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A Study to Determine the Development of Organizational Commitment in Restaurant Training Practices

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A STUDY TO DETERMINE
THE DEVELOPMENT OF ORGANIZATIONAL COMMITMENT
IN RESTAURANT TRAINING PRACTICES

COMPARISONS OF
COMMITMENT LEVELS
IN VIRGINIA BEACH WAIT STAFFS
AND RESTAURANT TRAINING EFFECTIVENESS

A RESEARCH PAPER
PRESENTED TO THE GRADUATE FACULTY OF
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IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE IN ADULT EDUCATION

by

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# TABLE OF CONTENTS

Signature Page. . .  
Acknowledgements. . .  
Tables. . .  

## CHAPTER

### I. INTRODUCTION
- A. Statement of the Problem. . .  
- B. Research Goals. . .  
- C. Background and Significance. . .  
- D. Limitations. . .  
- E. Assumptions. . .  
- F. Procedures. . .  
- G. Definitions. . .  
- H. Summary. . .  

### II. REVIEW OF THE LITERATURE
- A. Employees. . .  
- B. Organizational Commitment. . .  
- C. Organizational Objectives. . .  
- D. Training. . .  
- E. Summary. . .  

### III. METHODS AND PROCEDURES
- A. Population. . .  
- B. Methods of Data Collection. . .  
- C. Instrument Design. . .  
- D. Data Analysis. . .  
- E. Summary. . .  

### IV. FINDINGS
- A. Managers. . .  
- B. Waitpersons. . .  
- C. Summary. . .  

### V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
- A. Summary . . .  
- B. Conclusions . . .  
- C. Recommendations. . .  

Bibliography. . .  
Appendices. . .  
- A. Appendix A, Instrument of Data Collection  
  For Managers. . .  
- B. Appendix B, Instrument of Data Collection  
  For Waitpersons  


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LIST OF TABLES

Table One - A Cross Section of Manager and Waitperson Attitudes Organizational Relations

Table Two - A Cross Section of Manager and Waitperson Attitudes Training Effectiveness
CHAPTER I

INTRODUCTION

The mainstay of American business is productivity. The more efficiently productivity is achieved, the more profit that exists for the business. In a world of increasing competition, productivity means more than profit; it means survival.

There are other factors which threaten the stability of industries. Businesses are competing not just for production, but also for personnel. The demographics of American age and population are changing (Hodgkinson, 1983). The Baby Boomers who ten years ago filled positions and from whom business could pick the cream of the crop are nearing retirement. This cohort is the largest in the American population, and there will not be as many young people entering the labor force to replace them (Hodgkinson, 1983).

Personnel of businesses are shaken by changes in the working environment. For example, new technologies are rendering some jobs as obsolete. Poor economies and mergers and acquisitions have resulted in layoffs, job insecurity, and unemployment. Employees no longer find it advisable to plan on working until retirement with one company.

Training is gaining increasing significance in business industries as a means of developing effective and productive personnel. Businesses are also finding that it is a wise investment. An executive who quits is an expensive loss for a company; however, the time and money spent on developing an employee with the potential to reach the executive level is often returned in years of service and org-
Training cannot begin until a series of analyses are undertaken (Saal and Knight, 1987). An organizational analysis examines the goals and objectives of a particular organization. Job task analysis determines the skills and outcomes for a particular job position. A personal analysis describes the desired behaviors of an employee. The latter takes into consideration the environment of an organization, but it is the first two types of analyses which answer the needs for and the objectives of a training program.

McGehee (1979) sees training as having two goals. The first is behavioral; the employee is trained in the proper skills needed to result in the job tasks. The second is perceived as organizational; the employee is trained to understand the objectives and goals of the organization for which he/she works.

One industry which in the past has failed to utilize training is the food service industry. Due to the nature of restaurants and the system in which personnel are organized and paid, this industry has not been one to develop organizational commitment, especially among its hourly paid employees. It has also been hit particularly hard by changes in the economy and labor pool. Competition is fierce; the number of restaurants opening and closing changes daily. In Virginia Beach alone, the 1991 Yellow Pages lists approximately 400 full service restaurants. The turnover rate of restaurant managers and hourly paid employees is one of the highest of business (Fairfield, 1988).
As with other businesses, there are many different positions within a restaurant. Yet it is the food service workers who are directly responsible for executing the organizational goals (i.e. customer satisfaction and production of food). For the purpose of this study, discussion of food service workers will be restricted to the wait staff.

The typical profile of restaurant wait staff is young people still of school age (17-24). Waiting tables is not their primary ambition in life: usually, as school is completed commitment to the restaurant ends once a "better" job can be found. Attitudes toward employment can best be summed up as temporary. Wait staff are paid little by the establishment and earn the bulk of their pay in cash tips. This system serves to shortchange restaurants from valuable personnel. Loyalty is not encouraged. The moment the waitperson feels he/she is treated unfairly, or his/her income is suddenly affected, is the moment he/she leaves one establishment and begins to work at another one. Since the number of jobs is larger than the number of people, the waitperson finds no difficulty in securing a new job.

Training of waitpersons has been primarily directed in behavioral skills. Klingeman (Independent Restaurants, 1985) reports that three methods are typically used. In one, the new employee undergoes no period of training and shoulders full responsibilities immediately. The second has the trainee following one or more experienced waitpersons who have been inadequately trained and are inexperienced in training procedures. In the third method, the trainee is given a
manual to read but no time on the actual job tasks. Slowly, major corporations such as Marriott and Domino Pizza are beginning to recognize that the attainment of proper behavioral skills is inherent to customer satisfaction (McNeil, 1988; Kule, 1982). Faced with a receding economy and labor force, the food service industry is looking toward training as the answer to their prayers (Klingeman, 1985). Even if training programs serve to conquer the competition in terms of sales and production, the food service industry still needs to find a way to combat lack of organizational commitment and try to keep its workers longer.

Since training programs can also effectively convey organizational goals to its employees, the scope of this study was to examine training programs of area restaurants and to compare their effectiveness by analyzing the lengths of employment of waitpersons.

STATEMENT OF THE PROBLEM

The problem of this study was to compare levels of training and organizational commitment of Virginia Beach restaurant wait staff.

RESEARCH GOALS

By completion of this study, the following goals will have been answered.

1. The methods and procedures used by Virginia Beach restaurants in the training of wait staff will be identified.
2. The existence of restaurant objectives in training programs will
be identified.

3. The attitudes of managers toward the effectiveness of training programs will be documented.

4. The organizational commitment of waitpersons in Virginia Beach will be measured.

5. Attitudes of wait staff toward organizational relations and training will be documented.

6. The interface of restaurant training and the development of organizational commitment in waitpersons will be explored.

BACKGROUND AND SIGNIFICANCE

The food service industry is headed for a crisis. The industry continues to grow as more restaurants and hotels are built to compete with already existing ones. The industry thus has a high employment rate; however, the National Restaurant Association reports that by 1995 there will be a shortage of 1.1 million workers (Nation's Restaurant News, p. 7, 1986).

