

---

---

# *The Consortium Journal of Hospitality and Tourism*

---

VOLUME 16, ISSUE 2, 2011

---

## **Letter from the Editor**

## **Articles of Special Topics**

Investigating Hospitality Student Perceptions of Academic Integrity  
*Stephanie Hein and Melanie Grand*

Distance Education in Hospitality Management: What is the Current Climate?  
*Alleah Crawford and Melvin R. Weber*

African Americans Have Lower Attitude Levels Toward Internet Gambling as  
Compared to Whites  
*Joshua Fogel and Jonathan Lam*

Social Entrepreneurship in the Hospitality and Tourism Industry: An  
Exploratory Approach  
*Mehmet Ergul and Colin Johnson*

## **Concept Paper**

Increasing Industry Demand for Triple Bottom Line Education  
*John Parker*

## **Supplement**

Analysis of the Lake George Consumer  
*Joanne Gavin and Scot Willmen*

## **Call for Papers**

---

**Historically and Predominantly Black Colleges and Universities,  
Consortium of Hospitality Educators**

**Published at: Tuskegee University  
The Andrew F. Brimmer College of Business  
and Information Science  
Tuskegee, AL 36088**

---

# *The Consortium Journal of Hospitality and Tourism*

---

VOLUME 16, ISSUE 2, 2011

---

**Editor-in-Chief**

Dr. Faye Hall Jackson, Tuskegee University

**Assistant Editor-in-Chief**

Dr. Cynthia Mayo, Delaware State University

Dr. Ernest Boger, University of Maryland Eastern Shore

Dr. Steven R. Lonis-Shumate, Tuskegee University

**Editorial Board**

Dr. Jerome Agrusa, Hawaii Pacific University

Dr. Wintson Awadzi, Delaware State University

Dr. Beverly Bryant, North Carolina Central University

Dr. Desmond Omotayo Brown, University of Kentucky

Dr. Rachel Chen, University of Tennessee

Dr. K.S. (Kaye) Chon, The Hong Kong Polytechnic University

Dr. Ruppert Downing, University of Illinois

Dr. Wendy Agrusa, Hawaii Pacific University

Dr. Francis Kwansa, University of Delaware

Dr. Daniel Lema, University of Southern Mississippi

Dr. Li-Chun Lin, Montclair State University

Dr. Peter J. Linden, Chicago State University

Dr. Mary McCray, Virginia State University

Dr. Pender Noriega, Argosy University

Dr. Karen Lieberman-Nissen, Purdue University

*The Consortium Journal  
of  
Hospitality and Tourism*

---

VOLUME 16, ISSUE 2, 2011

---

**Letter from the Editor** 4

**Articles of Special Topics**

Investigating Hospitality Student Perceptions of Academic Integrity 5

*Stephanie Hein and Melanie Grand*

Distance Education in Hospitality Management: What is the Current Climate? 15

*Alleah Crawford and Melvin R. Weber*

African Americans Have Lower Attitude Levels Toward Internet Gambling as Compared to Whites 25

*Joshua Fogel and Jonathan Lam*

Social Entrepreneurship in the Hospitality and Tourism Industry: An Exploratory Approach 40

*Mehmet Ergul and Colin Johnson*

**Concept Paper**

Increasing Industry Demand for Triple Bottom Line Education 47

*John Parker*

**Supplement**

Analysis of the Lake George Consumer 51

*Joanne Gavin and Scot Willmen*

**Call for Papers** 86

---

**Historically and Predominantly Black Colleges and Universities,  
Consortium of Hospitality Educators**

**Published at: Tuskegee University  
The Andrew F. Brimmer College of Business  
and Information Science  
Tuskegee, AL 36088**



Dear Reader:

Thank you for your continued support of this journal. The articles are thought provoking and challenge us to sometimes view concepts from new perspectives. Read the articles with an open mind and feel free to offer a response.

The next edition of the Consortium Journal will focus of sustainability. As offered by the Environmental Protection Agency, "the goal of sustainability is to increase long-term shareholder and social value, while decreasing industry's use of materials and reducing negative impacts on the environment." In other words, sustainability is a living application that requires responsibility to quality of life today and tomorrow. The concept paper appearing in this edition by John Parker 'Increasing Industry Demand for Triple Bottom Line Education' does a good job in creating awareness for the social, environmental and economic impact of sustainability. We welcome your manuscripts on this topic. For consideration for the spring publication, please forward your manuscripts for review by October 15<sup>th</sup>.

I am pleased to announce the addition of Dr. Steven Lonis-Shumate as a new member of the editorial team. He is already making an impact on this journal through sustainable publishing. Welcome Steven!

