679	b
Over 7 years	104	3.8889	0.6125	a
Total	**545**	**3.9941**	**0.5626**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 2 years", and "b" = "5-7 years".

Tables 3.56 and 3.57 showed that employees who had worked experience in this hotel for "Less than 2 years", "2-4 years", and "Over 7 years" perceived "Communication skill" and "Coaching skill" factor equally important while employees who had worked experience in this hotel for "5-7 years" perceived these factors more important than employees who had worked in this hotel for "Less than 2 years", "2-4 years", and "Over 7 years".

Table 3.56 Multiple Comparisons on Impact of the Working Experience in This Hotel on the "Communication Skill" Factor

Working experience in this hotel	N	Mean	SD	Letter*
Less than 2 years	171	3.9883	0.6242	a
2-4 years	226	3.9580	0.6123	a
5-7 years	44	4.2330	0.5126	b
Over 7 years	104	3.9423	0.6712	a
Total	**545**	**3.9867**	**0.6233**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 2 years", and "b" = "5-7 years".

Table 3.57 Multiple Comparisons on Impact of the Working Experience in This Hotel on the "Coaching Skill" Factor

Working experience in this hotel	N	Mean	SD	Letter*
Less than 2 years	171	4.0424	0.6033	a
2-4 years	226	3.9668	0.6638	a
5-7 years	44	4.2670	0.5588	b
Over 7 years	104	4.0072	0.6265	a
Total	**545**	**4.0225**	**0.6335**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 2 years", and "b" = "5-7 years".

In term of experience in the industry, table 3.58 showed that there were no significant differences between working experience in the hotel industry and the leadership competency factors included "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", "Coaching skill", "Counseling skill", "Adaptive skill" factors. However, there was significant difference between working experience in the hotel industry and "Empowerment skill" factor ($p<0.05$).

Table 3.58 The One-Way ANOVA on Impact of the Experience in the Hotel Industry on the Leadership Competency Factors

	F-Test	p-value
F1: Empowerment	4.572	*0.011**
F2: Planning and Implementation	2.580	0.077
F3: Team building skill	0.606	0.546
F4: Communication skill	1.883	0.153
F5: Problem solving and self-development	2.427	0.089
F6: Coaching skill	0.740	0.477
F7: Counseling skill	0.913	0.402
F8: Adaptive skill	2.765	0.064

Remarks: 1) p-value = Level of statistically significant (2 tailed),

2) N = 545

From table 3.59, the results showed that employees who had experience in the hotel industry for "More than 10 years" perceived "Empowerment" factor more important than employees who had experience in the hotel industry for "Less than 5 years" while employees who had experience in the hotel industry for "6-10 years" and "More than 10 years" perceived "Empowerment" factor equally importance.

Table 3.59 Multiple Comparisons on Impact of the Experience in the Hotel Industry on the "Empowerment" Factor

Experience in the industry	N	Mean	SD	Letter*
Less than 5 years	315	3.8829	0.6591	a
6-10 years	142	4.0451	0.5753	b
More than 10 years	88	4.0557	0.6355	b
Total	**545**	**3.9530**	**0.6386**	

* Means with the same letter are not significantly different (at the 5% level), when "a" = "Less than 5 years", and "b" = "6-10 years".

Table 3.60 showed the ANOVA results of the impact of respondents' age on the perception of the leadership competency factors. There were no significant differences between the respondents' age and all leadership competency factors.

Table 3.60 The One-Way ANOVA on Impact of the Respondents' Age on the Leadership Competency Factors

	F-Test	p-value
F1: Empowerment skill	0.575	0.632
F2: Planning and Implementation	0.943	0.420
F3: Team building skill	1.102	0.348

F4: Communication skill	0.786	0.502
F5: Problem solving and self-development skill	0.672	0.570
F6: Coaching skill	0.103	0.958
F7: Counseling skill	0.078	0.972
F8: Adaptive skill	1.505	0.212

Remarks: 1) p-value = Level of statistically significant (2 tailed),

2) N = 545

Conclusion of Hypotheses

H$_1$ *Employees demographic characteristics do not have an impact on the hotel employee perceptions toward the organizational behavior.*

The results rejected this hypothesis because the independent sample t-test indicated that there was significant difference between the respondents' gender and the perceptions toward the organization behaviors (Table 3.4).

H$_2$ *Hotel characteristics do not have an impact on the hotel employee perceptions toward the organizational behavior.*

The results rejected this hypothesis. The independent sample t-test indicated that there was significant difference between type of hotel and the perceptions toward the organizational behavior (Table 3.8).

H$_3$ *Employees demographic characteristics do not have an impact on the hotel employee perceptions of leadership competencies.*

The results rejected this hypothesis because the independent sample t-test and one way ANOVA indicated that there were significant differences between the respondents' gender, education, position, working experience and industry experience and leadership competencies factors (Table 3.12, Table 3.13, Table 3.14, Table 3.52, and Table 3.58).

H₄ *Hotel characteristics do not have an impact on the hotel employee perceptions of leadership competencies.*

The results rejected this hypothesis. The independent sample t-test and one way ANOVA indicated that there were significant differences between the number of employees in unit, type of hotel, hotel size, number of employees, hotel rating and hotel management demographics and leadership competencies factors (Table 3.15, Table 3.16, Table 3.17, Table 3.25, Table 3.34, and Table 3.43).

This chapter indicated that leadership competencies in "Problem solving and self-development" was perceived the most important by the hotel employees, followed by "Coaching skill", "Planning and Implementation", "Team building skill", "Communication skill", "Empowerment", "Counseling skill", and "Adaptive skill". However, the demographic characteristics in terms of the respondents' gender had an impact on the perception of the organization behaviors while the hotel characteristics in terms of type of hotel had an impact on the perception of the organization behaviors. Moreover, the demographic characteristics in terms of the respondents' gender, education, position, working experience and industry experience had an impact on the perception of leadership competencies. In addition, there were significant differences between hotel characteristics on leadership competencies in terms of number of employee in unit, type of hotel, hotel size, and number of employees, hotel rating and hotel management demographics. Demographic characteristics had an impact on leadership competencies, and hotel characteristics had an impact on leadership competencies. The conclusions, discussions,

recommendations, limitations and suggestions for further study will be presented in the next chapter.

CHAPTER 4
SUMMARY

This study aims to identify the key competencies needed for hotel managers to be success from the employee's perceptive. This research is a quantitative study. A questionnaire was used to collect data. The questionnaire was created in English and translated into Thai in order to maximize the response rate and ensure the comprehension of questionnaire as the majority of the respondents were Thai. After finishing the design of the questionnaire, the pilot study was conducted with twenty hotel employees with the objective of improving the content comprehensibility and clarity of the questionnaire. The target population of this study was hotel employees. Convenience sampling method was applied in this study. The hotel employees were requested to complete the questionnaire. Finally, 545 completed questionnaires were returned for this study, representing a response rate of 69.87%.

The data from this study was analyzed using the SPSS program. Descriptive statistics were used in order to identify leadership competencies levels for the Phuket hotel managers. Factor analysis was applied as a data reduction or structure detection method. It was used to classify a large number of variables or detect structure in the relationships between variables and explained variability among observed leadership competencies variables in terms of fewer unobserved variables called factors. An independent sample t-test and one way ANOVA were used to examine the impact of hotel employees' demographics on the perception towards leadership competencies and the way things are in hotel.

4.1 Conclusions

The demographic information of the respondents was 194 (35.6%) male and 351 (64.4%) female. In terms of the age

of respondents, 14.3% were below 25 years old, 62.6% were between 25-34 years old, and 23.2% were 35 years or older. In terms of an educational background; respondents had the following, 341 (62.6%) held a bachelors degree or above, while 204 (37.4%) held a school certificate or diploma. In terms of their position, 339 (62.2%) worked in front of house positions while 206 (37.8%) worked in back of house positions. It is obvious that the majority of the respondents worked for medium and large size hotels (39.9% worked for 100-300 room hotels and 34.9% worked for hotels with 300 rooms or more). Additionally, 49% of respondents worked in five-star hotels, 22.2% of respondents worked in four-star hotels, while 28.8% of respondents worked in three or less-star hotels. As for the number of employees in the hotels, it is obvious that the majority of respondents worked for hotels that hired 300 or more employees and 100-300 employees. (52.3% worked for hotels that hired 300 or more employees, 26.8% worked for hotels that hired 100-300 employees). In term of chain of the hotels, surprisingly, two groups were equally distributed, 30.6% of the respondents worked for international chain hotels with affiliation whereas 31.6% worked for independent hotels without affiliation, while 37.8% worked for Thai chain hotels with affiliation. However, 73.8% worked in resort hotels, while 26.2% worked in city hotels.