The same report shows that food service employers are also finding that the employees they do have are not staying on the job; waiters and waitresses had an overall thirty-two percent turnover rate. The food service industry is apparently finding it difficult to attract workers and difficult to keep workers.

The relationship between employer (the restaurant) and employee (the wait staff) is negligible. Labor is cheap; often far below the
minimum wage because the wait staff is essentially paid by the customers. Because the majority of their income is not earned from the employers, expenditures in training are viewed as unjustifiable. New employees of a wait staff are trained in operational procedures: what they need to know and how to serve the customer so they will get paid.

The food service industry can try and fill those 1.1 million jobs by attracting a new labor force. To this end, McDonald's Corporation is familiar to many for its advertisements which cater to the elderly and semi-retired.

Suggestions for reducing turnover have also been forthcoming. These affect variables such as money (changing the tip system), environment (improving hours and levels of respect), and employee development (channeling a waitperson into management). Of these suggestions, the latter is the most feasible. The first two call for a revamping of the organizational system of restaurants. Promoting wait staff into management still leaves wait staff positions to be filled, and can indirectly suggest that remaining a waitperson is undesirable. The development of training programs, of which employee development is a part, is the remaining solution to reducing the rate of turnover and increasing the organizational commitment of a restaurant's wait staff.

Organizational commitment has been researched in employees of other industries (Pierce, 1987), but it has not yet been utilized
as a potential solution to personnel-troubled industries. A study of organizational commitment and training of waitpersons will accomplish this.

LIMITATIONS

It is noted that the following considerations impose limitations which may have bearing on this study.

1. The concept of organizational commitment. Since it does not have an absolute definition, its use in this study is defined as belief in the objectives of an organization as proposed in the mission statement.

2. The measurement of commitment. It is not possible to be able to register an exact level of commitment since it is a concept.

3. The fact that other variables besides training may have influenced commitment. These variables were money, family ownership, organizational climate, and occupational attitudes. An attempt to separate them from the training variable was made, but the fact that they existed cannot be ignored.

4. The fact that some people are naturally, as part of their character, going to be more inclined to certain levels of commitment than others.

5. The validity of the findings of this study may have been affected by the participating sample. Honesty of answers, moods of the participants, and the quality of the information solicited are all limitations.
ASSUMPTIONS

The following assumptions are theorized to be true:

1. The length of employment is a measurement of commitment.
2. The training programs of waitpersons involve organizational and behavioral goals.
3. The behavioral skills needed to perform work tasks do not differ much from place to place, and therefore will not differ much from training program to program.
4. It is the conveyance of organizational goals in the training programs which result in organizational commitment.
5. The restaurants which are owned by corporations have more available resources (money, facilities, materials) for training programs and therefore will have better training programs.

PROCEDURES

In order to gain more control over the variables of money and occupational attitude, data was collected from restaurants which were roughly the equivalent in atmosphere, price range, and income potential of the waitperson. For example, a waitperson at Picadilly Cafeteria will not earn as much per table in tips as a waitperson at Ships Cabin. In the interest of comparing training programs, however, restaurants that were individually owned and restaurants that were corporate owned were included.

Since there were two elements to this problem, namely the evaluation of training programs in restaurants and the measurement of org-
izational commitment of the wait staff in restaurants of Virginia Beach, there were two types of data needed to be collected in order to solve this problem.

The first was training in Virginia Beach restaurants. The manner of collecting this information was to survey the managers of restaurants in the type of training programs used and to determine how many incorporated an organizational goal emphasis.

The second type of data collected was the organizational commitment of waitpersons. A survey technique was also used. Questions were asked as to the age of the participant, how long the participant had worked as a waitperson, and the number of the restaurants the participant had worked in over the years. The survey included questions about the manner in which the participant was trained. It was also important to record the reason for termination of employment at any of the mentioned restaurants, and also to record if the participant understood the purpose and goals of the restaurant. General questions about the nature of the job, loyalty and satisfaction were clustered in a group. This was to determine the level of organizational commitment.

The data was treated in a statistical analysis, the results of which are offered in Chapter Four. Organizational commitment was measured by first analyzing antecedents to employment, which were answered by participants in the survey. The antecedents were responsibility of duties and employability elsewhere in the industry. In other words, the researcher looked to see how well the participant understood the number of positions open in the industry and any
differences in pay. A third factor in the measurement of commitment was in the individual's inclination to be committed. This data was collected by questions which asked the respondent if they experienced pride, loyalty, etc., in being employed by a restaurant. The data was reinforced by analysis of length of employment.

DEFINITIONS

The terms used in this study are of a limited and specific scope. They are defined below, and are used consistently according to the definition.

WAITPERSON: Any person, employed by a restaurant, who engages in the service of food and beverage and who earns gratuities.

RESTAURANT: An establishment which serves food and drink at an average price of twenty dollars for dinner. The restaurant employs a staff of waitpersons.

COMMITMENT: A sense by a restaurant employee of loyalty and belief in the business which is qualified by pride, satisfaction, the financial wellbeing of the restaurant, and long employment with no plans to discontinue employment.

SUMMARY AND OVERVIEW

The food service industry suffers one of the highest turnover rates of any business industry. This study compared the different training programs of Virginia Beach restaurants and analyzed the organizational commitment of the wait staffs. It was postulated that
turnover can be reduced if the goals of the organization, in this case the restaurant, are clarified through employee training.

Chapter Two is a review of the current literature on organizational commitment and problems of the restaurant industry. Chapter Three offers an in-depth look at the methods and procedures of the collection of data. In Chapter Four, the details and findings of the research study are revealed. Chapter Five presents a summary of the research study and recommendations for future studies and for the restaurant industry.
THE REVIEW OF THE LITERATURE

The review of the literature considered the problem of organizational commitment of Virginia Beach wait staff as developed through training. The problem could be broken down into four segments: the employees, the organizational commitment, organizational objectives, and training.

Employees, in this case wait staff, possess certain characteristics which could act as variables and affect the validity of the study. Organizational commitment was reviewed from two perspectives: as an employee attitude and as it was developed through organizational practices. Organizational objectives were examined as they affected the employees. Lastly, training was also viewed in the literature with a dual perspective. One was what the role of training is capable of accomplishing, and the second was how the food service industry has used it.

EMPLOYEES

Although wait staff was not often the subject of research studies, other studies existed profiling occupations with similar characteristics. These studies reflected problems also felt in the food service industry and served to validate concerns raised in this study.

It is expected that the surveyed waitpersons will have a narrow age margin. Age, as viewed from theories of cognitive development,
can qualify personnel with worker attitudes and behaviors. For example, it may be assumed that young workers may not view their job as seriously as older workers. The relatively young age of waitpersons, then, could be interpreted as a variable affecting organizational commitment. Hanlon (1986) performed a study examining the relationship between age and turnover in answer to charges that the youth work ethic had declined. Results showed that age as a variable had no bearing on turnover and commitment.

