

A grayscale photograph of a desk. In the foreground, a laptop is open, showing its keyboard. To the right of the laptop is a white coffee cup on a saucer. In front of the coffee cup is a newspaper with the word 'THE' visible. The background is a light-colored, textured surface, possibly a wall or a large piece of paper. The overall scene is dimly lit, creating a professional and focused atmosphere.

PART ONE

The Housekeeping Profession and the Principles of Management

Since people have always traveled there has always been a need for housekeepers and hospitality. The function of housekeepers has changed over the years, from doing specific tasks to managing the people, material, and other resources required for task accomplishment. In Part One we trace this change and see how the developing science of management relates to the profession of executive housekeeping. We continue Mackenzie's ordering of the principles of management, which include the sequential functions of planning, organizing, staffing, directing, and controlling. These sequential functions will be used as the organization structure for Parts Two and Three of the book. Part One of this edition also introduces Atchison's "Preparing for Change," as he separates the management of systems and programs from the issues of leadership. (Part Four addresses special topics and offers a summary of the book.)

The Executive Housekeeper and Scientific Management

Over the last 30 years the profession of executive housekeeping has passed from the realm of art to that of scientific management. Previously, professional housekeepers learned technical skills related to keeping a clean house. Now, the executive housekeeper and other housekeeping supervisory personnel are not only learning how to do such work but also how to plan, organize, staff, direct, and control housekeeping operations. They are learning how to inspire others to accomplish this with a high degree of quality, concern, and commitment to efficiency and cost control. In order to understand how the art melds with the science, we will trace the origins of professional housekeeping and of scientific management.

Origins of Hospitality and Housekeeping

Hospitality is the cordial and generous reception and entertainment of guests or strangers, either socially or commercially. From this definition we get the feeling of the open house and the host with open arms, of a place in which people can be cared for. Regardless of the reasons people go to a home away from home, they will need care. They will need a clean and comfortable place to rest or sleep, food service, an area for socializing and meeting other people, access to stores and shops, and secure surroundings.

Americans have often been described as a people on the move, a mobile society; and since their earliest history Americans have required bed and board. Travelers

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■ **Management Theory and Housekeeping Administration**

■ **New Horizons in Management**

Employees Renamed and Empowered

CHAPTER OBJECTIVES

After studying the chapter, students should be able to:

1. From memory, describe how the role of housekeepers has changed over the years.
2. Identify the management theorists mentioned in the chapter and describe each theorist's major contribution to the field.
3. From memory, list the three elements managers work with, according to Mackenzie.
4. From memory, list the continuous and sequential functions of management.
5. Given the basic activities associated with the sequential functions, define them and correctly associate each with its sequential function.
6. List and describe five normative characteristics associated with housekeeping employees.
7. Explain why delegation is the key to managerial success.
8. Describe the link between rewards and motivation.
9. Explain why there has been a shift away from cleaning for appearance to cleaning for health.
10. Differentiate between a manager and a leader.
11. Define the key terms and concepts at the end of the chapter.

in the early 1700s found a hospitality similar to that in their countries of origin, even though these new accommodations may have been in roadhouses, missions, or private homes and the housekeeping may have included only a bed of straw that was changed weekly.

Facilities in all parts of young America were commensurate with the demand of the traveling public, and early records indicate that a choice was usually available at many trading centers and crossroads. The decision as to where to stay was as it is today, based on where you might find a location providing the best food, overnight protection, and clean facilities. Even though the inns were crude, they were gathering places where you could learn the news of the day, socialize, find out the business of the community, and rest.

With the growth of transportation—roadways, river travel, railroads, and air travel—Americans became even more mobile. Inns, hotels, motor hotels, resorts, and the like have kept pace, fallen by the wayside, overbuilt, or refurbished to meet quality demands.

Just as the traveler of earlier times had a choice, there is a wide choice for travelers today. We therefore have to consider seriously why one specific hotel or inn might be selected over another. In each of the areas we mentioned—food, clean room, sociable atmosphere, meeting space, and security—there has been a need to remain competitive. Priorities in regard to these need areas, however, have remained in the sphere of an individual property's management philosophy.

Creating Proper Attitudes

In addition to the areas of hospitality we discussed, professional housekeeping requires a staff with a sense of pride. Housekeeping staffs must show concern for guests, which will make the guests want to return—the basic ingredient for growth in occupancy and success in the hotel business. Such pride is best measured by the degree to which the individual maids (guestroom attendants or section housekeepers) say to guests through their attitude, concern, and demeanor, “Welcome, we are glad you chose to stay with us. We care about you and want your visit to be a memorable occasion. If anything is not quite right, please let us know in order that we might take care of the problem immediately.”

A prime responsibility of the executive housekeeper is to develop this concern in the staff; it is just as important as the other functions of cleaning bathrooms, making beds, and making rooms ready for occupancy. Throughout this text, we present techniques for developing such attitudes in housekeeping staffs.

Origins of Management

While the evolution of the housekeeping profession was taking place, professional management was also being developed. In fact, there is evidence that over 6000 years ago in Egypt and Greece, complex social groups re-

quired management and administration. It is even possible to derive evidence of the study and formulation of the management process as early as the time of Moses. Henry Sisk¹ reminds us that in the Bible (Exod. 18:13–26) Jethro, Moses' father-in-law, observed Moses spending too much time listening to the complaints of his people. Jethro therefore organized a plan to handle these problems that would in turn relieve Moses of the tedium of this type of administration. A system of delegation to lieutenants thus emerged. We can therefore assign some of the credit to Jethro for establishing several of the principles of management that we recognize today: the principles of **line organization**, **span of control**, and **delegation**.

Schools of Management Theory

Although it is beyond the scope of this book to provide an exhaustive examination and comparative analysis of all of the approaches to management theory that have appeared over the past 2000 years, the following discussion is an attempt to identify the major schools of management theory and to relate these theories to the modern housekeeping operation.

The Classical School

The **classical school** of management theory can be divided into two distinct concerns: **administrative theory** and **scientific management**. Administrative theory is principally concerned with management of the total organization, whereas scientific management is concerned with the individual worker and the improvement of production efficiency by means of an analysis of work using the scientific method. These two branches of the classical school should be viewed as being complementary rather than competitive.

Administrative Theory

Considered by many to be the father of administrative theory, Henri Fayol² (1841–1925) was a French engineer who became the managing director of a mining company. Fayol sought to apply scientific principles to the management of the entire organization. His most famous work, *Administratim Industrielle et General (General and Industrial Management)*, first published in 1916 and later in English in 1929, is considered by many to be a classic in management theory.

Fayol asserted that the process of management was characterized by the following five functions:

1. Planning—the specification of goals and the means to accomplish those goals by the company
2. Organizing—the way in which organizational structure is established and how authority and responsibility are given to managers, a task known as delegation

3. Commanding—how managers direct their employees
4. Coordinating—activities designed to create a relationship among all of the organization's efforts to accomplish a common goal
5. Controlling—how managers evaluate performance within the organization in relationship to the plans and goals of that organization³

Fayol is also famous for his Fourteen Principles of Management and his belief that administrative skills could be taught in a classroom setting.

Scientific Management

Fayol's counterpart in the management of work was Frederick W. Taylor⁴ (1856–1915), the father of scientific management. Taylor was an intense (some would say obsessive) individual who was committed to applying the scientific method to the work setting. In 1912, Taylor gave his own definition of scientific management to a committee in the U.S. House of Representatives, by stating what scientific management *was not*:

Scientific Management is not any efficiency device, nor a device of any kind for securing efficiency; nor is it any branch or group of efficiency devices. It is not a new system of figuring cost; it is not a new scheme of paying men; it is not a piecework system; it is not a bonus system, nor is it holding a stop watch on a man and writing down things about him. It is not time study, it is not motion study nor an analysis of the movements of men.

Although Taylor's definition of scientific management continued at length in a similar vein, he did not argue against using the aforementioned tools. His point was that scientific management was truly a *mental revolution*, whereby the **scientific method** was the sole basis for obtaining information from which to derive facts, form conclusions, make recommendations, and take action. Taylor's contribution was a basis for understanding how to administer a project and the people involved.

In his *Principles of Scientific Management* published in 1911, he outlined four principles that constitute scientific management:

1. Develop a science for each element of a man's work, which replaces the old rule-of-thumb method.
2. Scientifically select and then train, teach, and develop the workman, whereas in the past he chose his own work and trained himself as best he could.
3. Heartily cooperate with the men so as to ensure all of the work being done is in accordance with the principles of the science which has been developed.
4. There is an almost equal division of the work and the responsibilities between the management and the workmen, while in the past almost all of the work and the greater part of the responsibility were thrown upon the men.⁵

Taylor also pointed out that the mental revolution had to take place in the workers' as well as the managers' minds.

The School of Management Science

An outgrowth of "Taylorism" is the school of **management science**, or, as it is alternatively known, **operations research**. Management science is defined as the application of the scientific method to the analysis and solution of managerial decision problems. The application of mathematical models to executive decision making grew out of the joint U.S. and British efforts during World War II to use such models in military decision making at both the strategic and the tactical levels.

The Behavioral School

A predecessor to the **human relations** school of management was the nineteenth-century Scottish textile mill operator, Robert Owen.⁶ He believed that workers needed to be "kept in a good state of repair." Owen urged other manufacturers to adopt his concern over improving the human resources they employed. He claimed that returns from investment in human resources would far exceed a similar investment in machinery and equipment.

Unfortunately, it was not until the second decade of the twentieth century that the results of Elton Mayo's Hawthorne Studies affirmed Owen's position and caught the imagination of American management.

Mayo⁷ (1880–1949) was a faculty member of the Harvard University School of Business Administration when he began to study workers at the Hawthorne Works of the Western Electric Company in Chicago in 1927. From this study, Mayo and his colleagues concluded that there were factors other than the physical aspect of work that had an effect on productivity. These factors included the social and psychological aspects of workers and their relationships with managers and other workers.