From the result of this study, in terms of the organizational behavior in Phuket hotels, the majority of Phuket hotels have an open door policy to their employees. Most of hotels gave the opportunities to their employees to express their opinions with their boss when in disagreement and the hotels had spelled out in detail clearly about job requirements and instruction to their employees. Moreover, the result also shown that managers in Phuket hotels try to decrease their social distance from their subordinates while hotel employees were encouraged to strive for continuously improved performance. Also, people in organization were generally concerned about

others. Most of the respondents perceived that managers encourage group loyalty even if individual goals suffer and employees felt loyalty to their hotels. However, employees were not sure whether they could tell about the disagreements to anyone that they want to tell. Therefore, Phuket hotel operators should encourage and create the good norms or values in the organizations. Moreover, hotel operators should improve the norm about the trust of their employees to let they know that they can tell every disagreement to everyone in their organization. Also, the managers of resort operators should improve on the norm of listen to their subordinates when they are in disagreement and they should try to decrease their social distance from less powerful people. In addition, hotel operators should create the activities for example providing the sport competition every year in order to increase the good relationship among departments and between the people in the organization and it also encourages the loyalty of the employees.

From the leadership competencies factors, the hotel employees perceived that which leadership competency factors effect on their job performance and it also have an impact on their career development. The results of the study revealed the leadership competencies in "Problem solving and self-development" was rated highest by the hotel employees, followed by "Coaching skill", "Planning and Implementation", "Team building skill", "Communication skill", "Empowerment", "Counseling skill", and "Adaptive skill". Leadership competencies were perceived significant difference among demographic characteristics (gender, educational background, position) and hotel characteristics (hotel sizes and type of hotel).

Based on the independent sample t-test results between the respondents' demographic characteristics and competency factors, the results showed that there were statistically significant differences in gender, education, and

respondents' positions. For the independent sample t-test between the hotel characteristic and competency factors, the result showed that there was significant difference in eight competency factors as follows: "Empowerment skill", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", "Coaching skill", "Counseling skill" and "Adaptive skill" factors between resorts and city hotels. Moreover, there also was significant difference between the number of employees in a given unit and competency factors. Additionally, there were significant differences between hotel size and leadership competency factors included "Empowerment", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-development skill", and "Coaching skill" factors ($p<0.05$) . But there was no significant difference between hotel size and "Adaptive skill" factor. The respondents who worked in large size hotels perceived all of eight factors more important than the respondents who worked in small and medium size hotels. The study found that, in term of star rating, the "Four-star" and "Five-star" hotels perceived all of these competency factors more essential than "Three or less stars" hotels. In term of hotel management demographic, there were strong significant differences between the hotel management demographics and all leadership competency factors ($p<0.01$).

For the one-way ANOVA results in respondents' demographic characteristics and competency factors, the respondents who worked in this hotel for more than 5 years had an impact on the competency factors while the respondents who had experience in the hotel industry for "More than 10 years" viewed "Empowerment" factor more important than the respondents who had experience in the hotel industry for "Less

than 5 years". Finally, in terms of the impact of hotel employees' age on the perception of the leadership competency factors. There were no significant differences between the hotel employees' age and all leadership competency factors.

4.2 Discussions

The discussions are based on the research objectives. The objectives of this research are:

1. To investigate the organizational behavior in Phuket hotels.
2. To examine the impact of demographic characteristic on the employee perceptions toward the organizational behavior.
3. To identify the key perceived leadership competencies for the Phuket hotel first line managers.
4. To investigate the impact of demographic characteristic on the employee perceptions toward leadership competencies.

This study had attempted to identify the key perceived leadership competencies for the Phuket hotel first line managers from the hotel employee's perspective. The study had also investigated the impact of demographic characteristic on the employee perceptions toward leadership competencies. The results of this study confirm previous research, especially Mariampolski (1980), Buergermeister (1983), Tas (1988), Hsu and Gregory (1995), Siu (1998), Jennings, Scalzi, Keane and Rodger III (2007).

This result supported the argument from Siu (1998) that communication was perceived as extremely important in the hotel industry, follow closely by the concern of customers, leadership competency, planning, team building, team membership, result orientation, efficiency, personal drive,

decision making and commercial concern respectively. Moreover, these top three competencies coincided with Buam (1991) who referred to those as "soft competencies", since these attributes are related more to human relations than to hard managerial skills. Additionally, Tas (1988) affirmed that the important management competencies required by graduate trainees from American hotel managers perceptions were: (1) human-relations skills, (2) professional ethical standards, (3) diplomacy, and (4) effective oral and written communication skills. He also suggested full lists of competencies by classifying them into three categories such as essential, considerable important, and moderate important competencies. There were six essential competencies for hotel manager trainees that centered primarily on human-relations skills. These skills were managing guest problems, professional appearance and poise, effective communication, positive customer relations, and positives working relationships. On the other hand, Hogan (1989) conducted a survey with 77 hotel and restaurant companies in the U.S.A. and found that the hotel operators were interested in people skills such as human relations and service. Hsu and Gregory (1995) stated that the competencies needs for an entry level hospitality manager in Taiwan from the industry professional viewpoint and found that human-relations skills such as communication and leadership skills was perceived the most important and should receive extra recognition in the future. Moreover, Jennings, Scalzi, Keane and Rodger III (2007) identified the top 10 competencies. There were personal qualities, interpersonal skills, thinking skills, setting the vision, communicating, initiating change, developing people, health care knowledge (clinical, technical, as a business), management skills (e.g. planning, organizing) and business skills (e.g. finance, marketing). In addition, Buergermeister (1983) and Mariampolski (1980) found that technical and human skills are far more important than conceptual skills for the manager beginning their managerial career. These authors suggested that

restaurant management curricula should help students develop technical and human skills. In contract, this study found that competencies in "Problem solving and self-development" was considered to be the top competency necessary for success as a Phuket hotel manager by the hotel employees, followed by "Coaching skill", "Planning and Implementation", "Team building skill", "Communication skill", "Empowerment", "Counseling skill", and "Adaptive skill". The study also found that, in terms of star rating, the "Five-star" hotels perceived competency in leadership more important than "Three stars or less" hotels. When considering the number of employees, the hotel which employed "Less than 100 employees" perceived "Empowerment" competency less important than the hotels that employed "300 or more employees". In terms of the management competencies found in Gillbert and Guerrier (1997) study, the managers of the late 1990s had competencies in common with both the 1970s and the 1990s hotel managers. Additionally, the management styles and competencies are described by hospitality managers as having changed over the past 20 years as mentioned on table 1.9. Managers are described as being more consultative. On the other hand, Deery and Jago (2001) indicated the first ten competencies to compare with Gillbert and Guerrier's findings. However, there were some missing competencies for the late 1990s manager: good communication skills and good people management skills. It was consistent with this study. "Communication skill" was rated less important competencies among eight leadership competencies.

4.3 Recommendations

The growth of the hospitality industry in Phuket had been rapid. Moreover, it has created a high demand for competent managers and poses a challenge to hospitality educators. Efforts need to be made to enhance hospitality

educators' perspective of the industry's needs and to design effective courses in the field of hospitality management accordingly. To have a significant on-going evaluation of hospitality curricula, there should be a substantial input form the hospitality industry on a regular basis. In addition to classroom lectures, the hospitality management programs should also include field experience that enables the student to develop the leadership competencies identified in this study. Problem solving and self-development should be extra recognition in the future. As previously mentioned, the Communication skill, Empowerment, Counseling skill, and Adaptive skill competencies were four elements that Phuket hotel managers have to improve. It is possible that greatly diversity in management experience would assist in breaking down these missing competencies. Even though the Phuket hotel managers have effort to change these missing skills in time, it will encourage the Phuket hotel managers be successful.

