

A Conceptual Model for Analysing Management Development in the UK Hospitality Industry

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This paper presents a conceptual, contingent model of management development. It explains the nature of the UK hospitality industry and its potential influence on MD practices, prior to exploring dimensions and relationships in the model. The embryonic model is presented as a model that can enhance our understanding of the complexities of the influences and contexts of hospitality management development in the UK.

Keywords: Hospitality Management Development

The aim of this paper is to present an embryonic, contingent conceptual model for researching and analysing management development (MD) in the UK hospitality industry. MD can be considered as atheoretical (Cullen & Turnbull, 2005) with development practices not fully understood. Although some attempts have been made in the generic MD literature to synthesize work, (see Cullen & Turnbull, 2005; Garavan, Barnicle, & O'Suilleabhain, 1999), within Hospitality Management Development (HMD) little integration of literature can be located (Watson & Brotherton, 2000). There is evidence of research into aspects of MD such as 'managerial roles (Handy, 1987; Mintzberg, 1973), education (Litteljohn & Watson, 2004; Mintzberg, 2004), practices (Mabey, 2002; Mumford, 1993) and hospitality contexts (Jones, 2004; Slattery, 2002), there has been no attempt to integrate the various components of HMD in order to understand.

Many researchers, including the author, come from a perspective, which views hospitality management as being distinct from generic management. In differentiating the hospitality industry from others, its key characteristics of intangibility, perishability, heterogeneity and the inseparability of production and consumption are cited as distinguishing service industry characteristics (Zeithaml, Parasuraman, & Berry, 1985). It is the combination of these characteristics that influence the nature of managing hospitality operations, impacting on the skills and knowledge profiles of managers. Wood (1994, p.116) in examining research on hospitality management concludes that 'hospitality managers spend much of their time interacting with others, particularly staff and guests.' The question that arises is *if the management of hospitality is different from other service industries are management development practices different?* In the UK the education of hospitality managers has been separated from generic management education for over 40 years suggesting that they have different development needs. However, there has been little academic work that explores whether other aspects of the development of managers in the UK hospitality industry are indeed different. In seeking to understand the nature of HMD, this paper provides a summary of the characteristics of HMD practices in the UK, prior to presenting a contingent model of hospitality management development. The model is presented as a tool that can be used to research MD in the UK hospitality industry.

MD in the UK Hospitality Industry

The term hospitality encompasses the hospitality, leisure, travel and tourism industries, as defined by the Sector Skills Council (People1st, 2006). Within the UK, the hospitality industry employs over 1.9m people and generates four percent of the UK's GDP (Roper & Litteljohn, 2004). There are over 180,000 establishments, in the UK hospitality industry, seventy six percent of which employ less than ten people (People1st, 2006). A characteristic of the industry is the diversity of organisational types, their size, ownership and geographical spread, resulting in differing operating systems and a lack of coherency within managerial practices (Slattery, 2002). The UK hospitality industry is very diverse, encompassing large chains/ multinational companies, plus a proliferation of SMEs. Despite the availability of degree level hospitality management programmes, resultant improvements in practices and conditions for employees have not materialized (Wood, 1994). The bodies representing the industry in the areas of education and training do not present a collective voice to exert influence on government policy nor determine the content of graduate or post-graduate education or MD provision. In addition, the UK hospitality industry is plagued by perceptions of poor career opportunities, low pay, long hours and high labor turnover, resulting in extra challenges for MD to ensure the quality and quantity

of managers (Baum, 2006). In particular the volatile labor market presents challenges to organisations to be able to provide systematic, synchronized MD opportunities. The operational nature of the managerial roles focuses attention on immediate concerns rather than long-term development needs.