Mayo's work effectively demonstrated to managers that in order for them to increase productivity in the work setting, they must develop human relations skills as well as the scientific management methods of Taylor and the other classical theorists.

Managerial Temperament

The behavioral school does not end with Mayo. Douglas McGregor summarized certain assumptions about traditional, or work-centered, theory of management under the heading **Theory X**. McGregor's Theory X assumption is summarized in the following four statements:⁸

1. Work, if not downright distasteful, is an onerous task that must be performed in order to survive.
2. The average human being has an inherent dislike of work and will avoid it if he can.

3. Because of the human characteristic to dislike work, most people must be coerced, directed, controlled, or threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.
4. The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambition, and wants security above all.*

Simply stated, Theory X indicates that there is no intrinsic satisfaction in work, that human beings avoid it as much as possible, that positive direction is needed to achieve organizational goals, and that workers possess little ambition or originality.

McGregor also presented **Theory Y**, which is the opposite of Theory X. His six assumptions for Theory Y are as follows:⁹

1. The expenditure of physical and mental effort in work is as normal as play or rest. The average human being does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction and will be voluntarily performed.
2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the awards associated with their achievements. The most significant of such work, e.g., the satisfaction of ego and self-actualization needs, can be direct products of effort directed toward organizational objectives.
4. The average human learns under proper conditions not only to accept but to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are general consequences of experience, not inherent human characteristics.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely not narrowly distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human beings are only partially utilized.

An important point is that the opposite ways of thinking, as reflected in McGregor's Theory X and Theory Y, are what are actually conveyed by managers to their employees through everyday communication and attitudes.

Satisfiers and Dissatisfiers

Another leading theorist in the behavioral school was Frederick Herzberg. Herzberg and his associates at the

*Assumptions 2, 3, and 4 are quoted directly from McGregor. Assumption 1 has been added as an explicit statement of the nature of the work to which humans are reacting.

Psychological Service of Pittsburgh¹⁰ found that experiences that create positive attitudes toward work come from the job itself and function as **satisfiers** or motivators. In other words, satisfiers are created by the challenge and intrigue of the job itself.

A second set of factors related to productivity on the job are conditions outside of the job itself. Things such as pay, working conditions, company policy, and the quality of supervision are all a part of the working environment but are outside of the task of the job itself. When this second set of factors is inadequate, that is, when you believe that these conditions are not up to par, they function as **dissatisfiers**, or demotivators. When these factors are adequate, however, they do not necessarily motivate employees for a lasting period of time but may do so only for a short time.

Stated another way, Herzberg argued that the presence of satisfiers tends to motivate people toward greater effort and improved performance. The absence of dissatisfiers has no long-lasting effect on positive motivation; however, the presence of dissatisfiers has a tendency to demotivate employees.

Participative Management

Rensis Likert,¹¹ another leading behaviorist, introduced the term **participative management**, which is characterized by worker participation in discussions regarding decisions that ultimately affect them.

Participation occurs when management allows hourly workers to discuss their own observances and ideas with department managers. (Such techniques have been seen as being one of the greatest motivators toward quality performance in a housekeeping operation.) More about this technique will be said when we discuss employee morale and motivation. **Theory Z**,¹² the highly vaunted Japanese management model, is heavily based on this participative management model.

The Managerial Grid

Blake and colleagues¹³ presented a revolutionary idea concerning the methods that underlie the thinking process involved in decision making. They found that a **managerial grid** could be established, whereby a maximum or minimum concern for production could be equated with a maximum or minimum concern for people. The managerial grid attempts to define the various ways in which people think through decisions. The way people think or feel can have a great influence on the quality of commitment from a group decision, especially when it comes to resolving conflicts. Blake and Mouton held that the best managers have both a high concern for production and a high concern for people in the organization.

One of the most recent attempts at group involvement in decision making has come out of a major con-

cern for the loss of U.S. prestige in its own automobile market. Specifically, Japanese managers and workers have coined the term “**quality circle**,” which is a way of explaining total worker involvement in the processes as well as in the management decisions about production and quality that will ultimately affect worker welfare. Quality circles are now undergoing heavy scrutiny in the United States and are being used to help rekindle automobile production.

Situational Leadership

Situational leadership,¹⁴ or the **contingency approach**,¹⁵ to management asserts that there is no one universally accepted approach to a management problem. It maintains that different problems require different solutions. This approach perhaps best reflects the complex nature of management in the organizational setting. Adherents to this approach agree that there is no “one best” way to manage; flexibility is the key to successful management. The works of Fred Fiedler,¹⁶ Victor Vroom,¹⁷ and Ken Blanchard and Paul Hersey¹⁸ have contributed to this model.

So What Do Managers Do?

Ask a manager that question and you will probably receive a hesitant reply, leading to answers such as, “What do I do?” or “That’s hard to say,” or “I’m responsible for a lot of things,” or “I see that things run smoothly,” none of which are responsive to the question asked. After many years of researching the diaries of senior and middle managers in business, extended observation of street gang leaders, U.S. presidents, hospital administrators, forepersons and chief executives, Mintzberg¹⁹ was able to codify managerial behavior, as follows:

1. Managers’ jobs are remarkably alike. The work of foremen, presidents, government administrators, and other managers can be described in terms of ten basic roles and six sets of working characteristics.
2. The differences that do exist in managers’ work can be described largely in terms of the common roles and characteristics—such as muted or highlighted characteristics and special attention to certain roles.
3. As commonly thought, much of the manager’s work is challenging and nonprogrammed. But every manager has his or her share of regular, ordinary duties to perform, particularly in moving information and maintaining a status system. Furthermore, the common practice of categorizing as nonmanagerial some of the specific tasks many managers perform (like dealing with customers, negotiating contracts) appears to be arbitrary. Almost all of the activities managers engage in—even when ostensibly part of the regular operations of

their organization—ultimately relate to back to their role as manager.

4. Managers are both generalists and specialists. In their own organizations they are generalists—the focal point in the general flow of information and in the handling of general disturbances. But as managers, they are specialists. The job of managing involves specific roles and skills. Unfortunately, we know little about these skills and, as a result, our management schools have so far done little to teach them systematically.
5. Much of the manager's power derives from his or her information. With access to many sources of information, some of them open to no one else in the organizational unit, the manager develops a database that enables him or her to make more effective decisions than the employees. Unfortunately, the manager receives much information verbally, and lacking effective means to disseminate it to others, has difficulty delegating tasks for decision making. Hence, the manager must take full charge of the organization's strategy-making system.
6. The prime occupational hazard of the manager is superficiality. Because of the open-ended nature of this job, and because of the responsibility for information processing and strategy making, the manager is induced to take on a heavy workload and to do much of it superficially. Hence, the manager's work pace is unrelenting, and the work activities are characterized by brevity, variety, and fragmentation. The job of managing does not develop reflective planners; rather, it breeds adaptive information manipulators who prefer a stimulus-response milieu.
7. There is no science in managerial work. Managers work essentially as they always have—with verbal information and intuitive (nonexplicit) processes. The management scientist has had almost no influence on how the manager works.
8. The manager is in kind of a *loop*. The pressures of the job force the manager to adopt work characteristics (fragmentation of activity and emphasis on verbal communication, among others) that make it difficult to receive help from the management scientist and that lead to superficiality in his or her work. This in effect leads to more pronounced work characteristics and increased work pressures. As the problems facing large organizations become more complex, senior managers will face even greater work pressures.
9. The management scientist can help to break this loop by providing significant help for the manager in information processing and strategy making, provided he or she can better understand the manager's work and can gain access to the manager's verbal database.
10. Managerial work is enormously complex, far more so than a reading of the traditional literature would suggest. There is a need to study it systematically and to avoid the temptation to seek simple prescriptions for its difficulties.

Perhaps managers are not readily adept at answering the question about what they do because they are too mindful of what they are doing when they are actually performing their jobs. This writer also recalls once being asked the question, "What do you do?" I was stumped by the question, until many years later, when I discovered that a manager performs more than just the *sequential* functions. There are also those *continuous* functions—*analyzing problems, making decisions, and communicating*—as noted in the next section.

Principles of Management

Executive housekeepers today recognize the need for a clear understanding and successful application of management principles. They may, however, feel overwhelmed by the many terms in the field of scientific management, both from the past and in the present. It is important for executive housekeepers to be familiar and comfortable with these terms and principles, since there is no department within the hospitality industry in general, and hotels in particular, that will provide a greater opportunity for applying management skills.

To help you understand the concept of management, we present an ordering of the management process as developed by R. Alec Mackenzie.²⁰ Building on the works of Fayol, he created a three-dimensional illustration relating the elements, continuous and sequential functions, and activities of managers. Refer to Figure 1.1, Mackenzie's diagram, when reading the following material.

Elements

According to Mackenzie, the **elements** that today's managers work with are ideas, things, and people. These are the main components of an organization and are in the center of the figure. The manager's task that is related to **ideas** is to think conceptually about matters that need to be resolved. The task related to **things** is to administer or manage the details of executive affairs. The task related to **people** is to exercise leadership and influence people so that they accomplish desired goals

Functions

The **functions** of a manager can be thought of as continuous functions and sequential functions. Many times a question may be asked: "But what does the manager do?" The manager should be seen to do several continuous functions, as well as several sequential functions.