One of the key findings from this study is the increased desire from staff for hotel managers to provide decisive management. It is also important that staff have access to the decision-making processes through some level of empowerment. The executive of the hotel should continue to train its managers to improve their leadership competencies skills essential for success in all levels of managers identified by this study, but at the same time train staff to engage in the decision-making processes and gain some level of empowerment. Based on the top three competencies need for the Phuket hotel managers as ranked by the hotel employees, it is possible to develop the training and development programs for all levels of managers that emphasize on these essential leadership competencies. Since most of the hotels and resorts in this study were medium and large size hotels and all of 7 leadership competencies factors such as "Empowerment", "Planning and Implementation", "Team building skill", "Communication skill", "Problem solving and self-

development", "Coaching skill", and "Counseling skill" had impact on the employees perceptions. However, hotel operators should expand supervisor training by focusing on these leadership competencies factors in order to have sufficient qualifications. Moreover, hotel operators may obtain these leadership competencies in the recruiting new staff conditions and at the same time hotel operators should also provide training these leadership competencies to the old staff. Hotel operators must give clear guidance, emphasizing the importance of improving these leadership competencies. Good training programs will encourage employee to have better understanding in their knowledge and skills. Also, it can help employee to get more opportunities in their career development.

As Phuket is a world famous resort destination and most of the hotels in Phuket were resorts. The hotel industry has to face up to high competition. Also, service quality is a crucial to customer satisfaction and business success. Therefore, high competition in hotel industry means that hotel operators need to work hard to provide the good quality of services, products and compete with competitive tactic of high service quality and facilities and know how to be different from their competitors. Moreover, resort operators should pay more attention and invest more in developing and training the employees in terms of leadership competency because it affects to their service quality and their guest satisfaction. In general, the natures of guest's use of services between resort and city hotels are so different. Most of guests in resorts are tourists who come for the purpose of leisure but, mostly the guests in city hotels come for the purpose of business meeting or group tours. Moreover, the used of service for city hotel guests are less than the used of resort guests. Therefore, resort operators should take responsibilities in providing efficiently service quality in order to satisfy the guests.

Company employees are the most important resource in any organization; satisfied employees are more likely to

provide quality service than unsatisfied employees. Therefore, manager should empower employee. However, before that action manager have to ensure that their employees have adequate abilities and competencies for this empowerment.

For the result of this study, employees who worked for front of house department perceived "Empowerment", "Planning and Implementation", "Problem solving and self-development", "Coaching skill", and "Counseling skill" leadership competencies factors less important than employees who worked for back of house department. Therefore, the training programs in hotel operators should emphasize these skills more.

Most of the training and development programs at the present focus more on the job skill of the employees in order to maximize the guest satisfaction only but, hotel operators should also emphasis on developing their career development programs in order to open the opportunities for the employees to get growth and to be the good future managers and ensure that the organizations have the competent employees. Moreover, hotel operators should adapt the training programs for their employees from the result of this study in term of leadership competencies. However, empowerment is one of the skills for managers nowadays, managers should empower their employees by getting them to take more responsibilities and this can also maximize employee's satisfaction.

In addition, all hotel employees should be required to participate and share their opinions by themselves in such developmental training in order to develop the efficiency training program. In addition, managers should delegate to employees in order to ensure employee satisfaction and then they can provide better service quality to the customers. Moreover, employees should use in this criteria for developing efficiently on their career development in the operational system and it will help to reduce the employee turnover rate. However, senior managers should monitor the work performance of first

line managers every six months. Then, they can use this result for planning for the training program, recruiting process, monitor the work performance, human resource development and maximize the efficiently and reputation of organization. From the result in this study, the most appropriate leadership style for the hotel industry nowadays tend to be a transformational leadership and hotel operators should assess the hotel employees based on their competency.

In conclusion, hotel management must recognize the importance of providing appropriate and adequate training and development opportunities that will assist first line managers to improve their job performance. It is anticipated that such opportunities would in turn enhance the retention of quality managers who support the executive management in materializing company objectives. The provision of continuous should be accepted as standard managerial practice in the hotel industry.

4.4 Limitations and Suggestions for Further Study

There were some limitations in this study: (1) the hotel employees who participated in this study might rate the important level of those 65 leadership competencies based on his/her experience instead of predicted future phenomenon. (2) Only 80 out of 314 hotels participated in this study. Data was collected from 80 hotels and it is represented only 25.48% of population. The way the human resource officers distributed questionnaires to their employees it might be bias. Moreover, the completed questionnaires may not be reflecting the fact and may not be confidence on the way of returning back to their human resource officers because the respondents did not returned the questionnaires directly to the researcher. (3) Due to the convenience sampling method, the results of this study are only a reflection of those respondents who participated in this survey. The representativeness and generalize ability of the findings are limited to the target population.

This study identified the leadership competencies necessary for success as the first line managers in Phuket hotels from the hotel employees' view point. Once identified, the acquisition and use of those competencies must be examined to ensure maximum effectiveness. Accordingly, future research could investigate the leadership competencies necessary for success as a middle manager and top manager in Phuket. It is also interesting to investigate the difference of leadership competencies required for success among first line managers, middle managers, and top managers in the Phuket hotels. And because of this study was investigate leadership competencies for all hotels but it is interesting to investigate the essential competencies required by full service hotels in Phuket because upscale hotels may be require leadership competencies for success more or less than 3 or less star hotels. Moreover, it is interesting to identify the leadership competencies needs for five-star hotels in Phuket. It would be interesting to replicate this study every few years to assess whether changes in perception occur over time.

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APPENDICES

APPENDIX A
A cover Letter

เรื่อง   ขอความอนุเคราะห์ให้นักศึกษาเก็บข้อมูลเพื่อประกอบการทำวิทยานิพนธ์

เรียน   ผู้จัดการฝ่ายบุคคลโรงแรม

สิ่งที่แนบมาด้วย แบบสอบถามจำนวน 10 ชุด

        ด้วยนางสาวอุไรพรรณ   ส่อเจริญ รหัสประจำตัวนักศึกษา 503010015 นักศึกษาในหลักสูตร บริหารธุรกิจมหาบัณฑิต สาขาการจัดการการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ) คณะการบริการและการท่องเที่ยว มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตภูเก็ต ได้ลงทะเบียนรายวิชา 816-531 วิทยานิพนธ์ และได้เสนอหัวข้อวิทยานิพนธ์เรื่อง "การประเมินความคิดเห็นของพนักงานโรงแรมต่อสมรรถนะความเป็นผู้นำในจังหวัดภูเก็ต (Hotel Employee Perceptions towards First Line Managers' Leadership Competencies in Phuket)" และนักศึกษารายดังกล่าวมีความประสงค์จะเก็บข้อมูลเพื่อประกอบการทำวิทยานิพนธ์

        ในการนี้ หลักสูตรฯ จึงขอความอนุเคราะห์มายังหน่วยงานท่านเพื่อให้นักศึกษาเข้าไปเก็บข้อมูลดังกล่าว เพื่อนำมาใช้ประโยชน์ในทางการศึกษาต่อไป และหวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์ จากท่าน

        จึงเรียนมาเพื่อโปรดให้ความอนุเคราะห์ดังกล่าวด้วย จะขอบคุณยิ่ง

ขอแสดงความนับถือ

(รองศาสตราจารย์มนัส   ชัยสวัสดิ์)
ผู้อำนวยการหลักสูตรบริหารธุรกิจมหาบัณฑิต
สาขาการจัดการการบริการและการท่องเที่ยว (หลักสูตรนานาชาติ)

APPENDIX B
Questionnaire (Thai Version)

เลขที่ _____

<u>แบบสอบถาม</u>
การประเมินความคิดเห็นของพนักงานโรงแรมต่อสมรรถนะความเป็นผู้นำในจังหวัดภูเก็ต