Though wait staff were lacking as study subjects, research concerning salespeople was found to be parallel. Waitpersons are arguably salespeople: they sell food and beverage as well as service. Talking customers into a second bottle of wine or an extra course at dinner earns revenue for the restaurant. The more attentive and efficient the service, the greater the tip: the waitperson's personal revenue.

In relation to the organization, the salesperson's position is on the outskirts of the organization. The salesperson is the one who actively solicits the revenue for a company offering a product. Hence, the salesperson's relationship with the customer is more important than the relationship with the organization.

A study by Johnston, et.al. (1990) showed that levels of organizational commitment are higher under consistent supervision. Since salespeople are not always under the watchful eyes of supervisors, and, more likely, it is their production (sales) to which more attention is paid, salespeople may have a lower level of organizational
commitment than other employees of the same organization.

In relation to this was a study examining the commitment of a salesforce in relation to job turnover (Ingram and Lee, 1990). The researchers found that there were two different types of commitment in salespeople: commitment to the job and commitment to the organization. Turnover could be organizationally or occupationally related. Data analyzed whether a salesperson, when leaving an organization, worked for another organization as a salesperson or left the industry entirely.

Fairfield (1988) supports this in a study of hourly paid employees of the food service industry. Fairfield found that turnover was internal; it was inside the industry, jumping from organization to organization and not from industry to industry.

ORGANIZATIONAL COMMITMENT

A large body of literature exists concerning organizational commitment. Much of it formulates a pattern between job satisfaction and commitment. This was not sufficient for the purpose of this study; however, since it has been postulated that the commitment is to the job and not the organization, it was assumed that job satisfaction already existed and did not have to be measured. A salesperson who remains a salesperson but at different organizations probably finds the job to be satisfying, but not the organization or its climate. Despite this, there were several studies regarding organizational commitment which were of merit to the study at hand.
Reichers (1985) reviewed research in commitment, and suggested that commitment is not so simple in its analysis. Variables of job satisfaction, psychological propensity, etc., are not enough to explain commitment. Reichers proposed a multiple-commitment model which encompasses many variables, each developing their own level of commitment. Reichers mentioned other factors besides constructs, such as organizational goals, the climate and human resource policies. This indirectly lends support to other research cited in this chapter.

Caldwell, et.al. (1990) surveyed forty-five firms and measured the organizational commitment of the respondents. It was found that organizations which foster an image of strength through rigorous selection procedures and develop an organizational value system are more likely to have employees with higher levels of organizational commitment.

The linking of training with organizational commitment was suggested in the literature. The above study (Caldwell, 1990) mentioned the "organizational value system" and discussed aspects of human resources which served to strengthen employee commitment.

A study on employment practices and commitment (Gaertner and Nollen, 1989) revealed that training is more related to organizational commitment than other characteristics of an employee's work, such as satisfaction.

Ogilvie (1986) also found that human resource management, including training practices, had more influence on commitment than other variables of supervision and job types.
ORGANIZATIONAL OBJECTIVES

There is evidence that conveyance of organizational objectives affects an employee's level of commitment to an organization. It appears also that commitment can be developed through the use of the organizational objectives. McGehee and Thayer (1961) claim that the employee is interrelated with the company objectives. If these objectives are not known to the employee, then the employee does not feel involved in the success and development of the organization. Davidson (1982) reports that a mistake on the part of the organization is made when only the employee's role is stressed and not how the employee can contribute to the success of the organization. LaGreca (1987) supports this by stating that confusion arises in the restaurants where there is no mission statement, and that the employees are left wondering what they are working toward. A turnover study (Lampe, 1989) found that employees stay longer when they understand how their job fits in with achieving the organizational objectives.

TRAINING

Training programs and other management practices afford an excellent opportunity to develop commitment and highlight the organization's goals and objectives.

Literature on training was abundant; many publications were on the subject of how to undertake a training program and then evaluate it. Shea (1981) was just one of many authors who wrote that training is useless if the skills are not transferred to the job. It appears that restaurants, though they are beginning to recognize the value of training, are not putting it to its proper uses, especially when con-
cerning the organizational objectives.

The food service industry has embraced training as the solution to its labor crisis, and trade journals are awash with optimistic reports. The Nation's Restaurant News reported that by 1990, forty percent of restaurants will have improved training programs, and an additional thirty-two percent expected to by 1991 (p. 78). Restaurant Hospitality (Parkas, 1988) touts training programs as an employee retention tool.

McFillen, et.al. (1986) submitted an organizational commitment questionnaire to restaurant managers, who cited that inadequate training, supervisory skills, and organizational structure are the major reasons why managers quit. Wehrenberg (1986) described training and organizational development as a "vicious circle." Improvements in training need to be directed toward stronger links to the organizational objectives.

Oftentimes despite the best efforts of organizations, the training programs will fail. Anderson (1989) devised a four point guide to slowing attrition and included only "good training." The report was without detail; it was not mentioned what good training entailed. This discrepancy was noted several times in other trade journals (Liddle, 1990; Penn, 1987; LaGreca, 1986). Shea (1981) and McGehee and Thayer (1961) point out that neglect of the new employee in regards to training will result in a lost opportunity of gaining a productive human resource.

The fact that there is so much wild discussion about training and
so little evidence about training's effect on organizational commitment supports the need for this study. Measuring the organizational commitment of wait staff and evaluating its development through restaurant training programs will provide a basis on which to document training's effectiveness.

**SUMMARY**

The review of the literature showed that an employee's perceptions of the organization are strongly linked to that employee's level of organizational commitment. The employee's understanding of how the employee fits in the overall picture and to what end the employee is working towards can have impact on the development of organizational commitment. Management practices such as training can be used to help the employee understand the goals of the organization and therefore can be used to build organizational commitment. To this end, restaurants may be able to keep members of the wait staff longer if they emphasize the restaurant's goals in the training programs.
 CHAPTER III

METHODS AND PROCEDURES

Data in research studies serves the purpose of adding weight in terms of validity and reliability and of proving the hypothesis. The problem of this particular study considered two types of data from the restaurant industry: the strength of training programs and levels of organizational commitment of members of the wait staffs. This chapter outlines the methods and procedures of the data collection. Descriptions of the population, instrument design, and procedures for data collection and analysis are included. These concerns answer the most basic questions of how, what and why which led to the execution of the study. This ensures the researcher that all steps have been covered in the research process and even helps to meet the objectives of the study.

POPULATION

The who of data collection refers to the population. In the case of this study there were actually two populations. The first was the restaurants themselves. It was wished to be known the strengths and differences of restaurant training programs. As a restaurant is an inanimate organization, the managers were selected as best being able to represent the restaurant for what it truly stands for and to express the philosophies towards training. The
managers were selected only on the basis of the restaurant they worked for. The restaurants were similar in most respects: they were located in the resort area of Virginia Beach, they were all within a certain price range, and all offered full dining services at dinner. It was also thought they afforded similar income earning potential for the wait staff. The only aspect that was dissimilar was ownership. Some of the restaurants were chains (part of a corporation) but most were individually owned.