The **continuous functions** relating to ideas and **conceptual thinking** are to *analyze problems*. Those related to things and **administration** are to *make decisions*, and those related to people and **leadership** are to *communi-*

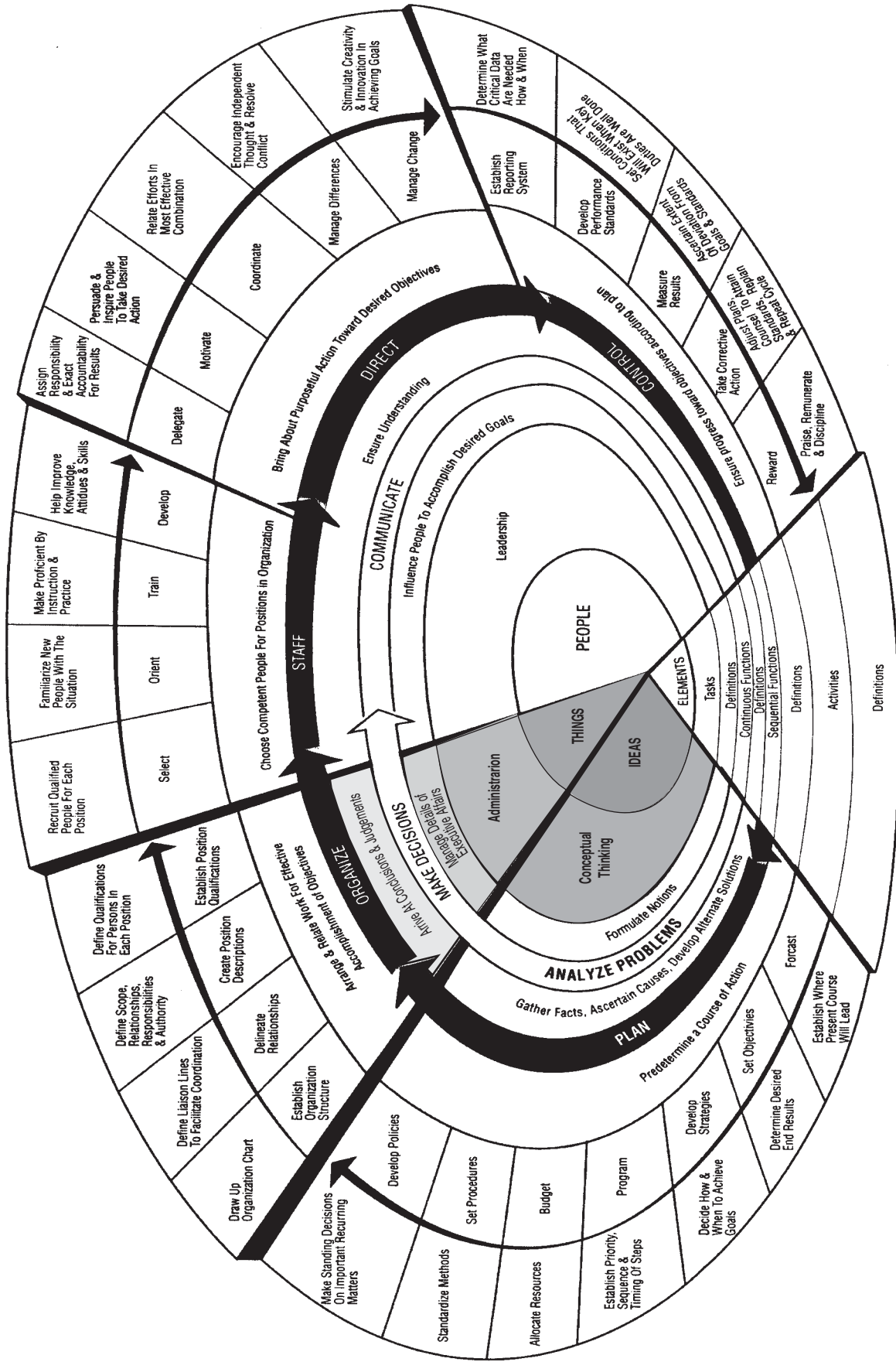


Figure 1-1 Mackenzie's management process, showing the elements, functions, and activities that are part of the executive job. (R. Alec Mackenzie, "The Management Process in 3-D," Harvard Business Review. (Copyright © November–December 1969 by the President and Fellows of Harvard College; all rights reserved.)

cate successfully. Problems are analyzed, facts gathered, causes learned, alternative solutions developed, decisions made, conclusions drawn, communications generated, and understanding ensured.

The **sequential functions** of management are more recognizable as a part of the classical definition of management. They involve the planning, organizing, staffing, directing, and controlling of ideas, things, and people. Mackenzie sets forth various activities in each of these sequential functions that should be studied and recalled whenever necessary.

Activities of Sequential Functions

According to Mackenzie, a manager's sequential functions are divided into five areas—planning, organizing, staffing, directing, and controlling.

Planning

The **management plan** involves seven basic activities:

1. *Forecasting*: Establishing where present courses will lead
2. *Setting objectives*: Determining desired results
3. *Developing strategies*: Deciding how and when to achieve goals
4. *Programming*: Establishing priorities, sequence, and timing of steps
5. *Budgeting*: Allocating resources
6. *Setting procedures*: Standardizing methods
7. *Developing policies*: Making standing decisions on important recurring matters

Organizing

Getting **organized** involves arranging and relating work for the effective accomplishment of an objective. Managers organize by making administrative or operational decisions. The four activities involved in getting organized are as follows:

1. *Establishing an organizational structure*: Drawing up an organizational chart
2. *Delineating relationships*: Defining liaison lines to facilitate coordination
3. *Creating position descriptions*: Defining the scope, relationship, responsibilities, and authority of each member of the organization
4. *Establishing position qualifications*: Defining the qualifications for people in each position

Staffing

The third sequential function, **staffing**, involves people. Leadership now comes into play, and communication is established to ensure that understanding takes place. There are four activities:

1. *Selecting employees*: Recruiting qualified people for each position
2. *Orienting employees*: Familiarizing new people with their environment
3. *Training*: Making people proficient by instruction and practice
4. *Developing*: Improving knowledge, attitude, and skills

Directing

The first three sequential functions of management—planning, organizing, and staffing—might be performed before an operation gets under way. The last two sequential functions—directing and controlling—are carried out after the operation has begun or is in process. As with other managerial relationships involving people, leadership is accomplished through communication. In the **directing** of operations, there are five basic activities:

1. *Delegating*: Assigning responsibility and exacting accountability for results
2. *Motivating*: Persuading and inspiring people to take a desired action
3. *Coordinating*: Relating efforts in the most efficient combination
4. *Managing differences*: Encouraging independent thought and resolving conflict
5. *Managing change*: Stimulating creativity and innovation in achieving goals

Controlling

The final sequential function of management is to **control** organizations and activities to ensure the desired progress toward objectives. There are five basic activities in the controlling of operations:

1. *Establishing a reporting system*: Determining what critical data are needed
2. *Developing performance standards*: Setting conditions that will exist when key duties are well done
3. *Measuring results*: Ascertaining the extent of deviation from goals and standards
4. *Taking corrective action*: Adjusting plans, counseling to attain standards, replanning, and repeating the several sequential functions as necessary
5. *Rewarding*: Praising, remunerating, or administering discipline

Management Theory and the Executive Housekeeper

The question now is, “How can the executive housekeeper apply these diverse management theories to the job at hand, that being the management of a housekeeping department?”

Before we attempt to answer that rather encyclopedic question, perhaps we should first turn our attention to some of the inherent organizational and employee-related problems facing many housekeeping departments.

To begin, housekeeping is not a “glamorous” occupation. Cleaning up after others for a living is not, nor has it ever been, the American dream. No one wishes his or her child to become a guestroom attendant or a housekeeping aide. Housekeeping is viewed by a majority of the American public as being at the bottom of the occupational hierarchy in terms of status, pay, benefits, and intrinsic worth.

Even in the hotel industry, housekeeping employees are among the lowest paid of all workers in the hotel. Thus, the housekeeping department has traditionally attracted individuals who possess minimal levels of education, skills, and self-esteem.

Even the management positions in the housekeeping department have an image problem. In hospitality education, students normally tend to gravitate to the front office, marketing, food and beverage, and even human resource areas before they will consider housekeeping.

Normative Characteristics Exhibited by Housekeeping Employees

In order to more effectively manage housekeeping employees, we must understand their demographic and psychographic characteristics. As with most hotel departments, diversity among housekeeping employees is common. The following employee characteristics can be found in many housekeeping departments.

- Cultural diversity abounds in many housekeeping departments. It is not uncommon, especially in major U.S. urban centers, for people of different cultures to be found in the department.
- It is not uncommon for a variety of languages to be heard among the housekeeping staff and some employees may not be able to communicate in English.
- Housekeeping can often attract individuals with little or no formal education. Some housekeeping employees may be functionally illiterate. This can impact departmental efficiency and communications.
- Housekeeping employees may come from lower socioeconomic backgrounds and their attitudes and

behavior may not be in parallel with the company’s culture.

- A worker may have emotional or economic problems, or may even have a dependency problem. It is not suggested that the executive housekeeper is the only manager within the hotel who faces these problems, but many would argue that the frequency of these problems is higher in housekeeping than in other areas..

Although there are numerous lodging properties throughout the United States where these traits and characteristics are not found among the employees of the housekeeping department, as with any hotel department, it requires an astute housekeeping manager to prepare for such eventualities.

Motivation and Productivity

Motive is defined by Webster’s²¹ as “something (as a need or desire) that leads or influences a person to do something.” The **motivation** of employees is accomplished by the manager creating an environment in which employees can motivate themselves. Managers cannot hope to directly motivate other human beings; however, they can provide a climate where self-motivation will take place.

What we as managers want our employees to do is to become more **productive**. We want them to accomplish their duties in a more effective and efficient manner. We want to substantially reduce **turnover**, **absenteeism**, and **insubordination** in the organization. We want our organization to be populated with happy, competent people who believe, as Douglas McGregor postulated, that “work is as natural as play or rest.”²²

To do that we must empower our employees with the abilities and inspiration to accomplish the mutually held objectives of the organization and the individual. There is no magic formula to achieve this goal. It takes dedication, perseverance, a plan, and plain hard work. What follows is not a fail-safe prescription for leadership success, but a series of approaches, methods, procedures, and programs that incorporate the best that the previously discussed schools of management theory have to offer the housekeeping department. Although not all of these applications may work in every setting, they have been shown to positively affect the productivity of a number of housekeeping departments.