งานวิจัยครั้งนี้ มีวัตถุประสงค์ เพื่อศึกษาสมรรถนะความเป็นผู้นำที่สำคัญสำหรับผู้จัดการโรงแรมในจังหวัดภูเก็ตจากมุมมองของพนักงานโรงแรมในฐานะผู้ใต้บังคับบัญชา และวิเคราะห์ผลกระทบของปัจจัยต่าง ๆที่มีผลต่อความคิดเห็นของพนักงานโรงแรมในภูเก็ต ข้อมูลที่ได้จากการวิจัยครั้งนี้จะนำมาใช้ประโยชน์เพื่อเสนอแนวทางในการเสริมสร้างและพัฒนาสมรรถนะผู้นำที่เหมาะสมให้แก่ผู้จัดการทุกระดับของโรงแรม และการศึกษาครั้งนี้ เป็นส่วนหนึ่งของการเรียนในระดับปริญญาโท สาขาการจัดการการบริการและการท่องเที่ยว มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตภูเก็ต ดังนั้นข้อมูลของท่านจะนำไปใช้เพื่อการศึกษาเท่านั้น ดิฉันจึงใคร่ขอความร่วมมือในการตอบแบบสอบถามชุดนี้ และขอรับรองว่าข้อมูลของท่านจะถูกเก็บเป็นความลับ และไม่อนุญาตให้ใครนำข้อมูลที่ได้ไปใช้เพื่อวัตถุประสงค์อื่นอีก

ขอขอบคุณที่ให้ความร่วมมือ

อุไรพรรณ ส่อเจริญ
นักศึกษาปริญญาโท
คณะการบริการและการท่องเที่ยว
มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตภูเก็ต

_____

_____

<u>ขอให้ท่านทำเครื่องหมาย (/) หน้าข้อที่ท่านเลือก</u>

<u>ส่วนที่ 1: ข้อมูลส่วนตัวของผู้กรอกข้อมูล</u>

1. เพศ:

  ☐ ชาย   ☐ หญิง

2. อายุ:

  ☐ น้อยกว่า 25 ปี   ☐ 25-34 ปี   ☐ 35-44 ปี

  ☐ 45-54 ปี   ☐ 55-64 ปี   ☐ 65 ปีขึ้นไป

3. การศึกษา:

  ☐ ระดับประถมศึกษา   ☐ ระดับมัธยมศึกษาหรือประกาศนียบัตร

  ☐ ระดับปริญญาตรี   ☐ ระดับปริญญาโทหรือสูงกว่า

4. ประสบการณ์การทำงานในอุตสาหกรรม:

  ☐ น้อยกว่า 5 ปี   ☐ 6-10 ปี   ☐ 11-15 ปี

  ☐ 16-20 ปี   ☐ มากกว่า 20 ปี

5. ประสบการณ์การทำงานในโรงแรมนี้

  ☐ น้อยกว่า 2 ปี   ☐ 2-4 ปี   ☐ 5-7 ปี

  ☐ 8-10 ปี   ☐ มากกว่า 10 ปี

6. ตำแหน่ง: _____.

7. แผนก: _____.

<u>ส่วนที่ 2: ข้อมูลเกี่ยวกับองค์กร</u>

1. ขนาดของโรงแรม:

  ☐ น้อยกว่า 50 ห้อง   ☐ 50-99 ห้อง   ☐ 100-199 ห้อง

  ☐ 200-299 ห้อง   ☐ 300-399 ห้อง   ☐ 400-499 ห้อง

  ☐ 500 ห้องหรือมากกว่า

2. โรงแรมท่านเป็นโรงแรม:

  ☐ ห้าดาว   ☐ สี่ดาว   ☐ สามดาว

  ☐ น้อยกว่าสามดาว   ☐ ไม่มีการจัดอันดับ

3. จำนวนพนักงานของโรงแรม:

  ☐ น้อยกว่า 50 คน   ☐ 50-99 คน   ☐ 100-199 คน

  ☐ 200-299 คน   ☐ 300-399 คน   ☐ 400-499 คน

  ☐ 500 คนขึ้นไป

4. โรงแรมของท่านเป็น:

☐ โรงแรมที่บริหารโดยอิสระ   ☐ โรงแรมในเครือของคนไทย

☐ โรงแรมในเครือของต่างประเทศ

5. ประเภทของโรงแรมท่าน:

☐ โรงแรมรีสอร์ท   ☐ โรงแรมในเมือง

<u>ส่วนที่ 3: สมรรถนะความเป็นผู้นำ</u>

ในฐานะที่คุณเป็นพนักงานโรงแรม คุณเห็นด้วยหรือไม่ที่หัวหน้างานของท่านควรมีคุณสมบัติหรือลักษณะของผู้นำต่อไปนี้ โปรดประเมินโดยใช้เกณฑ์ดังต่อไปนี้ (1 = ไม่เห็นด้วยอย่างยิ่ง, 2 = ไม่เห็นด้วย, 3= ไม่มีความเห็น, 4 = เห็นด้วย และ 5 = เห็นด้วยอย่างยิ่ง)

สมรรถนะความเป็นผู้นำ	1	2	3	4	5
1. คาดการณ์ถึงอุปสรรคที่จะเกิดขึ้นในอนาคตและพัฒนาแผนต่าง ๆ เพื่อรองรับ					
2. ปรับตัวให้เหมาะกับสภาพแวดล้อมที่เปลี่ยนแปลง					
3. จัดการเวลาให้เกิดประโยชน์					
4. บูรณาการแผนการทำงานระหว่างแผนกหรือกลุ่มงาน					
5. พิจารณาปัจจัยต่าง ๆ (ทั้งภายนอก,ปัจจัยภายในและแนวโน้มในอนาคต) เมื่อต้องแก้ปัญหาหรือตัดสินใจ					
6. รวบรวมและประสานแนวคิดที่แตกต่างอย่างสร้างสรรค์					
7. ประยุกต์ใช้ความรู้ข้ามสายงานเพื่อนำมาใช้ทำความเข้าใจและแก้ปัญหาต่าง ๆ					
8. พัฒนาแผนการดำเนินงานเพื่อตอบสนองความต้องการของลูกค้า					
9. พิจารณาจุดดี-จุดด้อยของข้อเสนอที่มีเพื่อแก้ปัญหาต่าง ๆ					
10. พัฒนาระบบและกระบวนการใหม่ ๆเพื่อเพิ่มประสิทธิภาพในการทำงาน					
11. จัดการกับความต้องการที่หลากหลายและจัดลำดับ ความสำคัญ					
12. รู้ลักษณะของปัญหาและกำหนดขอบเขตของปัญหา					
13. พิจารณาความต้องการของลูกค้าเมื่อตัดสินใจในเรื่องต่าง ๆ					
14. ตัดสินใจได้อย่างเหมาะสมภายใต้ความกดดันด้านเวลาและทรัพยากรที่จำกัด					
15. แสวงหาข้อมูลสะท้อนกลับ (feedback) จากผู้อื่น					

	1	2	3	4	5
16. สรุปและทำความเข้าใจอย่างชัดเจนกับสิ่งที่ผู้อื่นพูดเพื่อให้ แน่ใจว่าเข้าใจถูกต้อง					
17. รับฟังผู้อื่นโดยไม่ขัดจังหวะ					
18. ตั้งใจฟังข้อมูลที่ผู้อื่นส่งให้อย่างระมัดระวัง					
19. เขียนได้อย่างมีประสิทธิภาพ					
20. รับฟังลูกค้าโดยตรงอย่างกระตือรือร้นและทำเป็นนิจสิน					
21. พูดชัดเจนในสถานการณ์ต่าง ๆ					
22. แสดงความไม่เห็นด้วยด้วยความรู้สึกเข้าใจและเห็นใจ					
สมรรถนะความเป็นผู้นำ	**1**	**2**	**3**	**4**	**5**
23. นำเสนอความคิดด้วยท่าทางที่เชื่อมั่นและน่าเชื่อถือ					
24. อธิบายความคาดหวังเกี่ยวกับงาน บทบาทและความรับผิดชอบให้แก่พนักงาน					
25. มอบหมายงานที่ท้าทายให้ผู้ใต้บังคับบัญชาเพื่อส่งเสริมการพัฒนา					
26. สนับสนุนพนักงานให้ใช้ความคิดริเริ่มเพื่อแก้ปัญหาแต่เนิ่น ๆ					
27. เปิดโอกาสให้ผู้ใต้บังคับบัญชาได้เป็นผู้นำในสถานการณ์ที่เหมาะสม					
28. สร้างแรงบันดาลใจและให้กำลังใจแก่ผู้ใต้บังคับบัญชา					
29. เตรียมความพร้อมให้ผู้ใต้บังคับบัญชาเข้าใจการเปลี่ยนแปลง					
30. กำหนดและวางมาตรฐานคุณภาพสำหรับพนักงาน					
31. มอบหมายอำนาจหน้าที่ที่จำเป็นให้แก่พนักงานเพื่อให้ทำงานได้บรรลุวัตถุประสงค์					
32. ให้พนักงานได้มีส่วนร่วมในการตัดสินใจที่มีผลกระทบต่อพวกเขา					
33. แจ้งลำดับความสำคัญของงานให้แก่พนักงาน					
34. ให้พนักงานรับรู้ข้อมูลข่าวสารที่เป็นปัจจุบัน					
35. ทำให้พนักงานสนใจและเข้าร่วมในกระบวนการเปลี่ยนแปลง					
36. ทำงานอย่างมีหลักการภายใต้ความเครียดและความกดดัน					
37. เลือกรูปแบบผู้นำที่เหมาะสมที่สุดกับสถานการณ์					
38. มองปัญหาให้เป็นโอกาส และความผิดพลาดให้เป็นความก้าวหน้า					
39. ป้องกันข้อมูลที่เป็นความลับ					
40. สร้างเครือข่ายกับผู้คนทั้งภายในและภายนอกโรงแรม					
41. ใช้เวลากับปัญหาที่สำคัญ ไม่ใช่เพียงแค่ปัญหาเร่งด่วน					