The second population was the wait staff. This particular population was surveyed because they were part of the same restaurant population as the managers; however, even though the restaurants' characteristics made them a stratified sample, it was intended that they represent a subset of the total waitperson population.

**METHODS OF DATA COLLECTION**

Thirty-five restaurants in the resort area of Virginia Beach met the desired qualifications. All the managers were sent a cover letter and the Restaurant Training Survey. They were informed of the reasons for the study and that the researcher would call at a certain time. Several factors such as restaurant attrition and general reluctance to participate brought the total restaurant population to ten. An appointment was scheduled to survey the wait staff before the start of the dinner shift. At this rate, an average of five waitpeople were surveyed per restaurant, bringing the total number of this population to fifty-eight. A description of the survey instrument follows.
INSTRUMENT DESIGN

General reluctance to participate was attributed to that old adage "time is money." The managers feared participating would seriously disrupt the work schedule and they did not wish to ask waitpersons to report early to work. The problem was combated through the instrument design. It was deliberately constructed with a combination of closed form responses and a five point Likert scale. It took each participant seven minutes or less to complete.

As there are two populations, there are also two instruments of data collection. The data collected from the managers concerned the restaurant training programs. Managers answered questions using either the closed form response or the five point Likert scale (See Appendix A). The survey instrument was written to best express the opinions of restaurants and managers toward training. The questions could be divided into four segments: a description of the training program, the restaurant's commitment to training, the desired effects of training among staff (decreased turnover, increased sales) and training as a device to improve or convey management objectives.

Collection of data about the waitpersons was also done through a survey (See Appendix B). It was similar in format to the manager survey; however, the questions attempted to measure the organizational commitment of the waitpersons. The first few questions were designed to develop an understanding of the population's characteristics. This was done to support research and to make sure that any other variables were removed. The questions were also segmented by different area concentrations. One compared individual's commitment to the industry and to the present restaurant of employment. An-

(21)
other section identified those who are more inclined to feel a sense of commitment. The third section evaluated the waitpersons' opinion of training and organizational relations.

DATA ANALYSIS

Responses to each question were scored according to the numbered point on the Likert scale. Rather than treating the totals of the surveys together, each question was considered separately and a mean obtained from across the board. This applied to both data instruments. Analysis concentrated on the similarity in responses of managers and waitpersons. The results are listed in Chapter Four. Interpolation of the data is found in Chapter Five.

SUMMARY

The methods and procedures for this study involved collecting data from two populations. A questionnaire was designed to solicit beliefs and objectives of training practices from restaurant managers. A second questionnaire obtained a measurement of commitment levels among waitpersons. The data are presented in Chapter Four.
CHAPTER IV

FINDINGS

As discussed elsewhere in the study, researchers have postulated that proper use of training can have an effect on the organizational commitment of workers. The purpose of this study was to examine the training programs in restaurants and levels of organizational commitment of the wait staff. This was not a descriptive case study from restaurant to restaurant, but rather a collective study of manager attitudes treated separately from the collective waitperson opinionnaire. Data from the manager survey are presented first, to be then followed by information collected from the waitperson survey.

MANAGERS

The manager surveys reflected the restaurants' beliefs toward the use of training; its effectiveness and ability in developing not only productive but committed personnel. The data are arranged according to the breakdown of the manager survey: a description of the training program, commitment to wait staff training, its desired effects, and examples of attitudes towards organizational relations. The development of organizational relations can evolve through training as restaurant and management objectives are communicated, and this was sought in the data.

DESCRIPTIONS OF RESTAURANT TRAINING PROGRAMS

All restaurants will not have the same methods and procedures for
training personnel. The first three questions of the manager survey intended to discover the more common procedures and objectives of restaurant training and any distinctions which may account for higher levels of commitment.

Item 1: How much time is spent training a member of the wait staff here?

Sixty-seven percent reported the training of wait staff as lasting between three and five days; the remaining thirty-three percent have a program which lasts a week or longer.

Item 2: The training program at this restaurant includes how many of the following?

It should be noted that this question presented a checklist and some restaurant managers felt more than one response was appropriate. Eighty-three percent of the restaurants use on the job training (following on the floor). Of this type of behavioral skills training, sixty-seven percent have one experienced trainer and fifty percent report having different people to help train. Fifty percent also use role play. Sixty-seven percent include an orientation and restaurant policies are also covered in sixty-seven percent of the training programs. The restaurant history is part of programs in fifty percent of restaurants. Fifty percent give tests to new trainees for learning retention. Thirty-three percent of restaurants use a company manual or other reading and visual materials. Sixteen percent have a classroom style training session.

Item 3: What is the turnover rate at this restaurant?

This question was asked to see if the turnover rate of Virginia Beach restaurants matched the national rate mentioned in Chapter Two, and also to interpret whether or not training affects the turnover rates. The turnover rate in fifty percent of the restaurants was
less than ten percent; sixteen percent of restaurants reported it as being between twenty-five and thirty percent, and thirty-three percent of the restaurants had a turnover rate higher than thirty percent.

RESTAURANT COMMITMENT TO TRAINING

The questions in this section were designed to reflect the philosophies and objectives of training in restaurants. For this section, the data are presented as the mean response.

Item 4: This restaurant is concerned about the quality of training personnel.

The mean response for this question, M = 4.5, fell between Strongly Agree and Agree.

Item 5: This restaurant values training as a means of developing personnel.

Again, the managers were in strong agreement with this statement (M = 4.6).

Item 6: Training is an investment in employees.

Response for this statement also indicated a high level of agreement (M = 4.5).

Item 7: The main role of training at this restaurant is to show wait staff how things get done.

This item looked at the importance of behavioral skills training to managers, who agree that this is the role of training (M = 4.3).

Item 8: Wait staff typically do not require much training.

The mean response for this question was M = 3, basically neutral because managers responded in a broad range of agreement.

Item 9: There is regular In-service training for wait staff at this restaurant.

Ongoing training appears to be a frequent occurrence as most man-
agers agreed with this statement (M = 4.1).

Item 10: There should be more training for the wait staff at this restaurant.

Managers mostly disagreed with this statement, yielding a mean of 2.5.

**DESIRED EFFECTS OF TRAINING**

The desired effects of training can be explained as the fulfillment of restaurant philosophies of the use of training: for example, lower turnover, or a proficient and productive staff.

Item 11: The wait staff here work more for themselves than for the restaurant.

This statement sought to clarify whether managers felt that wait staff are motivated more by money (tips) than by restaurant practices. The mean of 2.6 showed managers disagreed.

Item 12: The wait staff understand that they are an integral part of the whole as regards the success of the restaurant.

The mean for this item was 4.5, a strong indication of agreement.

Item 13: The main emphasis of this restaurant's training program is on worker skills.

The mean of 3.8 swayed the balance of response to agreement.

Item 14: The training of wait staff at this restaurant is adequate.