The limited literature on hospitality MD presents it as an organizationally driven process (Brophy & Kiely, 2002; Watson & Brotherton, 1996). There is a prevalent assumption underpinning research into HMD that its purpose is to improve the performance of the organisation, even when this is not explicitly stated. Historically, HMD has taken an ad-hoc, piecemeal approach with development being seen as something that only occurred early on in a manager's career (Wood, 1994). MD consisted of informal experiential learning, with management trainees learning through secondments into various departments to develop an understanding of the skills and competences required in managing each area. Changes in organisational structures, due to the economic recession and increased competition resulted in flatter and leaner organisations in the early 1990s. This led to the removal of levels of managers in organisations that pushed more responsibility down to first line managers. This has influenced the range of skills and knowledge base required by hospitality managers (Watson & D'Annunzio-Green, 1996). As there are no longer stepping-stones for managers to move up a hierarchical career ladder, greater emphasis is placed on managers taking responsibility for their own development in many large hospitality organisations (Watson, 1991). Within the SME sector the informal approach to MD has traditionally placed responsibility for development with individual managers.

Within the hospitality literature there is limited clarification on the scope and boundaries of MD. There is a focus on career issues within hospitality MD (Jameson & Holden, 2000; Ladkin, 2000) coupled with concerns about the educational input to MD (Morrison & O'Gorman, 2003). Despite a rhetorical emphasis on continuous professional development, fewer hierarchical development opportunities, and the demise of graduate training programs, little substantive research on the HMD practices could be found (Watson, 2006). The key research question framing this paper is *what influences the content and approach to developing hospitality managers in the UK?* In attempting to address this question the author presents a model of HMD that can be used to research and analyse how managers are developed in the hospitality industry.

Methodological Overview

In seeking to develop a model of hospitality management development the author refers to Dubin's (1978) concept of theory building. This approach allows the construction of a model derived from conceptually and logically connected ideas. Dubin's theory building concept can be divided into two phases, namely, the theoretical model, and the empirical research stage. This paper focuses on the development stage of the concept to build a conceptual model on HMD. This focuses primarily on devising a framework, identifying relevant theories and concepts and showing how the units or building blocks fit together. The purpose in taking this perspective is to allow an integrated view of HMD to emerge that identifies its diversity and complexity. There are various approaches that can be deployed in theory building, covering grounded theory research, case study, meta-analysis of both qualitative and quantitative research data (Lynham, 2000). Meta-analysis of both UK focused MD and hospitality literature was the key research approach used. The literature review was conducted through electronic and library searches using the following terms Management Development; Management Learning; Hospitality Management; Hospitality Management Development; Hospitality Management Learning and Hospitality Managerial Skills. This generated over 150 articles, five key texts and over 25 chapters. In addition industry reports and websites for professional associations were referenced. In analyzing the literatures the author themed these into key constituents of MD, internal influencing dimensions and external factors influencing MD. The hospitality management development literatures were analysed using the themes of education; training and development; skills; careers; and influencing factors. This thematic analysis provided the opportunity to collate disparate literatures and build an understanding of the extent of influences on and practices of HMD.

A Contingent Perspective of HMD

Much of the research into management development has been criticized for its focus on discrete activities and a lack of attention to underlying issues influencing MD (Mumford, 1993; Storey, 1989). Garavan et al. (1999) contend that conventional academic views on what constitutes MD in the UK have taken too narrow a perspective, hindering the development of both theory and practice. They call for investigation of underlying issues, including the role of managers, development needs, culture and contexts. The author promotes a contingent perspective of MD that views this as a concept that is shaped by its internal and external contexts

(Doyle, 2004; Stewart, 1999). Doyle (2004) presents MD as an open system which accommodates both the functional complexities of managerial roles and the diverse needs of individual managers. Doyle's (2004) work sets his framework of MD within both organisation and wider external contexts. In support of this view, Wexley and Baldwin (1996) argue that MD is multi-faceted, that there is no one-best-way of doing MD, and it is contingent on managerial roles, individual needs and abilities and the organisational context. Within this contingent perspective of MD, the core dimensions of MD form the central feature of the model.