	1	2	3	4	5
42. จัดการอย่างมีหลักการกับความล้มเหลวและความผิดพลาดของ ตนเอง					
43. เผชิญหน้ากับปัญหาแต่เนิ่น ๆ ก่อนที่ปัญหาจะทวีความรุนแรงจนไม่ สามารถจัดการได้					
44. มุ่งเน้นการเรียนรู้อย่างต่อเนื่องและการพัฒนาตนเอง					
45. ส่งเสริมการคิดริเริ่มสร้างสรรค์ที่มีคุณภาพ					
46. ทำงานโดยเน้นการแก้ปัญหาให้ทุกฝ่ายพอใจเมื่อมีโอกาส					
47. พยายามลดความขัดแย้งระหว่างบุคคลหรือต่อหัวข้อต่าง ๆ					
48. ให้พนักงานสามารถเข้าถึงข้อมูลได้					
49. ปฏิบัติต่อพนักงานอย่างให้เกียรติ					
50. อบรมพนักงานเพื่อการพัฒนาทักษะ					
สมรรถนะความเป็นผู้นำ	**1**	**2**	**3**	**4**	**5**
51. ทำงานอย่างเข้าใจเหตุผลที่พนักงานต่อต้านการเปลี่ยนแปลงแทนที่ จะ บังคับให้พนักงานยอมรับการเปลี่ยนแปลง					
52. แสดงความมั่นใจต่อศักยภาพในการทำงานของพนักงาน					
53. เข้าใจและนำความแตกต่างของพนักงานแต่ละคนมาใช้เพื่อเพิ่ม ประสิทธิภาพในการทำงาน					
54. ให้ข้อมูลย้อนกลับ (feedback) อย่างมีหลักการ ตามเวลาและ ชัดเจน					
55. จัดทำรูปแบบ (Model) การเปลี่ยนแปลงตามความคาดหวังของ พนักงาน					
56. ส่งเสริมให้พนักงานแสดงความคิดเห็น แม้จะเป็นความคิดเห็นที่ ขัดแย้ง					
57. ปรับเปลี่ยนลักษณะผู้นำให้เหมาะสมกับบุคลิกของพนักงาน					
58. ทำงานในฐานะสมาชิกของทีม					
59. สนับสนุนความคิดใหม่ ๆ และความคิดริเริ่มสร้างสรรค์					
60. นำวิธีการทำงานเป็นทีมมาใช้ในการแก้ปัญหาเมื่อเหมาะสม					
61. ส่งเสริมการให้ความเคารพและชื่นชมความหลากหลายและความ แตกต่างของบุคคล					
62. ปฏิบัติกับทุกคนอย่างเสมอภาค					

63. ส่งเสริมการทำงานเป็นทีม พยายามลบล้างความคิด "เรากับเขา"					
64. ติดตามความก้าวหน้าของพนักงานและพยายามชี้นำทางอ้อมเมื่อ จำเป็น					
65. พิจารณาหลักจรรยาบรรณก่อนปฏิบัติเสมอ					

ส่วนที่ 4: พฤติกรรมองค์กร

ดิฉันสนใจศึกษาวิธีการจัดการ การให้คุณค่าและธรรมเนียมปฏิบัติของโรงแรมที่ท่านทำงานใน
ฐานะที่ท่านเป็นพนักงานของโรงแรม โปรดตอบแบบสอบถามโดยเติมในช่องว่างและวงกลม
ตัวเลขที่ใกล้เคียงกับคำตอบของท่านมากที่สุด

1. จำนวนพนักงานในแผนกของท่าน ? _____

2. หัวหน้าท่านส่งเสริมกลุ่ม แม้ในบางครั้งต้องแลกด้วยการเสียสละประโยชน์ส่วนตน

     ไม่เห็นด้วยอย่างยิ่ง   ไม่มีความเห็น   เห็นด้วยอย่างยิ่ง

          1   2   3   4
5

3. ในแผนกที่ท่านทำงาน ผู้คนส่วนใหญ่**:**

     ไม่สนใจใคร   เป็นห่วงเป็นใย
                                          เพื่อนร่วมงานมาก

          1   2   3   4
5

4. ความคาดหวังของหัวหน้าท่านที่มีต่อผู้ใต้บังคับบัญชา

     เชื่อฟังหัวหน้า   ซักถามหัวหน้าได้
     อย่างเคร่งครัด   เมื่อความเห็นไม่
                                             ตรงกัน

          1   2   3   4
5

5. พนักงานที่นี่ได้รับการส่งเสริมให้พยายามฟันฝ่าเพื่อปรับปรุงการทำงานให้ดีขึ้นอย่าง
ต่อเนื่อง

     ไม่เห็นด้วยอย่างยิ่ง   ไม่มีความเห็น   เห็นด้วยอย่างยิ่ง

          1   2   3   4
5

6. แผนกของท่านมีการให้ข้อมูลเกี่ยวกับกฎเกณฑ์ และวิธีการทำงานอย่างละเอียด ทำให้
พนักงานทราบว่าองค์กรมีความคาดหวังอะไรต่อการทำงานของตน

ไม่เห็นด้วยอย่างยิ่ง   ไม่มีความเห็น   เห็นด้วยอย่างยิ่ง

1   2   3   4

5

7. พนักงานในแผนกของท่าน โดยส่วนใหญ่มีความภักดีต่อโรงแรม

ไม่เห็นด้วยอย่างยิ่ง   ไม่มีความเห็น   เห็นด้วยอย่างยิ่ง

1   2   3   4

5

8. ผู้จัดการ/หัวหน้าแผนกของท่าน:

ห่างเหิน   ให้ความสนิทสนม
กับผู้ใต้บังคับบัญชา   กับผู้ใต้บังคับบัญชา

1   2   3   4

5

9. หากเพื่อนร่วมงานของท่านมีความขัดแย้งที่รุนแรงระหว่างกัน ใครคือคนที่เขาสามารถ
ปรึกษาได้

ไม่มีใคร   เฉพาะสมาชิกในกลุ่มเท่านั้น   ใครก็ได้ที่เขาอยากระบาย

1   2   3   4

5

ขอขอบพระคุณที่ท่านสละเวลาและความตั้งใจในการให้ข้อมูลครั้งนี้

APPENDIX C
Questionnaire (English Version)

QUESTIONNAIRE
Hotel Employee Perceptions towards First Line Managers'
Leadership Competencies in Phuket

My thesis topic is "Hotel employee perceptions towards first line managers' leadership competencies in Phuket". The objectives of this study are to identify the key perceived leadership competencies for the Phuket hotel first line managers and to investigate the impact of demographic characteristic on the employee perceptions toward leadership competencies. The results will be useful for enhancing and improving leadership competencies to managers in hotels. This study is the part of my Master degree in Hospitality and Tourism Management Program.

The data collected in this survey will be used for academic purpose only. Please cooperate by answering the questions in the questionnaire. Your opinions will be kept completely confidential and will only be presented in summary form.

Thank you very much for your cooperation.