The mean for Item 14 was also 3.8, showing the managers agreed.

Item 15: The wait staff are committed to this restaurant.

Managers also agreed with this statement, as the mean was 4.

**CONVEYANCE OF ORGANIZATIONAL OBJECTIVES THROUGH TRAINING**

This section of the survey was designed to formulate a picture of what was actually being accomplished in the restaurants in regards to training.
Item 17: The wait staff have read and understand this restaurant's mission statement.

Response to this statement was mixed; the mean turned out to border between neutrality and agreement (M = 3.5).

Item 18: Wait staff study the restaurant's goals and history on their own.
The mean response for this item (M = 3.3) was neutral.

Item 19: Restaurant policies are stressed during orientation.
The mean of 4.1 indicated that managers were in agreement with this statement.

Item 20: Restaurant goals are stressed at every opportunity.
Managers were in positive agreement with this statement (M = 4).

Item 21: The wait staff are responsible for the training of a new member of the staff.
The mean for Item 21 was three, a neutral response.

Item 22: Explanation of policies to new personnel is left up to co-workers.
Managers for the most part were in strong disagreement with this statement. The mean was 1.8.

This concludes the findings for the data collection of managers. The next section of Chapter Four documents the findings of the waitperson surveys.

WAIT PERSONS

As with the manager surveys, the waitperson survey followed a similar structure but looked at data in five areas: a description of the population, the population's inclination to feel commitment, their commitment to the restaurant, their commitment to the industry, and the development of commitment through restaurant training practices.
DESCRIPTORS OF THE POPULATION

The purpose of this section was to establish validity for the study by defining the population. Restaurant selection was double checked by identifying the waitperson's earnings. Descriptions of the population were also used to support any information and assumptions made earlier in the study.

Item 1: Age.

The largest segment of the population (thirty percent) was between 21 and 23 years old. Twenty-six percent were thirty years of age or more. Thirteen percent listed their age as 27-29, and the remaining nine percent were between 17 and 20 years old.

Item 2: Sex.

The majority of waitpersons were male by a slim margin (fifty-seven percent).

Item 3: Earnings per week.

Fifty-two percent recorded their earnings as ranging from $200-$250 per week. Twenty-six percent earned more than that. Three out of the five respondents who earned less than $200 a week were part time employees.

Item 4: Number of years worked as a waitperson.

Thirty percent of respondents had been waiting tables from five to seven years. Twenty-six percent had been waitpersons from three to five years. Seventeen percent worked for 1-3 years as a waitperson, and another seventeen percent were new to the industry (0-11 months). Nine percent's careers had spanned longer than seven years.

Item 5: Number of restaurants worked at spanning your career.

The largest number of respondents (43.4 percent) had worked at five or more restaurants. Seventeen percent had been at three rest-

(28)
aurant. Thirteen percent were at only one restaurant, and thirteen percent had also been at four. Nine percent worked at two restaurants.

Item 6: How long have you been at your present job?

Fifty-two percent had been at their present place of employment less than a year. Thirty-nine percent were working there from 1-3 years. Out of the remaining nine percent, two thirds worked at their present job from 3-5 years, and a third were there longer than five years.

Item 7: Check as many reasons as apply for leaving other jobs.

This item was written as a checklist, and many items were checked off. Thirty-five respondents had quit a job because of lack of money; thirty-five also had listed moving as a reason for leaving. Thirty-four were offered jobs in a different restaurant. Six had made the decision to return to school; five chose personality and scheduling conflicts. Three quit one restaurant to join friends in another, and only three left the restaurant industry for something different.

INCLINATION TO COMMITMENT

This section was designed using the five point Likert scale. It was intended to discover whether or not the population had a natural predisposition towards being committed by measuring levels of pride, loyalty and satisfaction.

Item 8: I get a lot of satisfaction from my work.

The mean response for this statement swung weakly towards agreement (M = 3.6).
Item 9: The only reason I work here is because the money is good.
Respondents were also marginally neutral to this item. The mean was recorded at 3.2.

Item 10: I take a lot of pride in the work I do.
Waitpersons were definitely in positive agreement with this statement. The mean was 4.4.

Item 11: I feel guilty when I give notice.
Waitpersons agreed with this statement to the extent that the mean was 4.1.

COMMITMENT TO THE RESTAURANT
This section looked at how the wait staff viewed employment at their present job.

Item 12: I feel I am responsible for the success of this restaurant.
The mean response was 3.6; a figure of weak agreement.

Item 13: The success of this restaurant depends on my salesmanship.
The waitpeople were more definite in expressing agreement here: the mean was 4.3.

Item 14: The main reason I am pleasant to customers is that I represent the restaurant.
As with Item 12, response to this item was in weak agreement.
The mean was 3.6.

Item 15: I like this job and do not foresee leaving it.
The mean here too was 3.6. The waitpersons mildly suggest they agree with this item.

COMMITMENT TO THE INDUSTRY
Commitment to the restaurant industry differentiates from the
individual restaurant by testing to see if the waitpeople understand the industry job market and their employability.

Item 16: I have no trouble getting a job as a waitperson.

Waitpeople agreed strongly with this statement (M = 4.6).

Item 17: There are a lot of jobs open for waitpeople.

Waitpeople appear to recognize the amount of competition in the industry. They agreed with this item, as the mean was 3.9.

Item 18: I would expect to earn the same amount if I worked in a different restaurant.

Respondents answered across the board in all levels of agreement, but the mean turned out to be completely neutral (M = 3).

Item 19: I do not plan on being a waitperson five years from now.

Most of the waitpersons see themselves as doing something else, as they agreed with this statement for a mean response of four.

DEVELOPMENT OF COMMITMENT THROUGH TRAINING

This segment of the survey looked to see how the restaurant practices of training and management relations had any effect on the wait staff.

Item 20: I have a high regard for company policies.

The waitpersons feel basically neutral concerning company policies. The mean was 3.3.

Item 21: My duties as a waitperson do not differ much from place to place.

Item 21 attempted to distinguish the waitpersons' attitude toward behavioral skills. The mean was 3.5, suggesting they weakly agreed with this statement.

Item 22: Management treats me like an important person.

Response to this item barely surpassed lack of opinion into
agreement. The mean was 3.3.

Item 23: The training program at this restaurant was a crash course in how things got done.

Waitpersons apparently recognize that their restaurant tries to take training more seriously. They disagreed with this statement for a mean of 2.5.

Item 24: Training at this restaurant caused me to improve my skills and helped me be the best I can at my job.

The mean for item 24 was 3.5. The waitpeople are in agreement, but not to a significant level.

Item 25: Training tells me why my job is important at this restaurant.

The mean for this item was 3.6. Again, the waitpeople agree with this statement but it is still a weak level of agreement.

Item 26: I understand the restaurant I work for has specific goals and objectives (community image, clientele, etc.).

The mean was 4.3, showing the wait staff of restaurants have a full comprehension of what the restaurant is about.