Core Dimensions of Management Development

Dubin (1978) indicates that the researcher has flexibility in determining the units (dimensions) of the theory that are intended to describe the phenomena of HMD. The author draws on the principles of the systematic training cycle, namely identifying training needs, designing training solutions implementing training, and evaluating effectiveness as key stages within MD (Pedlar et al., 1998). The units of the Management Development Process in the model that are considered as being central are: *Identifying Development Needs; Development Activities; and Evaluating Development Outcomes*. The reason for selecting these is that the author considers that together they constitute the main components of MD, whilst at the same time allow researchers from differing perspectives to explore MD activities. For example, within management development activities, education, learning approaches and development strategies could be explored from critical, positivist or subjective perspectives.

Identifying development needs. Many academic writers include identifying the training and development needs of managers as a primary process within MD (Mumford, 1993; Woodall & Winstanley, 1998). Boydell (1983) conceptualises a framework for identifying needs at three interrelated levels, the organisation, the job or occupation and the individual. This framework is widely applied and advocated as an appropriate way to categorise training needs. Despite criticism of the way in which the principles of performance appraisals are often implemented, it is still widely used as a means to assess individual needs. Other means of assessing individual needs include assessment/ development centres that measure an individual manager's ability against agreed criteria and the use of informal means including observation and feedback on performance. Some commentators contend that self-assessment is a discrete approach with self-observation and self-analysis as mechanisms within this, whilst others see this as being integrated into other techniques of performance appraisal and assessment centres (Reid, Barrington Brown, 2004). However the current focus on personal development planning is raising the profile of self-assessment as a way of identifying MD needs (Sadler-Smith, 2006). At an organisational level development needs can be identified through a process of auditing (Woodall & Winstanley, 1998). This enables the inputs, processes and outputs of MD to be evaluated in relation to specified purposes associated with improving performance, learning or behaviour. At an occupational level, the use of managerial competencies to frame the skills needed for levels and occupations has become a popular practice, from which to assess development needs.

Management development activities. Wexley and Baldwin (1996) consider that MD encompasses management education, management training, and on the job experiences. Definitional differences between the terms of training and education focus on the nature of activities and their purposes, with education being viewed as being general and developmental, and training as vocational and specific (Garavan et al., 1999). Woodall and Winstanley (1998) identify a blurring of the boundaries between formal and informal development and education, with these often occurring concurrently. In his model, Doyle (2004) distinguishes between formal and informal MD processes, but notes that the distinctions between these are becoming more blurred, with a focus on individuals having to adopt learning for life ideology.

There is a vast range of training and learning methods available to MD providers and managers that can be categorised in various ways. These can be classified on the basis of where they are located, whether on or off the job, whether formal or informal. Stewart (1999) categorises methods based on the purpose being related to either managerial behaviour or progression, and whether the focus is on the individual or organisation needs. For example, coaching can be classified as having an individual focus associated with behaviour, whereas mentoring and secondments are related to career progression. In-house courses could be classified as meeting organisational needs, with the purpose of either changing behaviour or progression. Other explicit forms of MD include role-plays, planned experiences, secondments, job rotation and external courses. Informal methods encompass learning from experience, mentoring, exchanges, projects and taking on extra responsibilities. In addition, there is a movement within many professional management associations, to encourage individuals to record their learning and develop learning plans, resulting in the formalisation of informal learning, which further blurs the boundaries between formal and informal development methods (Sadler-Smith, 2006). As well as focusing on how managers learn, attention is now being given to the environmental supports available to enhance manager centred learning. These include the organisational culture, interpersonal and organisational

frameworks and processes (Woodall & Winstanley, 1998). Personal development plans and logs and learning contracts are forwarded as tools to help individuals to manage their learning, placing greater emphasis of individuals taking more responsibility for their development (Sadler-Smith, 2006).