Miss Uraipan Socharoen
MBA student
Faculty of Hospitality and Tourism
Prince of Songkla University, Phuket campus

_____

Please write down your answer or mark √ in the box which corresponds to your answer.

Part I: Respondent Demographics Information

1. Gender:
☐ Male ☐ Female

2. Age:
☐ Less than 25 ☐ 25-34 ☐ 35-44
☐ 45-54 ☐ 55-64 ☐ 65 or more

3. Education:
☐ School Certificate ☐ Diploma
☐ Undergraduate ☐ Postgraduate

4. Experience in the industry:
☐ Less than 5 years ☐ 6-10 ☐ 11-15
☐ 16-20 ☐ Over 20 years

5. Working experience in this hotel
☐ Less than 2 years ☐ 2-4 ☐ 5-7
☐ 8-10 ☐ Over 10 years

6. Your position is: _____.

7. Your department is: _____.

Part II: Organizational Information

1. Your hotel size:
☐ Less than 50 rooms ☐ 50-99 rooms ☐ 100-199 rooms
☐ 200-299 rooms ☐ 300-399 rooms ☐ 400-499 rooms
☐ 500 or more

2. Your hotel rating:
☐ Five-star ☐ Four-star ☐ Three-star
☐ Two-star ☐ One-star

3. No. of employees in your hotel:
☐ Less than 50 ☐ 50-99 ☐ 100-199
☐ 200-299 ☐ 300-399 ☐ 400-499
☐ 500 or more

4. Your hotel is:

□ Independent hotel without affiliation   □ Chain (brand name) affiliated hotel

5. Your hotel is:

□ Resort hotel   □ City hotel

Part III: Leadership Competencies

Please use the scale below to rate the behaviors or characteristics that describe how important that behavior or characteristic of your immediate supervisor. Using the following criteria (1 = strongly disagree, 2 = disagree, 3= neither agree nor disagree, 4 = agree, and 5 = strongly agree)

Leadership Competencies	1	2	3	4	5
1. Anticipates obstacles and develop plans					
2. Adapts to changing circumstances					
3. Manages time to ensure productivity					
4. Integrates planning efforts across work groups or functional units					
5. Considers a broad range of factors (internal, external, and trends) when resolving problems and making decisions					
6. Brings together different perspectives and approaches and combines them in creative ways					
7. Applies cross-functional knowledge to understand and solve problems					
8. Develops action plans to meet customer needs					
9. Considers alternatives before making decisions					
10. Develops new systems or processes for increased efficiency					
11. Handles multiple demands and competing					

priorities					
12. Identifies and defines problems					
13. Considers customer needs when making decisions					
14. Stays informed about industry practices and new developments					
15. Seeks feedback from others					
16. Summarizes and clarifies what people say to ensure understanding					
17. Listens to people without interrupting					
18. Listens carefully to input and concerns expressed by others					
19. Writes in an effective manner					
20. Actively and frequently listens directly to customers					
21. Speaks clearly and articulately in a variety of situations					
22. Expresses disagreement in a tactful and sensitive manner					
Leadership Competencies	**1**	**2**	**3**	**4**	**5**
23. Presents ideas in a convincing manner					
24. Clarifies expectations to staff members about assignments, roles, and responsibilities					
25. Provides challenging assignments to facilitate development					
26. Encourages employees to use their initiative to remedy problems when they first occur					
27. Allow subordinates to lead under the appropriate circumstances					
28. Inspires and motivates subordinates					
29. Prepares subordinates to understand changes					

30. Defines and sets up quality standards for employees					
31. Gives others the authority necessary to accomplish their objectives					
32. Involves employees in critical decisions that affect them					
33. Defines priorities for the staff					
34. Keeps employees updated with information					
35. Gets employees interested and involved in the change process					
36. Works effectively in ambiguous situations					
37. Select leadership style most appropriate for the situation					
38. Views problems as opportunities and mistakes as progress					
39. Adjusts behavior in response to feedback and experience					
40. Protects confidential information					
41. Builds networks with people inside and outside the hotel					
42. Spends time on the most important issues, not just the most urgent					
43. Understands complex concepts and relationships					
44. Confronts problems early before they become unmanageable					
45. Pursues continual learning and self-development					
46. Works toward win-win solutions with others whenever possible					
47. Steers conflict away from personalities and toward issues					
48. Provides employees access to information					

	1	2	3	4	5
49. Treats employees with respect					
50. Coaches others in skill development					
Leadership Competencies	**1**	**2**	**3**	**4**	**5**
51. Works to understand why employees resist change instead of forcing employees to accept change					
52. Accurately identifies strengths and weaknesses in employees					
53. Expresses confidence in employees' competence to do their jobs					
54. Understands and harnesses individual differences to create a competitive advantage					
55. Gives specific, timely, and constructive feedback					
56. Encourages employees to express their views, even contrary ones					
57. Adjusts leadership approach to fit other individuals					
58. Works as a member of a team					
59. Champions new ideas and initiatives					
60. Employs a team approach to solve problems when appropriate					
61. Promotes respect and appreciation for diversity and individual differences					
62. Treats people fairly					
63. Promotes teamwork among groups; discourages "us versus them" thinking					
64. Monitors progress of employees and redirects efforts when necessary					
65. Considers ethical implication prior to taking action					

Part IV: Organizational Behavior

I am interested in your beliefs about what the norms, values, and practices are in the organization in which you work as an employee. Please respond to the questions by filling in the blank and circling the number that most closely represents your observations about your workplace.

1. How many employees in your unit? _____

2. Managers encourage group loyalty even if individual goals suffer.

   Strongly Disagree   neither agree nor disagree strongly agree

         1   2   3   4

5

3. In your unit, people are generally:

   Not   at   all   concerned very concerned
   about others
about others

         1   2   3   4

5

4. Subordinates are expected to:

   Obey their boss
Question their
   without question
boss when in

disagreement

         1   2   3   4

5

5. Employees are encouraged to strive for continuously improved performance:

   Strongly Disagree   neither agree nor disagree strongly agree

	1	2	3	4

5

6. Job requirements and instruction are spelled out in detail so I know what I am expected to do

Strongly Disagree   neither agree nor disagree   strongly agree

	1	2	3	4

5

7. I feel loyalty to the hotel

Strongly Disagree   neither agree nor disagree   strongly agree

	1	2	3	4

5

8. People in the positions of the power try to:

Increase their social decrease their social distance from less distance from less powerful people powerful people

	1	2	3	4

5

9. When people in this hotel have serious disagreement with each other, whom do they tell about the disagreements?

No one   Only other members   anyone they   of the work group   want to tell

	1	2	3	4

5

Thank you very much for your time and effort

APPENDIX D
List of 314 Hotels in Phuket by Tourism Authority of Thailand (TAT) in 2007

List the Name of Target Group by Location (Talang District)

Number	Hotel Name
1	AIRPORT RESORT
2	AISAWAN
3	ALLAMANDA PHUKET
4	AMANPURI RESORT
5	AMORA BEACH RESORT PHUKET
6	ANCHAN RESORT&SPA
7	ANDAMAN BANGTAO BAY RESORT
8	ANDAMAN SEAVIEW RESORT
9	ANDAMAN WHITE BEACH RESORT
10	ARAHMAS RESORT&SPA PHUKET
11	AT PANTA PHUKET HOTEL
12	AYARA HILLTOPS PHUKET
13	BANGTAO VILLAGE RESORT
14	BANYAN TREE PHUKET
15	BEAUTIFUL SANDS RESORT
16	BEST WESTERN PREMIER BANGTAO BEACH RESORT&SPA
17	BEST WESTERN PREMIER SUPALAI RESORT&SPA
18	BLUE CANYON COUNTRY CLUB
19	BUNDARIKA RESORT SPA AND VILLA
20	CHANDARA RESORT&SPA
21	DUSIT LAGUNA RESORT&SPA
22	GARDEN COTTAGE
23	HYATT REGENCY PHUKET
24	INDIGO PEARL HOTEL PHUKET
25	JW MARRIOT PHUKET RESORT&SPA