SUMMARY

This concludes the presentation of data as collected from both managers and waitpersons. The interpolation of the data as it is relevant to the study and restaurant industry is found in Chapter Five.
SUMMARY

Chapter One provided the background and significance and reasons for this study. Changes in economy and demographics have had profound effects in the restaurant industry. Restaurants are facing fierce competition not just for consumers and restaurant frequenters, but also in valuable personnel who are committed to a particular restaurant organization.

Training has developed into a possible solution for the restaurant industry's ailment. Training is recognized as a means of increasing production and personnel efficiency; however, it is now being attempted to use training as a tool which will decrease the competition for personnel. This may be especially useful for waitpersons, who are in shrinking numbers as a population and who typically make up the restaurant labor force. Training programs are developed which stress the individual's role in the success of the organization and which also emphasize goals and loyalty in an attempt to build commitment.

The problem of this study looks at current training practices in restaurants to see if the development of organizational commitment is contained within. The effect of training is then evaluated in the levels of organizational commitment in the wait staff. Waitpersons are known for their voluntary turnover within the industry.

The review of the literature in Chapter Two brought to light issues which are of concern to the restaurant industry. The role of waitpeople in relation to the organization was found to be less im-

(33)
important than the relationship with the customers. This is professed on both levels: by the managers, because this relationship brings them profit, and by waitpeople, as that is where their own income is generated. Research also supported the fact that waitpeople have a high rate of voluntary turnover within the industry.

The development of organizational commitment was also shown in the research to be significantly affected by employee's participation in the achievement of organizational objectives. Communication of the objectives through training programs also fosters an atmosphere of commitment.

Chapter Three explained the methods and procedures of the study. Two instruments of data collection were designed. One assessed management attitudes toward training and its effect on the wait staff. The second assessed attitudes of wait staff towards their careers, the industry, and training as a potential developer of commitment towards a single restaurant. Letters sent to thirty-five restaurants in the resort area of Virginia Beach led to participation of ten restaurant managers and subsequently fifty-eight waitpeople.

A narrative of data analysis was presented in Chapter Four. The data was broken into either percentiles of response frequency or by tabulating the mean from questions answered according to the five point Likert scale (5 = Strongly Agree to 1 = Strongly Disagree).

The next section of Chapter Five offers conclusions drawn from the data as well as recommendations and suggestions for future research.
CONCLUSIONS

This section was organized according to the research goals presented in Chapter One. While conclusions must be drawn from the data, it is still possible to simultaneously answer the goals posed before the study began.

Interpolation of the data will begin as the analysis began: with separate consideration for managers and wait staff. The first goal fell in this area and asked the question, what are the methods and procedures of restaurant training programs?

IDENTIFICATION OF TRAINING METHODS AND PROCEDURES

The methods and procedures of restaurant training programs for the wait staff are not the same for every restaurant. However, it does not appear that the local restaurants, especially those that are individually owned, have embraced training as the cure for labor problems.

The main flux of restaurant training is through on the job training. This is in danger of echoing Klingeman's (1985) complaint that training is limited to three variables. One was for the waitperson to follow experienced waitpersons who are inexperienced in training procedures. The breaking in of the new employee lasts for the majority of restaurants from three to five days. Although policies, history and an orientation are communicated, only six rest-
According to the data, restaurants make it part of training. The data has suggested that this is not done through constant reinforcement. Rather, the new employee receives all this information at orientation (one time only) and then the remainder of the training period is spent learning job tasks. This is evidenced by item seven of the manager survey, "the main role of training is to show wait staff how things get done" (M = 4.3).

THE IDENTIFICATION OF OBJECTIVES IN TRAINING

It appears in the data that there is a contradiction in belief and practice. Managers feel strongly that training lowers turnover (M = 4.5), that it is an investment in personnel (M = 4.5), and that the quality of training is a concern (M = 4.5). The means were significantly lower when discussing the actual communication of restaurant goals (M = 3.5) for managers' conviction that wait staff understood the mission statement and goals. Also, the mean was decidedly neutral (M = 3.3) when asked if wait staff had to learn goals and history for themselves. Managers also feel that wait staff typically require little training (M = 3). It is apparent from the data that communication of restaurant goals and objectives through training is passive. Managers apparently feel that wait staff do not require professional development. The use of restaurant goals in training is stressed for new employees, but it is not a regular part of training.

ATTITUDES TOWARDS EFFECTIVENESS OF TRAINING

It has been shown that management feels wait staff require little
training. However, they do report that their restaurant has regular In-service training (M = 4.1). This discrepancy is explained by the nature of the restaurant itself and is supported by the neutral response of waitpersons towards the similarity in the duties from restaurant to restaurant (M = 3.5). As described in the population, the restaurants are expensive full-service facilities. The elegance of food and beverage service is emphasized. Menus change often and it takes time to learn the finer points of wine-tasting and service. The In-service training then is a product of the need for increased efficiency and production; not a medium to reinforce restaurant goals and objectives. Again, there is a contradiction in belief and practice. Although management feels that training lowers turnover, they do not use it for that effect. The attitude of managers toward training can best be summarized as a tool to provide opportunity for wait staff to improve their skills so they can improve sales, benefiting the restaurant and themselves.

To this end, the attitudes of management toward training is expressed in how they use it; not how they feel it can be used. Training is most effective as a means of increasing production. Management is not yet convinced that organizational commitment can be developed through extensive training.

IDENTIFICATION OF WAIT STAFFS' ORGANIZATIONAL COMMITMENT

Levels of organizational commitment must first be examined as a construct of behavior. It is important to know whether or not a cer-
tain group is preinclined towards feelings of pride and loyalty.

In this case, waiters and waitresses exhibited strong feelings of pride in the work they do (M = 4.4). Conversely, the work was not satisfying to them (M = 3.6). Inclinations of commitment are evident in their feeling of guilt when leaving a position (M = 4.4). Along this line but headed in the direction of examining commitment to the industry or restaurant follows the primary motivation for working in their present job. Money was not a strong power (M = 3.2), but waitpersons do not expect to earn the same amount if they went to another restaurant (M = 3). A career as waiter or waitress does not seem to span more than seven years. Indeed, out of all the respondents, only two waited tables that long and a small majority was formed by those working five to seven years. Most seemed to view the career as temporary and did not see themselves waiting tables five years from now (M = 4).

Out of all the waitpersons who worked from three to seven years (56 percent), fifty-two percent had only been at their present job less than a year. Many are also hesitant about the length of time they will remain at this job (M = 3.6).

The picture the data presents is of people who are committed to their job but not necessarily the industry. They take a lot of pride in the work they do, but they lack job satisfaction. This is perhaps explained by the fact that these waitpeople are working in the finer restaurants of Virginia Beach. There is pride in this and also in
the fact that waitpeople are directly rewarded by the customer for their service. Lower levels of satisfaction imply that other aspects of the restaurant industry detract from this, such as climate and organizational relations. Discussion of the communication of restaurant goals through training to uncover attitudes of wait staff towards the restaurant and management philosophies may shed more light on this.