Researching the Motives

First, find out what motivates your best long-term employees to perform as well as they do. Find out why they stay with you. This can be done best by interviewing these people one-on-one (this is also a great opportunity to personally thank your best employees) in a distraction-free setting.

Second, find out why others leave. Conduct **exit interviews** with all persons being separated; but do not do it yourself and do not do it at the time of separation. Employees will be less than honest with you about the real reason for their resignation if you are part of the problem. Interviewing at the time of separation may also provoke the employee to be less than honest. They may give an “acceptable” reason for separation, such as more money, so they do not jeopardize a potential reference source.

The best approach is to have a third person call on the former employee a month after the separation. Make sure that the interviewer is able to convey an image of trust to the former employee.

Third, find out what current employees really want regarding wages, benefits, and working conditions. Administer a survey that ensures the anonymity of the respondent. If English is not the predominant language of the employees in your department, take the extra time to have a bilingual survey prepared. Also, form a committee of employees to assist you in designing the survey. This will help to lessen the effects of management bias and ensure that the survey reflects the attitudes of your department.

Have the employees mail the survey back to the company (be sure that the form has a stamp and return address), or have a ballot box for the forms. You may even want a third party, such as an outside consulting firm, to administer the survey.

Finally, administer this survey on a periodic basis—for example, twice a year—in order to remain current with the prevailing employee attitudes.

Use the information you have collected to assist you in strategic policy-making decisions and in the day-to-day operation of your department.

Selection

Far too often in housekeeping we take the first warm body that applies for the job. Recruiting is often viewed as a costly and time-consuming process for the management and the property. It is an endeavor fraught with failure; prospective employees don't show for interviews, newly hired workers quit during their first week on the job, and so on.

There is one method that can help to substantially reduce the cost and time involved in recruiting prospective

employees. It can also help to reduce employee turnover and its associated costs.

This method is employee referral; that is, asking your employees (your best employees, in particular) to refer people whom they know (friends, family, and acquaintances) for entry-level position openings. In order for this procedure to work, the employer must be ready to pay a significant reward when a suitable candidate is presented. Typically, the reward is paid in installments over a time span of several months to a year or more to ensure the continued presence of both the employee who recommended the candidate and, of course, the candidate. One benefit to this system is that most conscientious employees will recommend only candidates whom they honestly feel will be good employees and will not reflect negatively on their recommendation.

However, safeguards must also be established to prevent unscrupulous employees from taking advantage of the system.

This author once observed an employee in a large hotel in Las Vegas asking an applicant, a stranger, who was in the waiting room of the personnel office in the hotel to put down his name on the referral line of the application blank. If the applicant was hired, the employee would then receive a bonus, which he offered to split with the applicant.

Other nontraditional sources of applicants for the housekeeping department include tapping into the disabled worker pool. Most communities have rehabilitation agencies where contacts can be established and cooperative programs initiated.

Senior citizens, young mothers, and legal immigrants are other potential sources of nontraditional labor.

Training

As most housekeeping administrators know, a formal training program is an indispensable element in achieving productivity goals. There are, however, certain training approaches and concerns that are not being addressed by all housekeeping administrators.

These concerns include the educational background of the staff. As was mentioned earlier, many housekeeping workers may be illiterate or may not be able to communicate in English. Written training materials, such as manuals, posters, and written tests, are quite useless when the staff cannot read, write, or speak the English language. Special audiovisual training materials are often required in housekeeping departments, and the written training materials must often be made available to the workers in Spanish or other languages.

The introduction of these materials does not rectify the problem, however. Consequently, many housekeeping departments have initiated remedial educational programs so that employees can not only learn to read

Motivational Tip

If you have an ESL (English as a second language) program for your housekeeping department, recognize those who successfully complete the program. Give them “diplomas” and have a graduation ceremony in their honor. Rent caps and gowns, invite their friends and relatives, and have a reception with cake and ice cream. According to Ronna Timpa of Workplace ESL Solutions, LLC, for many of your employees, it will be one of the proudest moments of their lives.

and write in English, but can also earn their high school diplomas. The Educational Institute of the American Hotel and Lodging Association has recently developed a series of language-free videotapes for housekeeping. These World Trainer videos are superb training aids for any multilingual housekeeping department.

The executive housekeeper does not have to implement these remedial programs from scratch; he or she can turn to a number of sources of assistance found in most communities, such as the public school or the community college system. These sources can often provide qualified bilingual adult instruction at little or no cost to the company. Another tactic is to reimburse employee tuition if remedial classes are completed at the local community college.

The payoff to the housekeeping department is twofold. First, productivity improves because the level of communication has increased. Second, the employees’ self-esteem should certainly increase when they begin to achieve their personal educational goals; and a self-assured workforce will ultimately become a more competent and productive workforce.

Delegation: The Key to Managerial Success

According to Mackenzie, delegation is one of five activities of direction. Others view **delegation** as the most valuable activity. The other activities—motivation, coordination, managing differences, and managing change—can be seen as stemming from a manager’s ability to delegate properly.

Too often we hear the phrase “delegation of responsibilities and authority.” In fact, it is impossible to delegate a responsibility. To delegate actually means to pass authority to someone who will act in behalf of the delegator. The passing of such authority does not relieve the delegator of the responsibility for action or results, although there is an implied accountability of the person

to whom power has been delegated to the person having that power. The responsibility of a manager for the acts or actions of his or her subordinates is therefore absolute and may not be passed to anyone else.

When an executive housekeeper is assigned overall responsibility for directing the activities of a housekeeping department, carrying out this responsibility may require the completion of thousands of tasks, very few of which may actually be performed by the executive housekeeper. It is therefore a responsibility of management to identify these tasks and create responsibilities for subordinates to carry them out. (The creation of these responsibilities is done during organization through the preparation of job and position descriptions; see Appendix B.) A good operational definition of delegation is the creation of a responsibility for, or the assignment of a task to, a subordinate, providing that person with the necessary authority (power) to carry out the task and exacting an accountability for the results of the subordinate’s efforts. The lack of any one of the three elements of this definition creates a situation whereby the manager abdicates the responsibility to manage.

Thorough and complete delegation, where possible, will free the manager from tasks that can be performed by subordinates, allowing the manager time to manage the operation. The manager is then left free to: (1) coordinate the activities of subordinates, (2) manage change (implies that the manager now has time to be creative and search for changes that will improve operations), and (3) manage differences (a form of problem solving).

How does one delegate? There are several methods, all of which will be useful to the executive housekeeper.

Methods of Delegation

1. *By results expected:* The manager can make a simple statement of the results that are to be obtained when the task has been completed properly.
2. *By setting performance standards:* The manager can create conditions that will exist when a task has been performed satisfactorily. An example of this type of delegation is found in inspection forms, which specify conditions that exist when the tasks are adequately performed. Figure 1.2 shows a room inspection form that sets forth standards that, if met, signify satisfactory performance.

In hospitals and health care institutions, standards may become more strict and even require that the institutions meet agency approval. Figure 1.3 is a list of standards, prepared by Charles B. Miller, that could be used as a guide in establishing standards and adding or deleting them as necessary in hospitals, health care institutions, and hotels.

GUESTROOM INSPECTION FORM	
Name: _____	Date: _____ Room: _____
Score: _____	<input type="checkbox"/> Not acceptable <input type="checkbox"/> Acceptable
<input type="checkbox"/> Door <input type="checkbox"/> Door frame <input type="checkbox"/> Connecting door <input type="checkbox"/> Door chain <input type="checkbox"/> D.N.D. sign <input type="checkbox"/> Coat rack <input type="checkbox"/> Carpet <input type="checkbox"/> Furniture <input type="checkbox"/> Pictures and mirror <input type="checkbox"/> Wall lamps <input type="checkbox"/> Floor lamp <input type="checkbox"/> TV <input type="checkbox"/> Air conditioner	<p>Clean, no dust on front, back, or top</p> <p>Clean, no dust</p> <p>Clean, no dust, bolt locked</p> <p>Fastened</p> <p>Good condition</p> <p>Clean, no dust, no hangers missing, two laundry bags</p> <p>Vacuumed, no debris (including behind drapes, between beds, and under spread, no dust around edges or under furniture, clean between connecting doors). Report <i>all spots and gum to supervisor</i></p> <p>No dust on tops or sides, including kneehole under desk, chair legs, and cushions, cushion turned regularly so the cover stays in place, drawers clean in c/o room, all furniture in proper position</p> <p>No dust on frames, no streaks on mirror</p> <p>No dust on bulbs, bulbs working, no dust on dish under bulb, seam on shade turned to the back, shade straight, correct wattage bulb</p> <p>No dust (on arm, stand, or base), bulb working no dust on bulb, in proper position (12 inches from either wall with light extending over the chair), seam on shade turned to the back, shade straight, correct bulb</p> <p>No dust on screen, front, back, stand, and restaurant ad on top</p> <p>No dust on front, top, or control box; turned off</p>

Figure 1-2 Guestroom Inspection Form. Acceptable conditions are specified that, if met, indicate satisfactory performance. Checkmarks in boxes indicate satisfactory performance; N.I., needs improvement; U, unsatisfactory condition (must be corrected before renting the room).

3. *By establishing procedures:* The major technique in dealing with routine matters is to prepare **standard operating procedures (SOP)** in which the tasks to be performed are set forth in a routine procedure. The SOP also indicates who will do what in the procedure, thus allowing for the delegation of appropriate tasks to people.