Evaluating development outcomes. The evaluation of MD is important, as its outcomes influence both individual and organisational performance and capability. In addition the ability to demonstrate the effects of MD can raise its profile within an organisation. However, its evaluation is often criticised as being under-developed in both research and practice (Garavan et al., 1999, Mabey, 2002, Sadler-Smith, 2006). A frequently used way of measuring MD in practice is to focus on quantitative measures including the average number of days of formal and informal training received by managers, the amount of money spent on MD within an organisation, its possession of a MD policy and its commitment to external management standards and qualifications (Mabey & Thomson, 2000). However, this reliance on quantitative measurements can result in a failure to measure the effectiveness of management development. This applies to both personal and organisational learning, focusing on measuring inputs, activities and immediate outcomes, rather than longer-term benefits. Ashton et al. (1975) surmise that research and operational work on analysing MD involves three levels of evaluation: managers' reactions to training; its effect on management performance; and organisational assessment of MD systems.

Although the literature promotes the need for evaluation, the absence of a framework or theoretical model makes the articulation of causal relationships between MD and organisational success difficult. Garavan et al. (1999) in reviewing the literature on MD, cite the work of Smith (1993) who identifies problems with evaluation as, experimental control, integration of methods and maintaining objectivity. However the contextual nature of the concept of MD makes the use of a scientific, single objective generic formulaic approach to evaluation inappropriate. Indeed, Stewart (1999) contends that the realist functionalist paradigm of many measurement techniques makes them unsuitable for evaluating the outcomes of management development. Garavan et al. (1999), advocate that evaluation should adopt a fluid, holistic, contextual approach that integrates internal and external dimensions of management development. This would encourage emphasis on behavioural outcomes relative to both organisation context and individual needs.



Figure 1. Dimensions/Units of Management Development

The intention of the above commentary is to demonstrate the complex nature of MD processes, from which to build a theoretical framework for researching this in practice. In addition, it demonstrates the comprehensive nature of this categorization. In articulating the building blocks of the model, Figure 1 presents these as a system, with an indication of the relationship between these dimensions.

Establishing the Boundaries of Hospitality MD

Determining the boundaries of a theoretical framework of HMD requires the identification of the domain or multiple domains in which the HMD is expected to operate (Dubin, 1978). In viewing HMD from a contingent perspective four important domains that bound hospitality MD can be identified as: the domain of the MD process; the domain of HMD systems; the domain of hospitality organization; and the domain of contextual hospitality environments. All of these boundaries are open indicating that the system constantly exchanges information and resources with each exterior domain.

Boundary of processes. There is little consensus amongst academics on the scope and boundaries of MD. Indeed, there is little agreement on what activities are actually included in the term MD. Processes included encompass selection of managers to be developed, succession and career planning, and the evaluation of outcomes from development activities. Woodall and Winstanley (1998) and Mumford (1993), see these as within the scope of MD, whilst Doyle (2004) presents selection, succession and career planning as human resource systems which influence MD and are influenced by it. This is a view supported by Mabey (2002) who, in seeking to develop a model to analyse MD practices, referred to these as HRM contexts. He concludes from a review of literature that MD is likely to be given more priority when succession planning, a fast track career

development programme and career structures are in place. The author supports Doyle's and Mabey's contentions that these HR activities are inextricably linked but are not key constituents of MD processes. From an academic/theoretical stance, their inclusion pushes the boundaries of MD into the sphere of HRM and away from HRD, whereas the author locates MD within the boundaries of an HRD academic base. Therefore my general synthesized process of developing managers, as presented in Figure 1 is: Decide on development needs; select and deliver education, training and development activities; and evaluate outcomes of MD. In terms of HMD, these processes may be the same, but without further research this view cannot be supported.

Boundary of MD systems. From a systems perspective, MD is viewed as both a process and a system, with inputs being transformed by the process of development into outputs. There is also an articulation of its interaction with organisational and environmental factors, and integration with other subsystems, processes and procedures. Indeed, many academic studies focusing on MD in practice at an organisational level highlight the contextual nature of MD (Garavan et al., 1999; Hitt, 1987; Mabey, 2002). MD is much more than the process of developing managers as it uses inputs from other organizational systems like selection and career planning from Human Resource Management and coaching, mentoring and training from Human Resource Development. Therefore it is shaped by other systems, but also the outputs from MD can influence systems and processes, for example succession planning, organizational planning and organizational capabilities.