ATTITUDES OF WAIT STAFF TOWARDS ORGANIZATIONAL RELATIONS AND TRAINING

Restaurant goals and objectives seem to have been well communicated to the wait staffs (M = 4.3). Their roles as the profit center for the restaurant have also been emphasized (M = 4.3). However, the roles of the importance as an individual to the organization have been neglected (M = 3.3). Response was low as to how management treats them (M = 3.3), and even though salesmanship was stressed, the waitperson felt little personal responsibility for the overall success of the restaurant (M = 3.6). See Tables 1 and 2 for items. Commitment to organizational policies was also low (M = 3.3), showing that although they may be communicated by management, they are not taken seriously.

Training for wait staff appears to be more than a quick orientation (M = 2.5), but it has not fostered commitment for workers.
### CROSS SECTION
**MANAGER AND WAITPERSON ATTITUDES**
**ORGANIZATIONAL RELATIONS**

<table>
<thead>
<tr>
<th>MANAGERS</th>
<th>WAITPERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make the restaurant I work for have specific goals.</td>
<td>4.3</td>
</tr>
<tr>
<td>The main reason I am pleasant to customers is because I represent the restaurant.</td>
<td>3.6</td>
</tr>
<tr>
<td>I am responsible for the success of this restaurant.</td>
<td>3.6</td>
</tr>
<tr>
<td>The success of this restaurant depends on my salesmanship.</td>
<td>4.3</td>
</tr>
<tr>
<td>I like this job and I have no plans to leave it.</td>
<td>3.6</td>
</tr>
<tr>
<td>I have a high regard for company policies.</td>
<td>3.3</td>
</tr>
<tr>
<td>I don't plan on being a waitperson five years from now.</td>
<td>4.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGERS</th>
<th>WAITPERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wait staff have read and understand this restaurant's mission statement.</td>
<td>3.5</td>
</tr>
<tr>
<td>The wait staff at this restaurant work more for themselves than for the restaurant.</td>
<td>2.6</td>
</tr>
<tr>
<td>The wait staff understand that they are an integral part of the whole as regards the success of the restaurant.</td>
<td>4.5</td>
</tr>
<tr>
<td>The wait staff here are committed to the restaurant.</td>
<td>4.1</td>
</tr>
<tr>
<td>Expectations of policies are met up to the manager's expectations.</td>
<td>1.8</td>
</tr>
<tr>
<td>Restaurant goals/policies are stressed at every opportunity.</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**TABLE 1**

(40)
### MANAGERS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The wait staff have read and understand this restaurant’s mission statement.</td>
<td>3.5</td>
</tr>
<tr>
<td>The wait staff at this restaurant work more for themselves than for the restaurant.</td>
<td>2.6</td>
</tr>
<tr>
<td>The wait staff understand that they are an integral part of the whole as regards the success of the restaurant.</td>
<td>4.5</td>
</tr>
<tr>
<td>The wait staff here is committed to the restaurant.</td>
<td>4.1</td>
</tr>
<tr>
<td>Explanation of policies is left up to the new employee's co-workers.</td>
<td>1.8</td>
</tr>
<tr>
<td>Restaurant policies are stressed at every opportunity.</td>
<td>4</td>
</tr>
</tbody>
</table>

### WAITPERSONS

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand the restaurant has specific goals</td>
<td>4.3</td>
</tr>
<tr>
<td>The main reason I am pleasant to customers is because I represent the restaurant.</td>
<td>3.6</td>
</tr>
<tr>
<td>I am responsible for the success of this restaurant.</td>
<td>3.6</td>
</tr>
<tr>
<td>The success of this restaurant depends on my salesmanship.</td>
<td>4.3</td>
</tr>
<tr>
<td>I like this job, and do not foresee leaving it.</td>
<td>3.6</td>
</tr>
<tr>
<td>I have a high regard for company policies.</td>
<td>3.3</td>
</tr>
<tr>
<td>I don’t plan on being a waitperson five years from now.</td>
<td>4</td>
</tr>
</tbody>
</table>

**TABLE 1**
### CROSS SECTION

#### MANAGER AND WAITPERSON ATTITUDES

#### TRAINING EFFECTIVENESS

<table>
<thead>
<tr>
<th>MANAGERS</th>
<th>WAITPERSONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>There should be training</td>
<td>Training at my present job caused me to improve my abilities and think to be the best I can.</td>
</tr>
<tr>
<td>This restaurant places much emphasis on the quality of training personnel.</td>
<td>Training at this restaurant tells me why my job is important.</td>
</tr>
<tr>
<td>This restaurant views training as an investment in its employees.</td>
<td>The training program at this restaurant was a class course in how things are done.</td>
</tr>
<tr>
<td>The type of training at this restaurant is to show the wait staff how things are done.</td>
<td>My duties as a waitperson do not differ much from place to place.</td>
</tr>
<tr>
<td>Wait staff typically do not require such training.</td>
<td>Management treats me like an important person.</td>
</tr>
<tr>
<td>Wait staff are required to study the restaurant's history and goals on their own.</td>
<td></td>
</tr>
<tr>
<td>A wait staff member must of the training if a new wait staff.</td>
<td></td>
</tr>
</tbody>
</table>

**Table 2**

(41)
Communication of the individual's importance to the organization was low ($M = 3.6$). Its effect on increasing production and efficiency varied; some respondents answered strongly agree while an equal number answered disagree, which leveled the mean to 3.5.

The attitude toward training and commitment to the restaurant can best be described as unconcerned. This is further evidenced by the fact that waitpersons have a firm grasp on their employability ($M = 3.9$ for jobs open, $M = 4.1$ for ability to get a job). Descriptive statistics enhance the picture. As mentioned earlier, fifty-two percent had only been at their present job less than a year, but fifty-six percent had worked in the industry three to seven years.

The use of training in restaurants has had little effect on the wait staff. Some even report no improvement in skills after having gone through training programs. The attitude of wait staff about employment in the restaurant industry is that it is of their own volition; training neither offers professional development nor the desire to form a commitment with any restaurant.

THE INTERFACE OF TRAINING AS A DEVELOPER OF COMMITMENT

The statistics support research uncovered. Waitpeople, even those earning the better salaries, generally swear no allegiance to any restaurant. Managers and waitpersons perceived things quite differently. For example, managers felt that the wait staff was firmly committed to the restaurant ($M = 4.1$), (For a cross section of per-
ceived attitudes, refer to Tables 1 and 2). Wait staff, many who had been at the job less than a year, disagreed when posed with the thought of remaining on the job (M = 3.6). Management's overall commitment to the use of training was high (M = 4.1); however, the way they made use of it has had a neutralizing effect on their staff (M = 3.6). Organizational relations as sponsored through training are on shaky ground. On management's side, they have failed to develop a sense of personal cohesiveness with their staff (M = 3.7), while the wait staffs have been largely unaffected by attempts to either build organizational commitment or increase skills (M = 3.4).