Another simple and equally important technique of delegation is to take all tasks that must be done and di-

vide them into three separate groups. Group 1 contains tasks that may be done by someone else immediately. Group 2 contains tasks that may be assigned to other people as soon as they have been properly trained. Group 3 contains tasks that must be done *only* by the manager. People are assigned group 1 tasks as soon as staff is available. Training is started for people to undertake group 2 tasks. As soon as training is complete and competence is shown, the tasks in group 2 are assigned. Group 3 tasks remain with the manager. The number of

<input type="checkbox"/> Tracks and patio door	Clean, no dust, locked
<input type="checkbox"/> Beds	Neat and smooth appearance, clean linen, sheet tucked under head of mattress, hospital corners, top sheet folded over blanket 6 inches from top edge of mattress, pillowcase seams turned to the wall, blanket clean, spread clean, mattress and box springs positioned properly on frame, no dust on headboard
<input type="checkbox"/> Nightstand	No dust (top, sides, and inside), phone book neat, name card
<input type="checkbox"/> Phone	No grease, makeup, or hair on receiver, clean dial and sides, clean cord, no dust at the back
<input type="checkbox"/> Waste basket	Clean and in good condition
<input type="checkbox"/> Desk drawer	Proper number of each in proper place (map, A.M. express, choose your credit, advance registration, stationery, two plastic bags, fly swatter)
<input type="checkbox"/> Dresser supplies	Proper number in proper places (Bible, we care, room service, menu, guest services directory, correct ashtray with matches, tray placed longway against back of right hand dresser with four glasses and pitcher cleaned and turned upside down)
Remarks:	Work orders:

Figure 1-2 Guestroom Inspection Form (continued)

tasks remaining in group 3 is usually a measure of the manager's confidence to train people and let them become involved.

Why Managers Do Not Delegate

Often, managers do not delegate tasks properly. The reasons can be summed up as follows:

1. *Some managers do not understand their roles as managers.* This happens most often with newly appointed managers who have been promoted from within as a reward for outstanding service. For example, the section housekeeper who has been doing an outstanding job as a room attendant is rewarded by being promoted to the position of supervisor, although he or she is given no supervisory training. Having been physically very busy in the act of cleaning guestrooms, the person is now in charge and, as such, feels

out of place. The new supervisor (manager) has been moved from a realm in which he or she was very competent to a position in which he or she has little or no expertise. In Figure 1.1, we saw that a manager should be continually analyzing problems, making decisions, and communicating. Failing to understand this new role, the new supervisor does someone else's work. For this reason, supervisory training is an absolute must when promoting first-line workers into positions requiring managerial performance such as supervising.

2. *Managers who enjoy physically doing work are sometimes reluctant to let go of such tasks.* Again, this is a matter of training. The new manager needs to be reminded that doing the physical task is not what he or she is being paid to do. A new manager may need to be reminded that, by doing physical work that should be delegated, situations requiring management

STANDARDS

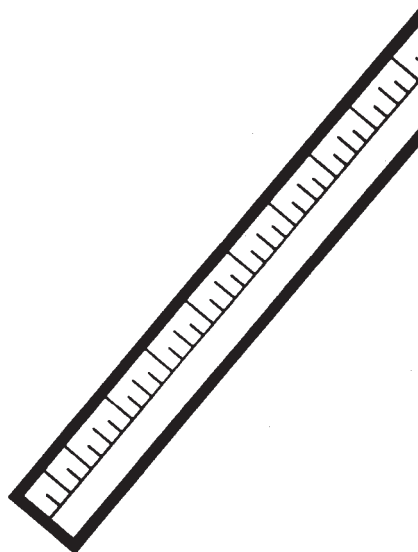


Figure 1-3 A list of items that may be used as a basis for establishing standards and adding or deleting them as necessary for adaptation to a specific institution. This list can be used to develop an inspection form.

(Reprinted with permission from How to Organize and Maintain an Efficient Hospital Housekeeping Department, by Charles B. Miller, published by American Hospital Publishing, Inc., © 1981.)

1. Ceilings - Clean, free of dust and spots, paint intact, vents clean and free of dust and lint, lights replaced.
2. Room Walls - Clean, no lint, paint intact, free of finger marks and stains.
3. Floors - Clean, free of dust, lint, and stains; no wax buildup or accumulation of soil in corners; free of heel and scuff marks; free of discolored wax.
4. Cove Bases - Clean and clear, no wax buildup, no mop marks, no accumulation of soil in corners, intact around room (firmly affixed to wall with no signs of being loose at juncture with floor).
5. Doors - Clean, free of marks, finish intact, kickplate clean and shiny, top free of dust and lint, edges clean, handle or knob clear and clean, hinge facing and door frame clean, door vent clean and free of dust and lint, window and frame clean and free of dust and lint (inside and outside).
6. Windows - Clear and clean, not in need of immediate washing, frame clean; glazing intact; sill clean; paint in good condition.
7. Window Drapes - Free of lint; properly hung on tracks; not faded; no stains, yellowing, or tears; pulleys and pull cords intact and working; pins installed correctly in drapes and on carriers.
8. Cubicle Curtains - Clean and free of stains, not faded, pull freely in tracks, properly mounted, no tears, adequate length and width.
9. Beds - Headboards and footboards clean, metal upright and horizontal frame members clean, control unit and cord clean and working, linen clean and free of stains and tears, bed properly made, undercarriage free of lint and soil, wheels clean and free of lint.
10. Mattresses - Clean, free of stains and lint, in good repair without rips or tears, thoroughly deodorized, mattress turned on each discharge.
11. Overbed Tables - Clean and free of dust; elevation controls working properly, drawer and drawer mirror clean and free of dust, lint, and streaks; base, frames, and wheels clean and free of dust and lint.
12. Bedside Console Units - Countertop, shelves, and facings clean and free of dust and spots; no accumulation of soil in corners; stainless steel sink and plumbing fixtures clean and free of spots and streaks; clothes closet clean and free of dust and lint.
13. Chairs - Clean, free of lint and dust.
14. Television Sets - Clean, free of dust and lint; shelf clean, free of dust and lint.
15. Toilets - Toilet bowl clean inside and outside; no stains, streaks, or residue, toilet seat clean, free of spots, stains, or streaks, and tightly fastened to toilet; plumbing fixtures clean, free of dust, spots, and streaks; plumbing connections to toilet free of alkali buildup and dirt; base of toilet free of soil buildup and stains.
16. Sinks - Clean, inside, outside, and underneath, free of spots and streaks; plumbing fixtures on top and underneath free of dirt, spots, and streaks; base of plumbing fixtures free of alkali buildup.
17. Mirrors - Clean, free of spots and streaks; frame top and edges free of dust and lint; shelf clean, free of spots and streaks.
18. Shower Stalls - Walls clean, free of soil buildup on caulking, caulking intact; fixtures free of spots and streaks; door frame and glass free of dust, lint, spots, and streaks, horizontal crossbars above door free of dust, lint, spots and streaks.
19. Dispensers - Soap, paper towel, and seat cover dispensers clean, free of dust and lint on top and underneath, free of spots and streaks, supplies replenished.
20. Refrigerators - Clean, free of dust spots and stains; shelves and facing clean and free of spots, spills, and stains, freezer clear and free of stains; motor vent clean and free of dust and lint.
21. Ovens - Stainless steel top, sides and metal or glass door clean and free of spots and streaks; interior shelf, sides, and top free of stains; no accumulation of soiled food on surface of oven (interior).
22. Countertops - Clean free of dust, stains, and finger marks.
23. Telephones - Clean, free of dust and lint; receiver, mouthpiece, and dial free of dust and lint.
24. Drinking Fountains - Stainless steel free of spots and streaks.

decisions may go unnoticed because the manager is too busy to observe, evaluate, and direct operations.

3. *Less competent people fear the consequences of being outperformed.* There are managers who refuse to delegate routine tasks for fear that their own incompetence will be magnified. Surprisingly enough, their incompetence will be in managing the activities of others, not in their ability to perform the task that they do not delegate. These people are uneasy because they fear that a stronger person will eventually be able to perform their jobs. What some managers forget is that they cannot be promoted themselves

until someone is available and competent enough to replace them.

4. *Some managers feel that delegation is an all-or-nothing situation.* This may occur in spite of the fact that there are several **degrees of delegation**. Imagine the situation in which a manager needs to investigate a situation, decide if action is needed, and, if so, take the appropriate action. This task, or portions of it, may be delegated to another person, depending upon the degree of training and demonstrated ability of the person. Here are several degrees of delegation, any one of which might be

used, depending upon the skill level and reliability of the subordinate.

- a. Investigate and report back
 - b. Investigate and recommend a course of action
 - c. Investigate and advise of intended action
 - d. Investigate, take action, and keep manager informed
 - e. Investigate and take action
5. *Some managers feel that if they do not do the task themselves, it will not be done properly.* This is synonymous with the often-heard phrase, "If you want something done right, do it yourself." Sometimes it is ego that prompts this type of thinking, but more often it is the mark of a Theory X thinker. This type of attitude encourages inaction on the part of the employees and a feeling that they are not trusted with important matters. More important, it is counterproductive to the creation of good morale-building environments. Many managers fear the possibility that some subordinate will rise to the occasion of being able to replace the manager. Said another way, some managers keep themselves in the position of being indispensable. Other managers recognize that until someone is capable of replacing them, they themselves are not promotable. What is important to remember is that until the manager trains people to act in his or her behalf, and delegates as much as possible to subordinates, the manager need not think of promotion, vacation, or even becoming ill, lest the operation crumble.

Tangibles versus Intangibles

Thomas Atchison²³ identified a significant difference between the **tangibles** and the **intangibles** associated with management and leadership. He consulted with many organizations regarding the industrial downsizing that took place in the early 1980s, and he noted the tremendous pressures that befell many organizations beleaguered with the necessity of either downsizing or declaring bankruptcy. As a result of his investigations as a consultant, he was instrumental in helping several companies *prepare for change* as they moved toward new life in the twenty-first century. Atchison was able to identify the significant difference between the tangible and intangible **inputs** and **outputs** that occurred in the business world (Figure 1.4).