Understanding organisational contextual influences on the MD systems, can add further depth to this field of study. Within this, the supporting HR systems, culture, values, and priorities impact on the approach to MD. In addition, the understanding of MD purposes, its ownership and scope are important factors. There is some research on organisational influences addressing structural and functional concerns with less attention being given to understanding the relationships between cultural values, beliefs and MD practices (Watson & Brotherton, 2001). The extent to which companies prioritize MD also receives little attention from hospitality researchers, although in practice there is some evidence that MD is given priority in times of financial success, but given less priority in times of economic recession (Baum, 2006). Research examining HR practices in the hospitality industry have reported these as largely lacking in sophistication (Kelliher & Johnston, 1997; Price, 1994). This could be due to the latitude that hospitality managers appear to have in determining work conditions and arrangements, even when formalised procedures are in place. Therefore, further research into the nature of HR systems would help understanding of hospitality contexts influencing MD.

In examining hospitality organisational cultural issues, Wood (1994) defines them as attitudes, values and practices that are particular to an organisation. He highlights the difficulty of making generalizations across such a diverse industry, but points to three pertinent cultural features, namely, informal rewards, individualism and managerial autonomy, as characterizing the hospitality industry. Informal rewards relate to the industry-tolerated practice where individuals supplement their formal income with tips, petty theft, and subsidized food and accommodation. Individualism relates to the competitiveness between staff, and geographically isolated working that occurs in many sectors and departments of the industry. Managerial autonomy concerns the nature of hospitality management being characterized by the hands on, interactive style of managing in hospitality establishments. Indeed the literature on culture and values in the hospitality industry presents opposing perspectives. Some works highlight the social, supportive, collegiate environment (Kyriakdou & Gore, 2005). In contrast, other writers present insularity, exploitation and isolation, as features of the hospitality industry (Guerrier, 1987). Whilst the diverse, fragmented isolated structure of the industry limits the applicability of industry wide shared cultures and norms, examining the range of these is pertinent to understanding practices in the industry.

Boundaries of hospitality industry and macro environments. With regard to HMD, the main contextual environmental boundaries are in relation to hospitality industry and macro contexts. Key features of the industry, namely, geographical spread, diversity and range of organisations types influence both organisational contexts and MD practices. In addition, structural industry contexts reveal distinct approaches between large corporate chains and SME's. This is highlighted by the continued dominance of chains throughout the range of hospitality businesses in the UK. (Slattery, 2002). However at the same time, the proliferation of SMEs, is a growing employment sector for hospitality graduates, making it difficult to achieve a sustainable unified approach to HMD (Jameson and Holden, 2000). The industry image refers to features of long work, poor pay, limited career opportunities and high turnover, which can influence HMD opportunities (Wood, 1994). The recruitment and retention of managers in the hospitality industry has been problematic, with limited career structures, low pay and unsociable hours (Keep & Mayhew, 1999). Indeed, the image of hospitality management as a career in the UK is poor, resulting in it being viewed as a low priority career choice.

Historically, hospitality professional bodies and associations in the UK have been disjointed, lacking the ability individually to influence government in relation to either funding or educational direction. It appears that

there is little coherence and discussion between the various strategic players. The presence of a range of professional and trade associations each with their own agenda, but very often with overlapping interests- adds confusion to the industry's ability to influence internally and externally. Indeed there is no unified voice on what differentiates hospitality managers from other managers and what MD should encompass (Watson, 2006). In addition the role of hospitality education in MD in producing hospitality graduates is changing, with funding restrictions, increased student numbers and uncertainty over its content (Litteljohn & Watson, 2004).

External forces including social, technological, economic and environmental factors act as boundaries for MD. External factors include political activities and institutional frameworks, including regulatory and legal concerns influencing training and development approaches in organisations (Ashton & Felstead, 1995) and competitive shifts (Antonacoploulou, 1999). Changes in contextual environments are the source of uncertainty and can impact on how organisations are managed. For example, despite strategic government led involvement in training, the industry is still perceived, by academics and potential new recruits as having limited, continuous opportunities for training and development (Wisdom, 2005).