Number	Hotel Name
26	KASALONG PHUKET RESORT
27	LAEM SAI GARDEN BEACH RESORT
Number	Hotel Name
28	LAGUNA BEACH RESORT
29	LAGUNA HOLIDAY CLUB PHUKET RESORT
30	LAYAN BEACH RESORT&SPA VILLAGE
31	MANATHAI RESORT
32	MISSIONHILLS PHUKET GOLF RESORT&SPA
33	NAI YANG BEACH RESORT
34	NAITHON BEACH RESORT
35	NAITHONBURI BEACH RESORT PHUKET
36	PEN VILLA
37	PHUKET NATURE HOME RESORT
38	PHUKET PAVILLION
39	SALA PHUKET RESORT&SPA
40	SHERATON GRANDE LAGUNA BEACH RESORT
41	SIX SENSES DESTINATION SPA PHUKET
42	SUNWING RESORT&SPA
43	SURIN BEACH RESORT
44	THE CHEDI PHUKET
45	THE GOLDDIGGER'S RESORT
47	TRISARA
48	TWINPALMS PHUKET

List the Name of Target Group by Location (Kathu District)

Number	Hotel name
49	ABSOLUTE SEA PEARL BEACH RESORT
50	ALOHA VILLA
51	AMARI CORAL BEACH RESORT
52	ANDAMAN BEACH SUITE
53	ANDAMAN HILL HOTEL
54	ANDAMAN ORCHID HOTEL

Number	Hotel name
55	ANDAMAN RESORTEL
56	ANDAMAN VILLA
Number	**Hotel name**
57	ANDATEL PATONG PHUKET
58	APK RESORT
59	AQUAMARINE RESORT&VILLA
60	ARIMARA HOTEL
61	AVANTIKA BOUTIQUE HOTEL
62	AZZURRO VILLAGE
63	BAAN BOA RESORT
64	BAAN LAIMAI BEACH RESORT
65	BAAN NERN SAI RESORT
66	BAAN NERNSAI RESORT
67	BAAN SUKOTHAI HOTEL&SPA
68	BAAN TON SAI GARDEN RESORT
69	BAAN YIN DEE BOUTIQUE RESORT
70	BANTHAI BEACH RESORT&SPA
71	BAUMANBURI HOTEL
72	BEL-AIRE RESORT PHUKET
73	BENJAMIN RESORT
74	BLUE OCEAN RESORT
75	BOUGAIN VILLA
76	BURASARI RESORT
77	C & N HOTEL
78	C & N RESORT&SPA
79	CLUB ANDAMAN BEACH
80	CLUB BAMBOO
81	CLUB ONE SEVEN
82	COCONUT VILLAGE RESORT
83	DEEVANA PATONG RESORT&SPA
84	DUANGJITT RESORT
85	EDEN BUNGALOW RESORT
86	EXPAT HOTEL
87	GREEN VIEW RESORT
Number	**Hotel name**

Number	Hotel name
88	HOLIDAY INN RESORT PHUKET
89	HORIZON PATONG BEACH RESORT&SPA
90	HYTON LEELAVADEE PHUKET
91	HYTON MARINE HOTEL
92	IMPIANA PHUKET CABANA
93	K. HOTEL
94	KAMALA BAY GARDEN RESORT
95	KAMALA BAY TERRACE RESORT
96	KAMALA BEACH ESTATE
97	KAMALA BEACH HOTEL&RESORT
98	LA FLORA RESORT & SPA PATONG
99	LAYALINA HOTEL
100	LE TONG BEACH
101	LEELAWADEE BOUTIQUE HOTEL
102	MERCURE PATONG BEACH HOTEL
103	MERIN BEACH RESORT
104	MILLENNIUM RESORT PATONG PHUKET
105	MONTANA GRAND PHUKET
106	NEPTUNA HOTEL
107	NERNTONG RESORT
108	NIPA VILLA
109	NIRVANA CLUB
110	NIRVANA TANA PATONG
111	NOVOTEL PHUKET RESORT
112	P.S. HOTEL
113	PARADISE RESORT HOTEL
114	PATONG BAY GARDEN RESORT
115	PATONG BAYSHORE HOTEL
116	PATONG BEACH HOTEL
117	PATONG BEACH LODGE PHUKET
118	PATONG CITY HOTEL
Number	**Hotel name**
119	PATONG COTTAGE
120	PATONG GRAND CONDOTEL
121	PATONG GRAND VILLE

Number	Hotel name
122	PATONG GREEN MOUTAIN HOTEL
123	PATONG INN HOTEL
124	PATONG LODGE HOTEL
125	PATONG MERIN HOTEL
126	PATONG PALACE HOTEL
127	PATONG PARAGON HOTEL
128	PATONG PEARL RESORTEL
129	PATONG PREMIER RESORT
130	PATONG RESORT HOTEL
131	PATONG SUN BEACH HOTEL
132	PATONG SWISS HOTEL
133	PATONG VILLA
134	PATONG VILLAGES SUITES
135	PHUKET GOLF RESORT
136	PHUKET GOLF VIEW
137	PHUKET GRACELAND RESORT&SPA
138	PHUKET GRAND TROPICANA
139	PHUKET PALACE
140	POPPA PALACE HOTEL
141	PRINT KAMALA RESORT
142	QUAILTY RESORT PATONG BEACH
143	RAMABURI RESORT
144	REGENT MANSION HOTEL
145	RESIDENCE KALIM BAY
146	ROYAL CROWN HOTEL
147	ROYAL PHAWADEE VILLAGE
148	ROYAL PLAM RESORTEL
149	SAFARI BEACH
Number	**Hotel name**
150	SARATHAI RESORT
151	SEA SUN SAND RESORT
152	SEA VIEW PATONG HOTEL
153	SEAGULL CHINA CITY HOTEL
154	SEAGULL COTTAGE HOTEL
155	SIAM PLAM HOTEL

156	SMILE INN PATONG
157	SUNSET BEACH RESORT
158	SWISS PLAM BEACH
159	THAI KAMALA VILLAGE
160	THAN THIP VILLA
161	THARA PATONG BEACH RESORT
162	THAVORN BEACH VILLAGE&SPA
163	THE BEACH RESORTEL
164	THE BLUE MARINE RESORT&SPA
165	THE CLUB
166	THE DIMOND CLIFF RESORT&SPA
167	THE MINOTEL
168	THE NATURAL RESORT
169	THE ORCHID HOTEL KALIM BAY PHUKET
170	THE PLAM VIEW RESORT
171	THE ROYAL PARADISE HOTEL
172	THIWARATRI RESORT&SPA PHUKET
173	TONY RESORT
174	TRITRANG BEACH RESORT
175	TROPICAL BUNGALOW HOTEL
176	VILLA ATCHARA
177	VISES PATONG HOTEL
178	WHITE SAND RESORTEL
179	ZUM SCHLAWIENER VIENNA BEACH HOTEL

List the Name of Target Group by Location (Muang District)

Number	Hotel name
180	999 HOTEL
181	ACCESS RESORT&SPA
182	ALINA PHUKET NALINA
183	ANDAMAN CANNACIA RESORT&SPA
184	ANDAMAN SEAVIEW HOTEL

Number	Hotel name
185	ATLAS RESORT
186	BAAN KARON RESORT
187	BAAN KARONBURI RESORT
188	BAN KRATING PHUKET RESORT
189	BEST WESTERN OCEAN RESORT
190	BIG A RESORT
191	BOAT LAGOON RESORT
192	BOONDAREE BOUTIQUE RESORT
193	BUNGALOW RAYA RESORT
194	BY THE SEA KHOA-KHARD BEACH PHUKET
195	C.S. RESORT
196	CAPE PANWA HOTEL
197	CC BLOOM
198	CENTARA KARON RESORT
199	CENTARA KARON VILLAGE HOTEL PHUKET
200	CENTARA KATA RESORT
201	CLUB MEDITERRANE
202	CONRAD PHUKET RESORT&SPA
203	CORAL ISLAND RESORT
204	CRUISER ISLAND RESORT
205	CRYSTAL INN HOTEL
206	CRYSTRAL BEACH HOTEL
207	DAENG PLAZA HOTEL
208	DAMRONG HOTEL
209	DIAMOND COTTAGE RESORT&SPA
Number	**Hotel name**
210	DIAMOND HILL
211	FRIENDSHIP BEACH RESORT
212	FULL MOON VILLAGE&RESORT
213	HILTON PHUKET ARCADIA RESORT&SPA
214	HOLIDAY VILLAGE RESORT
215	HOMDUANG BELAIR PANWA