Atchison recognized that tangible inputs and outputs are measurable and fairly predictable. Tangible outputs (e.g., profit, market share, growth, etc.) are the traditional goals of management, but it is the organization's intangible inputs and outputs that produce **inspired followers**. Intangible inputs, such as the company's mission and values, produce the intangible outputs, such as the organization's culture and the commitment of its employees. Leaders should focus on the intangibles rather

"Preparing for Change"

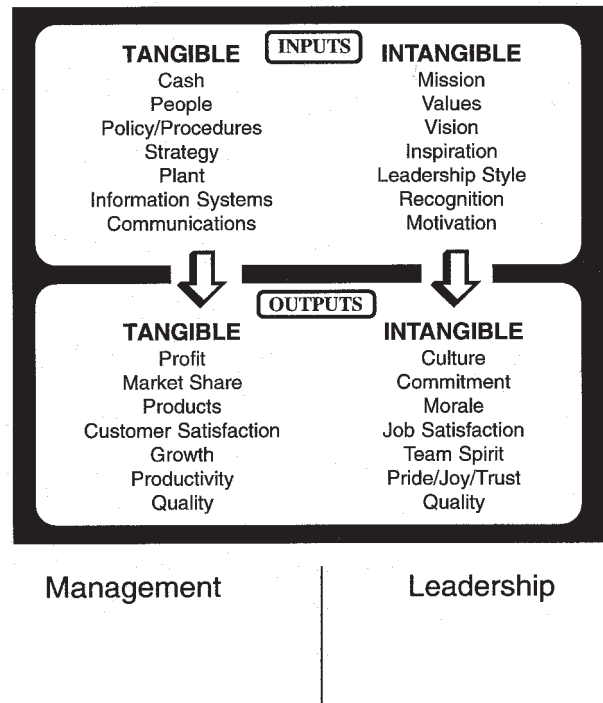


Figure 1-4 Atchison has expressed tangible and intangible inputs and outputs in relation to their application to either management (producing predictable results) or leadership (producing inspired followers). (Thomas A. Atchison, "Tangibles vs. Intangibles: Managing for Change." Seminar notes; reprinted with permission.)

than on the tangibles. To successfully deal with change, Atchison said, it is necessary for leaders to have followers who commit to achieving a vision by building teams to manage change.

Essential leadership activities must include:

- 1. Challenging the process by seeking out opportunities, without being afraid to take risks
- 2. Inspiring a shared vision by seeing the future and communicating it to others; making it their vision also
- 3. Enabling employees to act by fostering teams and empowering others
- 4. Modeling the way by setting an example, and remembering that success is gradual

Atchison concluded that when you lead well, others become willing followers in a new direction of *managed change*. He also concluded that management, in a sense, might be nothing more than a title. You are a manager until you get promoted, become retired, or are fired. Leadership, however, is earned, by having followers, and

it is reearned every day. There is no accrual, no equity, no transfer in leadership. Every day, a leader must inspire followers.

The significance of these thoughts is that, as time goes on, you have only one choice. Are you going to *react* to change, or are you going to *manage* it, because change is going to happen at a continually accelerating rate. **Autocratic change** always produces passive aggressive behavior, and this will destroy an organization. To the contrary, *managed change* is inspiring and what most employees actually hope for. Managed change has five ingredients.

1. Be specific in what change is desired.
2. Think small. Break the project into small increments.
3. Move quickly from one small increment to the next.
4. Evaluate whether progress is being made.
5. Celebrate the completion of each small segment.

It is important to put *fun* into work. Good work can be made enjoyable by remembering to grant *ownership* to the person who is responsible for the work being done. When the manager recognizes and passes credit to the person who performed well, and to that person's assistant, self-motivation emerges.

Consensus is the glue that seems to hold us back in America, but trust is the glue that binds leaders to followers. One has to work hard and steady to earn trust; and trust not cherished and protected can be easily destroyed.

Atchison provided six frameworks, each with four intangible items, as follows:

Leadership Style

Leaders are intelligent, which is nothing more than being flexible, are disciplined—have control of themselves, have compassion—they care about people, have energy—stay involved and participate.

Strength of Culture

Is there a mission?

Does everyone know the purpose of the unit? Employees must understand the *value* of what they do.

Vision—where will your unit be in ten years? Trust—work for it, earn it. Your unit must have it to move forward.

Personal Investment

Seek knowledge—people must know their roles and their jobs.

Skills—the leader must know how to do his or her job.

Attitude—the bad attitude is difficult to deal with—may warrant disconnecting.

Satisfaction—nothing more than happiness and being respected.

Team Spirit

Purpose—a good team knows why they come together.

Fit—everyone with a job must fit on the team and have value.

Communication—great teams know how to communicate.

Dynamic tension—great teams argue but keep their egos in check.

Managing Change

Focus—must change for something identifiable.

Barriers—focus and progress will always encounter barriers; remove them one by one.

Celebrate—every time a barrier is removed.

Courage—employees sometimes sense danger in progress; leaders set good examples.

Intangible Quality

Meaning—when put in employees' work lives, little guidance will be required.

Motivation—create the atmosphere in which employees can motivate themselves.

Harmony—like a great symphony, everyone fits together.

Commitment—requires three ingredients: pride, loyalty, ownership.

Rewards and Motivation

Recognizing and rewarding proper employee performance is essential. Virtually all employees want to know

Motivational Tip

One of the highlights of the Las Vegas International Hotel and Restaurant Show is the Hospitality Skills Competition. This event shows off the skills of the staff of 22 housekeeping departments. Games include the Bed-Making Competition, Vacuum Relay, Johnny Mop Toss, and Buffer Pad Toss. Each game has specific rules, and the contestants are judged on speed, accuracy, and the appearance of the contestant. Judges include top hotel management. Each team has a cheering section in the packed audience, holding up signs of support and cheering incessantly for its colleagues. In addition to the recognition received, the hotels donate dozens of great prizes to the winners (see Figure 1.5). The event is usually covered by the local news media, so contestants can see themselves on the evening news. Every state hospitality show should sponsor an event like this one.

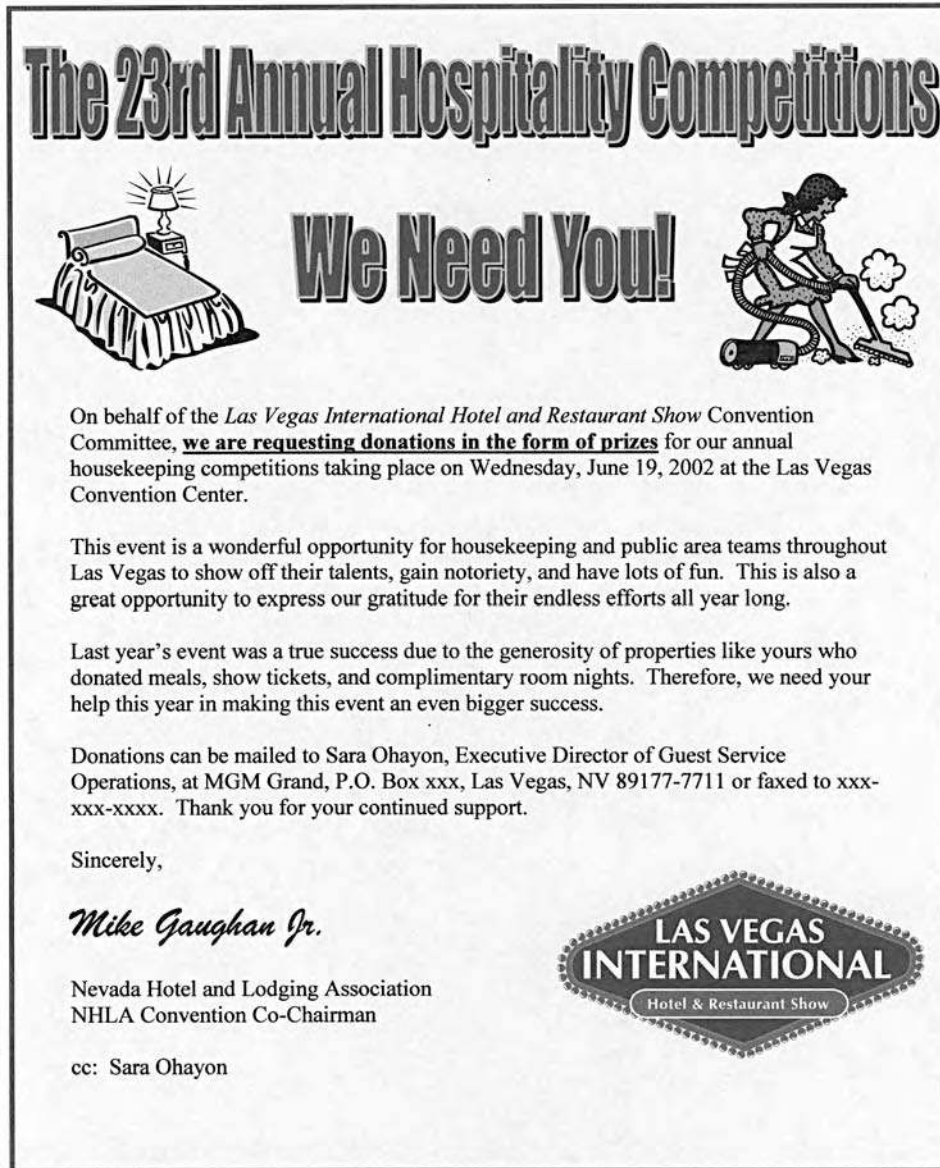


Figure 1-5 A flyer from the Las Vegas International Hotel and Restaurant Show Convention Committee asking for donations for the Hospitality Skills Competition.

if their performance meets management expectations, and most want to see a linkage between that performance and rewards.