Integration of the components of the HMD Framework

In relation to indicating how the various components of the framework come together, Figure 4 provides a diagrammatical overview of the conceptual model. It integrates the components of MD and positions these within the operating boundaries. The conceptual model is intended to reflect the contingent nature of MD. The outer frame reflects the macro environment that influences HMD. The key environmental impacts are the international competition, the approach taken to hospitality education and legislative involvement in the industry as well as social, technological and environmental influences. These can be seen to influence the structural features of the hospitality industry. Key features of the industry include the nature of hospitality, geographical spread, diversity and range of organizations, particularly SMEs. Aligned with Hospitality Industry Structural issues are influences on management development from strategic groups. These include the professional associations, educational bodies and government associations that provide a strategic political voice. In addition the poor image of the industry and high levels of management level labor turnover also impinge on MD practices.

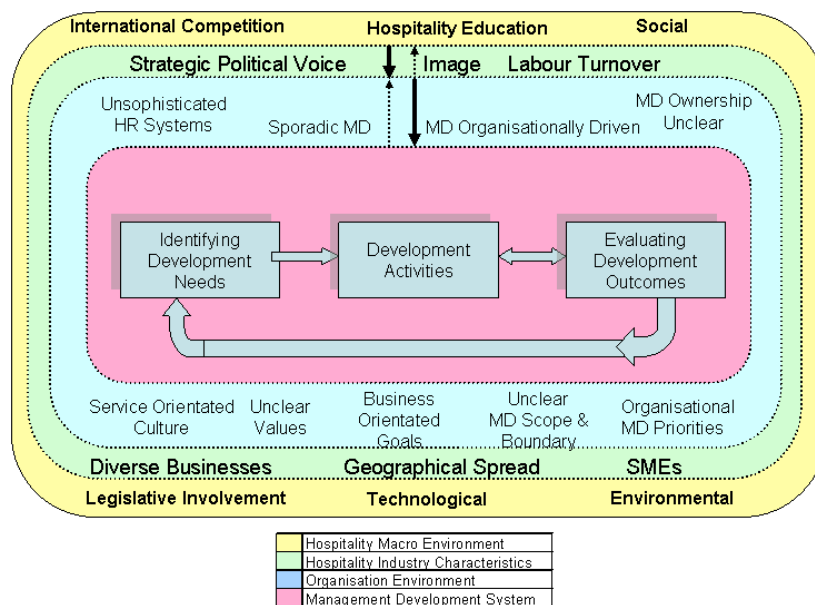


Figure 2. A Conceptual Model of HMD

The model (Figure 2) provides a comprehensive overview of the influences and constituents of HMD, derived from the literature review. It forms the basis for understanding the complex issues influencing HMD. However, it cannot be classified as a theory. Firstly it is conceptual and unsubstantiated through any empirical research. Secondly, it does not articulate specific rules, laws or hypothesis for testing, although this would be the

next stage in developing a theory. This framework can be viewed as embryonic, dynamic and fluid. It is a starting point, rather than an end point in contributing to understanding HMD.

Conclusion and Contribution to Human Resource Development

The aim of this paper is to present a model or researching and understanding influences and dimensions of HMD in the UK. It addresses the question *what influences the content and approach to developing hospitality managers in the UK?* Through analyzing a range of literatures, characteristics of the UK hospitality industry, the nature of hospitality management and organizational factors are presented as influences on hospitality management development practices. A contingent model is presented as being a useful tool to explore management development from a holistic perspective. However, it is clear that there is a lack of research into HMD practices which limits our understanding of differences between HMD and MD in other industries. The paper contributes to HRD knowledge and understanding in three ways. Firstly, it provides a vehicle to integrate aspects of MD into a coherent framework. This addresses the criticism that researchers focus on discrete aspects of MD that fail to build a coherent picture of this concept. Secondly, it provides a contingent conceptual model that can embrace different research perspectives. This provides opportunities from greater understanding of HMD. Finally, the paper presents key influences on hospitality management development as potential differentiators on MD in the UK hospitality industry.

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