**Recommendations**

Only two of the restaurants surveyed were part of a large corporation. These had the more complex training programs, consisting of classroom style instruction including role play and tests. It is also the larger corporations who have sensed the need not only for improved customer relations (an increase in production), but also for organizational relations (an increase in the number of committed personnel). Training in smaller, individually owned restaurants is recognized as a practical tool for retaining personnel; however, these restaurants lack the forecasters and resources of the corporations and training is not used as effectively as it could be.

Waitstaffs' reactions to management's attempts at building organizational relations have been minimal. The job of a waiter-person is depersonalized; what is important are the sales. The atti-
tude is anyone can do it.

The role of the waitperson is one of the most important when considering the health of the organization. Reputations of restaurants such as the elegant resort area ones surveyed may be built on the quality of its food. Once a customer is lured in it is up to the skills of the waitperson to 1) get them to spend more money and 2) to ensure repeat business. Waitpersons' attitudes are that management takes their individual abilities for granted.

This study has shown that disparities in organizational relations between management and waitpersons exist. Managers view their staff as committed; wait staff remain committed only to the industry and even that expires after five years. Suggestions for further research as a result of this study are directed towards both restaurant training and wait staff.

A closer evaluation of training programs and practices may reveal the qualities which give rise to higher commitment levels. Actual development of commitment through training must be better documented before the smaller restaurant organizations will be willing to invest the time and money toward such endeavors.

It is suggested that closer scrutiny be given to waitpersons. The job entails the pressure of meeting organizational quotas and satisfying the demands of customers. As a typical "youth" job, waiting tables is on a comparatively higher earning scale and even matches the salary rate of lower level management jobs (newspaper ads for assistant managers quote $250 per week, the average for the sur-
veyed waitpeople). The research has shown that waitpeople take pride in their work, but there are factors which cause them to leave restaurants and eventually the industry. Results of this study indicate that lack of personal attention and recognition in the restaurant may have stronger ties to turnover rates than previously thought. Future research has the potential for uncovering what waitpeople find so consistently discouraging in the industry. Once these factors are known, training practices can then be developed which will accomplish two goals: to communicate the importance of the restaurants objectives to personnel and to build the importance of the individual in being able to achieve the goals.
BIBLIOGRAPHY


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APPENDICES

APPENDIX A - INSTRUMENT OF DATA COLLECTION FOR MANAGERS

APPENDIX B - INSTRUMENT OF DATA COLLECTION FOR WAITPERSONS
APPENDIX

A

INSTRUMENT OF DATA COLLECTION
MANAGERS
RESTAURANT TRAINING SURVEY

Please answer the following questions, circling the item which best suits your response.

1). How much time is spent training a member of the wait staff here?
   1-2 days  3-5 days  7 or more days

2). I would estimate this restaurant's turnover rate at:
   0-10%  10-20%  25-30%  higher than 30%

3). Please check any of the items which describe the training program here.
   ___ company manual
   ___ other reading/visual materials
   ___ "classroom session"
   ___ role play
   ___ following on the floor
   ___ only one experienced trainer to help train
   ___ different waitpeople to train
   ___ company/restaurant orientation
   ___ company/restaurant policies
   ___ company/restaurant history
   ___ tests

Please answer the following questions, circling the number which best suits your response. The key is below.

5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

4). This restaurant is concerned about the quality of training personnel.

   5  4  3  2  1

(48)
5). This restaurant values training as a means of developing personnel.

6). This restaurant views training as an investment in its employees.

7). The role of training at this restaurant is to show the wait staff how things get done.

8). Wait staff typically do not require much training.

9). This restaurant has regular In-service training for the wait staff.

10). There should be more training for the wait staff.

11). The wait staff at this restaurant work more for themselves than for the restaurant.

12). The wait staff understand that they are an integral part of the whole as regards the success of the restaurant.

13). The main emphasis on the restaurant's training program is on the worker's skills.

14). The training of wait staff in this restaurant is adequate.

15). The wait staff here is committed to the restaurant.

16). Training helps keep turnover low.

17). The wait staff have read and understand this restaurant's mission statement.
18). Wait staff are required to study the restaurant history and goals on their own.

5 4 3 2 1

19). Restaurant policies are stressed during orientation.

5 4 3 2 1

20). Restaurant goals are stressed at every opportunity.

5 4 3 2 1

21). The wait staff handles most of the training of a new waitperson.

5 4 3 2 1

22). Explanation of policies is left up to the new employee's co-workers.

5 4 3 2 1
APPENDIX

B

INSTRUMENT OF DATA COLLECTION

WAITPERSONS
WAITPERSON SURVEY

Please answer the following questions, circling the item which best suits your response.

1) Age: 17-20  21-23  24-26  27-29  30 or higher.
2) Sex: Male  Female
3) How much do you earn per week?
   $100-200  $200-250  $250-300  $300 or more.
4) Number of years you have worked as a waitperson:
   0-11 months  1-3 years  3-5 years  5-7 years  more than 7
5) Number of restaurants you have worked at spanning your career:
   1  2  3  4  5 or more
6) How long have you worked at your present job?
   0-11 months  1-3 years  3-5 years  5-7 years  more than 7
7) Check as many reasons as apply for leaving prior waiting jobs:
   ___ Did not make enough money
   ___ I was fired
   ___ Personality conflict
   ___ Scheduling conflict
   ___ Moved
   ___ Got another job in a different industry
   ___ Went back to school
   ___ Offered another job in a different restaurant
   ___ Friends worked in another restaurant

Please answer the following questions, circling the number which best suits your response. The key is below.

5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree
8) I get a lot of satisfaction from my work.
   5 4 3 2 1

9) The only reason I work here is because the money is good.
   5 4 3 2 1

10) I take a lot of pride in the work I do.
    5 4 3 2 1

11) I feel guilty when I give notice.
    5 4 3 2 1

12) I feel I am responsible for the success of this restaurant.
    5 4 3 2 1

13) The success of this restaurant depends on my salesmanship.
    5 4 3 2 1

14) The main reason I am pleasant to customers is because I represent the restaurant.
    4 3 2 1

15) I like this job and do not foresee leaving it.
    5 4 3 2 1

16) I have no trouble getting a job as a waitperson.
    5 4 3 2 1

17) There are a lot of jobs open to waitpersons.
    5 4 3 1

18) I would expect to earn the same amount if I worked at another restaurant.
    5 4 3 2 1

19) I do not plan on being a waitperson five years from now.
    5 4 3 2 1

20) I have a high regard for company policies.
    5 4 3 2 1

21) My duties as a waitperson do not differ much from place to place.
    5 4 3 2 1
22) Management treats me like an important person.
   5 4 3 2 1

23) The training program at this restaurant was a crash course in how things got done.
   5 4 3 2 1

24) Training at my present job caused me to improve my skills and helps me be the best I can.
   5 4 3 2 1

25) I understand the restaurant I work for has specific goals (community image, clientele, etc.)
   5 4 3 2 1

26) Training at this restaurant tells me why my job is important.
   5 4 3 2 1