A question often asked by managers is, "What form should these rewards take?" Some experts believe that although certain intangible rewards, such as recognition for achievement, may be nice, they are not as crucial to raising productivity as are the more tangible rewards (that is, money).²⁴

This theory seems to be borne out by some recent experiments linking pay to productivity levels. The Country Lodging by Carlson chain, a subsidiary of the Carlson Hospitality Group, pays its housekeepers by the rooms they clean rather than by the hour.²⁵ This approach has reduced the need for full-time housekeepers, and it has reduced the turnover and hiring costs in the housekeeping department. Housekeepers

earn more, and they earn it, on average, in a shorter workday.

Three cautions regarding the implementation of a pay-per-room program should be addressed. First, management must not take advantage of the employee by raising the benchmark standards of how many rooms ought to be cleaned in an hour. As Country Lodging's Vice President Kirwin says, "The goal is to get your rooms cleaned, not to take advantage of people."²⁶ The productivity standard has been set at 2.25 rooms per hour at Country Lodging.

Second, an incentive room inspection program should be part of the program so that the hotel's room cleanliness standards do not erode because of the pay-per-room program.

Third, it is doubtful that this program could be adopted in most union environments at this time.

We stated in the beginning of this section that intangible rewards, such as recognition, may not be as crucial to the improvement of productivity as the more tangible effects of money. Although we believe this to be true, we certainly hold that recognition for employee achievement is an essential management technique.

Management Theory and Housekeeping Administration

We have looked at the roles of employee participation, management delegation, training, and rewards in influencing productivity in housekeeping. Each of these practices evolved from management theories. The answer, then, to the question of which theory should be applied in the housekeeping department is, none of them, and at the same time, all of them. Each of them is appropriate at different times and under different circumstances (situational leadership).

Current research also seems to favor the situational leadership or contingency approach. Studies²⁷ have indicated that different circumstances demand different management approaches; an unchanging **leadership style** does not work as effectively as a flexible style. The key variable that influences a manager's style, according to the situational leadership theorists, is the ability and attitude of the follower.

Although a manager's behavior may change, or an approach to a problem may be dictated by the ability and attitude of the follower, we believe that a manager should always maintain a high level of concern for both the organization and the employee; this concern should be reflected in everything that is said and done by management.

Reflecting that dual concern for productivity and people is the current shift from cleaning for appearance to cleaning for health. The emphasis on cleaning for health includes not only the health of the guest, but also the health of the employees—particularly the very employees who are cleaning the property. We are now discovering that many of the methods of cleaning, and the chemicals used in the cleaning process, negatively affect the environment, and the most immediate impact is on those who are implementing these processes and using these chemicals. If a worker's health is negatively impacted, that worker's productivity is either curtailed or eliminated and the business may incur unnecessary medical and legal expenses. Further in the text, there is considerable space devoted to this topic.

New Horizons in Management

Recent attempts to gain better guest acceptance of the service product being presented have yielded reports that the root problem noted by guests usually centered

on the employee failing to perform adequately. Employee attitudes and motivations were also highly suspect; this was noticed when guests were asked to rank their most common complaints when visiting a hotel. Appearing at the top of most lists were the guests' concerns about employee attitudes. More detailed studies, however, have indicated that a clear 85 percent of all guest and service quality problems were the result of systems, policies, and procedures that were either outdated, inappropriate, or restrictive, and, consequently, did not take care of the guest. Only 15 percent of quality problems were associated directly with the employee's failure to perform properly in the employee's relationship with the guest. Basically, in our industry, employees have been overmanaged and underled.

Other studies addressed the issue of quality assurance in hotel operations. Such was the case of the American Hotel and Motel Association's sponsored study conducted at the Sheraton Scottsdale in Scottsdale, Arizona.²⁸ This study was primarily concerned with problem solving in areas where guest comments indicated a quality problem in rendering service to the guest.

Theory Z technique was applied at the Sheraton Scottsdale, and several focus groups (created from among several first-line employees who would be most conversant with the particular problem being discussed) were formed to address the problem areas identified by guest comments. (The terms *focus group* and *quality circle* are interchangeable.) The focus group concept, once and for all, took recognition of the fact that it was the front-line employee who was actually delivering the product or service being offered—not the company, general manager, or the middle management of the property, or even the first-line supervisor. It is the front-line employee who, having the greatest contact with the guest, actually represents the entire organization to the guest. Too often in the past, when talking to the guest, the only answer available to the employee was, "You will have to talk to the manager."

By placing the guest's problem in front of those employees (focus group) who had the greatest knowledge about how to solve a problem (because they did the work in the area of the problem), quality standards would be raised. Having been involved in creating the new and better-quality standard, the employees would be more inclined to personally commit themselves to meeting the new standards. These new standards then became the benchmarks for training or retraining of all employees: standards set by employees and agreed to by management.

The results of the changes developed through this sponsored study, as reported by Sheraton Scottsdale General Manager Ken MacKenzie, included "growth in revenue of twenty-eight percent in the first year of the program, twenty-five percent in the second year, and a group of supportive employees. You don't buy them or hire them, you develop them."²⁹

Executive Profile

Bryan Cornelius *A Future CEO on the Go*

Depictions of young adults these days are filled with tales of apathy, hours on the PlayStation, laziness, misbehavior and over-indulgence. For those young people who strive for something better for themselves, they follow the well-worn path from high school to college, which leads them to a career in something that oftentimes pertains little to what they studied in school.

by Andi M. Vance, Editor, *Executive Housekeeping Today*

The official publication of the International Executive Housekeepers Association, Inc. (This article first appeared in the March 2003 issue of *Executive Housekeeping Today*.)

It's a pretty safe bet to say that at age 22, Bryan Lee Cornelius is the youngest member of I.E.H.A.; however, he's really not your typical young adult. At the moment, he has no time for video games or college courses. Working ten hours a day, six days a week as the Executive Housekeeper at the Radisson Hotel in the Historic District of Savannah, Georgia, he is prevented from doing much even in terms of socializing with his friends. He spends his time managing the housekeeping department as well as cross-training in other departments. In fact, sleeping comprises much of his free time. By going against the grain, diligently working and learning everything within his reach, Bryan Cornelius continues to gain prominence in the hotel industry. He confesses that he's found his niche.

Many jobs in the service industry don't come without their fair share of challenges. Cornelius' persistence and dedication to his position has yielded many rewards throughout his short career. At the age of 18, he was completely green to hotels. Looking to earn some spending money during high school, he worked as a shipping and receiving clerk at a local Marriott hotel. Fueled by an intense desire mixed and driven by foresight, Bryan anxiously pursued the countless opportunities available to him in the hotel business.

Unlike many of his younger peers, Bryan wholeheartedly dedicates himself to his job. His job is his life. Watching the construction of the 403-room Westin Savannah Harbor Resort across the river, Bryan anxiously submitted his application for employment along with half of the town of Savannah. An article in the local paper had revealed that over 20,000 people had applied at the hotel, so he was quite shocked to find he was one of only 300 who were selected.

With experience in shipping and receiving, he gained employment in this department, only to find they had overstaffed it. Cornelius volunteered himself to be transferred elsewhere, landing himself a supervisory position in Housekeeping at age 19. "After speaking with one of my friends and the Executive Housekeeper, I accepted the position," he anxiously recalls. "That was probably one of the best decisions I've made in my life. It was a daredevil opportunity. From then on, I knew Housekeeping was for me."

Equipped with little knowledge, but armed with a fierce work ethic, Cornelius set to face the many battles lying before him. Breaking down stereotypes and misjudgments regarding his young age presented his biggest dilemma. "It's very tough when you are trying to work with room attendants and show them the proper way of doing something, and they just look at you and say, 'I have grandchildren as young as you. You're not going to show me anything about this job I don't already know.'"

Gaining Respect

Not only did Cornelius' work on the field gain recognition, but his diligence off the clock also brought attention. Little was Cornelius aware that his dedication on the hotel's softball team would help him later get a new job in Miami, Florida. At the time, the General Manager at the Westin was preparing to leave when he sat down with eight employees to make them aware of the opportunities available to them as he took over properties in Miami. Cornelius was a part of the group.

"He said one particular thing to me," Bryan remembers. "He said that even though we'd hardly worked together, he had watched me play softball. My dedication had shined through whenever I'd hit the ball. Even though I knew it was an easy catch, I ran right through first base."

Soon after, Cornelius accepted a supervisory position in Housekeeping at the Mandarin Oriental Hotel in Miami. "This hotel is just awesome," he relates with a sound of awe in his voice. "It's a 5-star hotel where rooms start at \$600. If you want a suite, that runs you at \$8,000 a night. It was a whole new ball game."

As if moving from Savannah to South Beach wasn't enough culture shock thrown at Cornelius, the carpets of the hotel were routinely studied with famous actors and movie stars who required particular attention. "I met Puff Daddy, and Michael Jackson stayed there for a month," he casually mentions. "It was fun; every day, you'd go up to the computer and print out the sheet of arrivals. When you saw Scooby Doo or Superman, you knew it was a celebrity. It was definitely exciting."

When a family situation beckoned his presence, Cornelius returned to Savannah eight months later. At the time, his identical twin brother, Ryan Lee Cornelius, continued to look for employment where he'd be happy. Seeing his brother's success in the hotel business, he sought employment in Bryan's former position at the Westin. Bryan's hard-working reputation at the hotel preceded his brother, and Ryan was hired even without an interview. Ryan's hard work has also helped put him through the ranks as well.

Since his return home in February 2002, Bryan has enjoyed the amount of responsibility placed upon his shoulders in the Housekeeping Department at the Radisson Hotel Historic in downtown Savannah. Hired initially as the Assistant Executive Housekeeper, he gained a promotion to Executive Housekeeper at the age of 21.

He remembers the day like it was yesterday. "Everyone was standing around and congratulating me when realization hit: I was now responsible for running the entire department. This was now my whole department.