Number	Hotel name
216	HORIZON KARON BEACH RESORT&SPA
217	IMPERIAL HOTEL1
218	IMPERIAL HOTEL2
219	IN ON THE BEACH
220	KARON BEACH RESORT
221	KARON PRINCESS HOTEL
222	KARON SEA SANDS RESORT& SPA
223	KARON SILVER RESORT
224	KARON VIEW RESORT
225	KARON WHALE RESORT PHUKET
226	KARONA RESORT&SPA
227	KATA BEACH RESORT
228	KATA BHURI HOTEL&BEACH RESORT
229	KATA DELIGHT VILLAS
230	KATA GARDEN RESORT
231	KATA LUCKY VILLA
232	KATA PLAM RESORT & SPA
233	KATA POOLSIDE RESORT
234	KATA SEA BREEZE RESORT
235	KATA SUN BEACH
236	KATA THANI PHUKET BEACH RESORT
237	KATA VIEW POINT RESORT
238	KATINA HOTEL
239	KITTIKORN HOTEL
240	KOH MAPHRAO RESORT
Number	**Hotel name**
241	LE MERIDIEN PHUKET BEACH RESORT
242	MAITON ESTATE&RESORT
243	MALISA VILLA SUITES
244	MANORA HOTEL
245	MARINA PHUKET RESORT
246	METROPOLE PHUKET
247	MOM TRI'S BOATHOUSE PHUKET
248	MOM TRI'S VILLA ROYALE THE GOURMET HOTEL

Number	Hotel name
249	MOVENPICK RESORT&SPA KARON BEACH PHUKET
250	MYSTASIA RESORT
251	NAIHARN GARDEN RESORT&SPA
252	NAIHARN GREEN VALLEY RESORT
253	NAIHARN VILLA
254	NOVOTEL PANWA BEACH RESORT
255	ON ON HOTEL
256	ONNICHA HOTEL
257	ORCHIDACEA RESORT
258	P.P. VILLA
259	P.S.A HOTEL
260	PACIFIC CLUB&SPA
261	PEACH HILL HOTEL&RESORT
262	PEARL HOTEL
263	PENGMMIN HOTEL
264	PHUKET GARDEN HOTEL
265	PHUKET GREEN VALLEY RESORT
266	PHUKET I' PAVILION PHUKET
267	PHUKET ISLAND VIEW
268	PHUKET MERLIN HOTEL
269	PHUKET MONTREE RESOTEL
270	PHUKET ORCHID RESORT
271	PHUKET RESOTEL
Number	**Hotel name**
272	RAMADA RESORT
273	RASADA HOTEL
274	RATTANA BEACH HOTEL
275	RAWAI BEACH RESORT
276	RAYA FATHER RESORT
277	ROME PLACE HOTEL
278	ROYAL PHUKET CITY HOTEL
279	ROYAL PHUKET MARINA RESORT
280	SABANA RESORT
281	SAWASDEE VILLAGE

Number	Hotel name
282	SERENE RESORT
283	SIAM HOTEL
284	SIAM PHUKET RESORT
285	SILVER HOTEL
286	SINTHAWEE HOTEL
287	SIRI HOTEL
288	SOUTH SEA KARON RESORT
289	SRI PANWA
290	SUGAR PLAM RESORT
291	SUKSABAI HOTEL
292	SUMMER HOTEL
293	THARA HOTEL
294	THAVORN GRAND PLAZA HOTEL
295	THAVORN HOTEL
296	THAVORN PALM BEACH RESORT
297	THE ASPASIA PHUKET
298	THE BAY HOTEL
299	THE EVASON PHUKET RESORT&SIX SENSES SPA
300	THE FRONT VILLAGE
301	THE LITTLE MERMAID RESORT
302	THE MANGOSTEEN RESORT&SPA
Number	**Hotel name**
303	THE OLD PHUKET
304	THE PHULIN RESORT PHUKET
305	THE RACHA
306	THE ROYAL PHUKET YACHT CLUB
307	THE SAND BOUTIQUE RESORT
308	THE VIJITT RESORT HOTEL PHUKET
309	THE VILLAGE RESORT&SPA
310	THE WATERFRONT PHUKET
311	TROPICAL GARDEN RESORT
312	VERSAILLES HOTEL
314	WORABURI PHUKET RESORT&SPA

APPENDIX E
List of Participated Hotels in Phuket

List the Name of Participated Hotels by Location (Talang District)

Number	Hotel Name
1	AMANPURI RESORT
2	AYARA HILLTOPS PHUKET
3	BANYAN TREE PHUKET
4	BLUE CANYON COUNTRY CLUB
5	BUNDARIKA RESORT SPA AND VILLA
6	DUSIT LAGUNA RESORT&SPA
7	INDIGO PEARL HOTEL PHUKET
8	JW MARRIOT PHUKET RESORT&SPA
9	LAGUNA BEACH RESORT
10	LAGUNA HOLIDAY CLUB PHUKET RESORT
11	SALA PHUKET RESORT&SPA
12	SHERATON GRANDE LAGUNA BEACH RESORT
13	SIX SENSES DESTINATION SPA PHUKET
14	THE CHEDI PHUKET
15	TRISARA
16	TWINPALMS PHUKET

List the Name of Participated Hotels by Location (Kathu District)

Number	Hotel Name
17	ALOHA VILLA
18	AMARI CORAL BEACH RESORT
19	ANDAMAN BEACH SUITE
20	ANDATEL PATONG PHUKET
21	AQUAMARINE RESORT&VILLA

Number	Hotel Name
22	BAAN YIN DEE BOUTIQUE RESORT
23	BAUMANBURI HOTEL
24	BEL-AIRE RESORT PHUKET
Number	Hotel Name
25	BURASARI RESORT
26	C & N HOTEL
27	CLUB ANDAMAN BEACH
28	CLUB BAMBOO
29	COCONUT VILLAGE RESORT
30	DEEVANA PATONG RESORT&SPA
31	DUANGJITT RESORT
32	EXPAT HOTEL
33	HOLIDAY INN RESORT PHUKET
34	HORIZON PATONG BEACH RESORT&SPA
35	LA FLORA RESORT & SPA PATONG
36	MERCURE PATONG BEACH HOTEL
37	MERIN BEACH RESORT
38	MILLENNIUM RESORT PATONG PHUKET
39	NOVOTEL PHUKET RESORT
40	P.S. HOTEL
41	PATONG MERIN HOTEL
42	PATONG PARAGON HOTEL
43	PATONG RESORT HOTEL
44	PHUKET GRACELAND RESORT&SPA
45	POPPA PALACE HOTEL
46	ROYAL PLAM RESORTEL
47	THARA PATONG BEACH RESORT
48	THE BLUE MARINE RESORT&SPA
49	THE DIMOND CLIFF RESORT&SPA
50	THE ROYAL PARADISE HOTEL
51	TROPICAL BUNGALOW HOTEL

List the Name of Participated Hotels by Location (Muang District)

Number	Hotel Name
52	BOAT LAGOON RESORT
53	C.S. RESORT
54	CAPE PANWA HOTEL
55	CENTARA KARON RESORT
56	DAENG PLAZA HOTEL
57	HILTON PHUKET ARCADIA RESORT&SPA
58	I' PAVILION PHUKET
59	IMPERIAL HOTEL1
60	KATA BEACH RESORT
61	KATA PLAM RESORT & SPA
62	KATA THANI PHUKET BEACH RESORT
63	LE MERIDIEN PHUKET BEACH RESORT
64	MALISA VILLA SUITES
65	MANORA HOTEL
66	METROPOLE PHUKET
67	PEARL HOTEL
68	PHUKET GARDEN HOTEL
69	PHUKET MERLIN HOTEL
70	PHUKET MONTREE RESOTEL
71	ROME PLACE HOTEL
72	ROYAL PHUKET CITY HOTEL
73	ROYAL PHUKET MARINA RESORT
74	SINTHAWEE HOTEL
75	SIRI HOTEL
76	SRI PANWA
77	SUGAR PLAM RESORT
78	THE EVASON PHUKET RESORT&SIX SENSES SPA
79	THE VIJITT RESORT HOTEL PHUKET
80	TROPICAL GARDEN RESORT

VITAE

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