The GM sat me down and acknowledged that while they could have hired anyone for the position, I was the first person who came to their minds. He wanted to enhance operations in the department and wouldn't have offered me the position if he didn't think I could do it."

Staff

Turning the department around involved reducing turnover and keeping operations under budget. Cornelius admits that keeping people working can sometimes be difficult in Savannah, due to the poor economic conditions, but he found a way to establish loyalty. "If someone

from up North were to try to come and handle some of these situations," he advises, "he might not be so effective. I grew up around this type of environment, so I know how to get them to work. You want to speak with them and stay on their level, never acting like you're better than them. They are Southern people and they do things a certain way, and they'll continue doing things that way. In Miami, I found the workers to be completely different. The work ethic between the two cities just varied greatly. In Savannah, they come to work because we make it a pleasant environment."

Bryan's interaction with his staff begins with their point of hire. During the interview, he details the Three Zero-Tolerance Rules, which are cause for termination: 1) If you pop sheets (don't change them), you're gone; 2) If you no call, no show, you're gone; 3) If you leave a room at the end of the day without cleaning it, you're gone. In his experience, over 95% of the housekeepers who are discharged leave for one of these three reasons.

After welcoming a new employee to his staff, Bryan makes an effort to spend time with an employee to better know him or her. "I get to know them on a personal level," he relates. "I want to know their favorite foods, interests, movies, and about their families. This shows them that you not only care about an employee as a worker, but a person as well. It pays off in the long run, because when you really need someone to come into work, they will respond to you a lot better."

Bryan Cornelius on Southern Hospitality

Savannah, the oldest city in Georgia, is a Mecca for Southern Hospitality. When asked what comprises the essence of Southern Hospitality, Bryan summed it up with three things: cuisine, décor and attitude.

"[All the people at the hotel] have lived here for all their lives, so we exemplify Southern Hospitality to the core. Visitors come to Savannah and continually ask why everyone's so nice. That's just us," he admits. "We get tons of comment cards from people who are so impressed with the extra efforts our staff makes, but to us, we're not doing anything special. It's the way we were raised."

When guests are in need of certain items, Bryan rifles through his resources to see if he can find exactly what they need, or an item they can use to improvise. For example, the single most often left item in a room is a cell phone charger. He has a huge array of various chargers for every make and model of cell phone. When a guest calls Housekeeping on a whim, in dire need of a charger, Bryan asks which model is needed and sends one to the room immediately.

"Guests are always blown away by that," he says. "All I do is accumulate them, so if someone needs one, we can provide them. I've got tons; like 20 of the same type. Lost and found can be a really good thing."

He routinely advises his staff not to throw away the things for which they don't foresee a guest returning. Paperwork is a great example, says Cornelius. "I've probably had more paperwork sent out to guests than jewelry. This is a great area to show exemplary service. If I can find a number or a way to reach guests when they've left something, then I'll try to call them and let them know. Sometimes, it's even before they've realized that the article is missing. That's when they're really impressed!"

St. Patrick's Day

On St. Patrick's Day, pandemonium erupts on the streets of Savannah, and Bryan Cornelius' hotel is at the heart of it. Savannah is home to one of the largest St. Patrick's Day celebrations in the world, which presents countless issues for facilities housing the partygoers. "It's the one event none of us enjoy," Bryan admits. "I used to look forward to it because I used to be out in the crowd. Now I'm in the hotel and it's mayhem. The two or three days they're here are the worst the hotel rooms look all year. It takes a lot of work to get cleaned up after that."

At the time of his interview, Bryan had been working for at least five months with other hotel personnel, party coordinators and vendors to assure the smoothest celebration possible. Security efforts are heightened during this time to assure the least amount of damage to property and injury to the participants possible.

"It's the most I work all year," says Bryan. "Last year, I worked a total of 23 hours in one day. I went from my normal duties to Manager on Duty to security. We all have to pitch in a hand to get through it."

Awards

Bryan Cornelius' early managerial success is the result of a perfect recipe of dedication, hard work, ambition and a willingness to learn everything he can from everyone around him. Much recognition has already been bestowed upon him as a result. In fact, the week prior to his interview, the Radisson awarded Bryan with the Manager of the Year Award for 2002.

"I was so surprised," he admits. "Everyone had been saying that I would get it, but until my name came out of my GM, Whip Triplett's, mouth that night, I didn't believe it. It was amazing.

One of the first things I did was call my mother. She was so happy for me; I work so hard to make my mother proud."

Bryan has also received the Bill Tiefel Award of Excellence. Distributed by the Marriott, this award is given to employees who show such exemplary service that a guest writes a letter to Bill Tiefel and expresses appreciation for the service. Bryan has no recollection of the guest who was impressed by his service, but was extremely honored by the award. He has also been honored as Employee of the Month.

Regardless of the facility or state where he works and the administration or staff with whom he works, Bryan Cornelius maintains five-star standards. He goes to every effort to ensure the best possible experience for everyone, while aiming to become a mogul in the hospitality industry. "I tell my friends who want me to go out and party that I'm a future CEO on the go. I spend a majority of my time working to advance my career."

Mentors have given him guidance along the way, steering him away from trouble and toward success. Mark Stratton, one of Bryan's current managers, sees Bryan's potential and assists in opening doors for him. Bryan really appreciates the recognition of his current G.M., Whip Triplett as he's provided Bryan with great opportunities. "He's the one who disregarded my age as a consideration," he relates. "He had faith in me, and I have done an excellent job for him in return."

Conclusion

Bryan Cornelius' mom has always desired her son to go to college. While much of his drive and ambition is fueled by a desire to please his mother, Bryan has yet to step into a college classroom, although he advises that he will go at some point. Recognizing the plethora of opportunities available in hospitality, he's pursued his career with a zest that goes unparalleled. His commitment is to be admired and respected. Upon calling his mother regarding his award last week, she asked him if he realized what he had accomplished at such an early age. "I do realize," he says, "but I don't want to dwell on it too much. I'm constantly moving and I don't want to get a big head. I want to sharpen my skills and do a lot more in the future, so I don't have too much time to think about the present."

Bryan's Advice to Other Young Aspiring Executive Housekeepers and Professionals:

1. Set one goal at a time. If you set too many, you'll get discouraged. So set one and follow it through.
2. Always ask questions.
3. Listen. It's the most effective way to gain intelligence.
4. Keep your eyes open to opportunities.
5. Work hard.
6. Defy adversity and negativity.
7. Never set yourself above your coworkers.
8. Remember that age is only a number.
9. Always ask for additional responsibilities, when you can handle it.

Bryan Cornelius can be reached at Radisson Hotel Historic in Savannah, Georgia, (912) 790-4708, or by e-mail at bryancornelius99@hotmail.com.

Employees Renamed and Empowered

Further recognition of the results obtained with Theory Z and focus groups has resulted in many hotel companies referring to their employees no longer as employees but as "**associates**."

In addition, associates are being **empowered** to do whatever is necessary to resolve problems for the guest, rather than to refer problems to management.

Empowerment is actually a form of ultimate delegation that allows the person who is delivering the product and is most closely in touch with the problem to do (within certain boundaries) whatever is necessary to "make it right" for the guest.

Empowerment as a program is not reflected by the employee taking power, but by being granted power from the supervisor after being properly trained to meet written standards that have been prepared by the associates and have been accepted by management. Should an employee make a mistake through empowerment, he or she may be counseled or retrained.

These quality and empowerment concepts are now being developed by several hotel organizations into what is becoming known as Total Quality Management

(TQM). According to Stephen Weisz, Regional Vice President, Middle Atlantic Region, Marriott Hotels, Inc., "TQM encompasses having an understanding of customer requirements, and modifying product and service delivery to meet these requirements, customers being both external and internal to the company."

Summary

In this chapter we briefly traced the origins of hospitality and housekeeping, as well as the development of management theory and its application to the housekeeping function.

Our exploration of housekeeping and management theory has by no means been exhaustive. It is impossible to discuss all of the contributors and their contributions to management here, but we will be referring to some of the major contributors throughout this text, particularly the sequential functions of management as revised and expanded by R. Alec Mackenzie. Keep these principles in mind and refer to them as you read this text. Also, compare these ideas with those of Tom Atchison.

KEY TERMS AND CONCEPTS

Hospitality	Quality circle	Productive
Line organization	Situational leadership	Turnover
Span of control	Contingency approach	Absenteeism
Delegation	Elements	Insubordination
Classical school	Ideas	Exit interviews
Administrative theory	Things	Delegation
Scientific management	People	Standard operating procedures
Scientific method	Functions	Degrees of delegation
Management science	Continuous functions	Tangibles
Operations research	Conceptual thinking	Intangibles
Behavioral school	Administration	Inputs
Human relations	Leadership	Outputs
Theory X	Sequential functions	Inspired followers
Theory Y	Management plan	Autocratic change
Satisfiers	Organize	Passive aggressive/behavior
Dissatisfiers	Staffing	Leadership style
Participative management	Directing	Associates
Theory Z	Control	Empowered
Managerial grid	Motivation	

DISCUSSION AND REVIEW QUESTIONS

- How has the function of executive housekeepers changed over the years?
- Discuss the contributions of the following people to the science of management:
 - Henri Fayol
 - Frederick W. Taylor
 - Douglas McGregor
 - Frederick Herzberg
 - Rensis Likert
 - R. R. Blake
- Explain Theory X and Theory Y. Why are these theories significant in the development of worker morale and job enrichment?
- What are the three elements of delegation? Discuss the importance of each element. What are some of the reasons why managers do not delegate?
- Alex Mackenzie provides us with a matrix that relates many management principles, terms, functions, and activities. Recall as many as you can from memory. Identify them as elements, continuous functions, sequential functions, or activities of these functions. In your opinion, which ones are the most important?
- Discuss the difference between managers and leaders.

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