Faye Hall Jackson, Ph.D.  
Editor

## INVESTIGATING HOSPITALITY STUDENT PERCEPTIONS OF ACADEMIC INTEGRITY

Stephanie Hein and Melanie Grand

*Academic integrity has become an increasing concern in higher education. This study investigates undergraduate hospitality students' views of academic integrity issues. Factors underlying students' attitude toward academic dishonesty include the student as "customer" business model, inability to recognize exams as integral to learning, and relationships with faculty members and peers. The study's results revealed noticeable differences in the level of concern students expressed towards professionals cheating on a major exam. In particular, a low level of concern was expressed when managers cheat compared to other professionals. Findings suggest hospitality educators may face increased challenges when addressing students' ethical behavior.*

**Keywords:** academic dishonesty; academic integrity; student cheating; higher education

### INTRODUCTION

The deluge of ethical infractions occurring in corporate America during the early 2000's caused colleges and universities to evaluate their role in preparing students to become ethical members of the business community. Many educational institutions began by reviewing their own policies on academic integrity. The result of these reviews has been the establishment of more visible and

codified academic integrity policies. Within each course syllabus, faculty members often state their institution's position on academic integrity concerns. The intent of these statements is to communicate to students the importance of academic integrity and to heighten awareness of the consequences of engaging in acts of academic dishonesty.

Each semester students encounter standardized statements of academic integrity; yet acts of academic misconduct still occur. While those schools which have established honor codes pertaining to academic integrity have realized lower levels of academic misconduct (McCabe, 2005), the research of Hard, Conway, and Moran (2006) found that out of 421 students surveyed over 90% admitted to engaging in academic misconduct at least once. In the same study, faculty members were found to underestimate the level of academic misconduct infractions. The research of Volpe, Davidson, and Bell

Stephanie Hein, Ed.D.  
Assistant Department Head and  
Assistant Professor  
Missouri State University  
Springfield, MO

Melanie Grand, MS Ed.  
Assistant Professor  
Missouri State University  
Springfield, MO

(2008) further suggested non-tenured track faculty were more susceptible to underestimating the level of academic misconduct occurring in the classroom than tenured or tenured-track faculty.

According to Hutton (2006), students take into account the benefit to cost ratio when considering whether or not to cheat. Students are more likely to engage in academic misconduct when they view the benefits of participating in such behaviors to outweigh the costs of being caught. Additionally, students' relationships with peers and faculty often influence their decision to engage in or abstain from academic misconduct (Hard et al., 2006; Hutton 2006). With this in mind, it seems beneficial for faculty to better understand students' perceptions of academic integrity and misconduct.

#### **PURPOSE OF THE STUDY**

The purpose of this study is to examine the perceptions and actions of undergraduate students when faced with a number of academic integrity concerns. More specifically the study addresses three primary research questions.

1. Is student acceptance level of a professional cheating on a major exam influenced by the profession of the cheating individual (i.e. doctor, lawyer, accountant, or manager)?
2. Is there a direct correlation between students' perceptions of the purpose of exams and their behavior when inappropriately receiving the questions to a difficult exam?
3. Is there a direct correlation between class size and students' actions when inappropriately receiving exam questions?

#### **BACKGROUND**

Academic integrity as defined by the Center for Academic Integrity (CAI) is "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility" (Center for Academic Integrity, n.d.). These fundamental values are by all means honorable and are worthy of promoting. In fact, McCabe and Trevino (1996) found an overwhelming percentage of the students they surveyed believed cheating was not acceptable under any circumstance. In the same study, however, the number of students admitting to cheating on a test increased considerably compared to previous research.

Some (Hutton, 2006; Puka, 2005; Thompson, 2006) believe the increase of academic dishonesty among college students is tied to the current atmosphere of education. The increased competition for students between institutions has resulted in many higher education entities adopting a business model form of operation where students are considered "customers" (Thompson, 2006). The emphasis on keeping customers happy; as well as, the potential legal consequences which may follow when students are brought up on academic dishonesty charges has resulted in some faculty believing the fight for academic integrity is not worthwhile. Additionally, some argue the extensive demands placed on faculty outside of teaching, such as research and grant writing, have caused faculty to avoid focusing their energies on academic integrity concerns (Puka, 2005). The lack of faculty engagement in academic integrity concerns may prove detrimental given that Iyer and Eastman (2006) found the main determinate of whether or not a student is punished for cheating is "faculty

support for and understanding of academic integrity policies” (p. 103).

A student’s perception of ethical versus unethical acts is situational (McCabe, 2005). While faculty involvement in academic integrity issues is imperative, other factors may also influence a student’s willingness to commit and accept acts of academic dishonesty. One factor may be the perceived acceptance of unethical behaviors by those in the professional world. The recent unethical behaviors of some corporate executives have resulted in a demand for students to be better prepared to handle tough ethical situations. Business schools in particular have felt an increased need to develop students into ethical business leaders. Iyer and Eastman (2006) emphasized the importance of business schools to better address acts of academic dishonesty since “what students learn as acceptable behavior in the classroom impacts their expectations of what is acceptable professionally” (p. 101). The behaviors found in the classroom have the potential to become an extension of the behaviors students may engage in professionally.

Another factor influencing students’ propensity to cheat could be tied to their perception of tests and the need to gain an advantage over others. Puka (2005) suggested tests are not a good measure of learning since “learning and test-achievement do not correlate well” (p. 32). Students may see little value in the learning experience derived from a test thus making it easier for them to justify cheating on an exam. The findings of Teodorescu and Tudorel (2009) suggest the quality, relevance, and value of faculty instruction also influences students’ propensity to engage in academic dishonesty. Furthermore, as students

observe other students committing acts of academic dishonesty and not being punished for these acts, the temptation to cheat becomes greater. Again, the benefit to cost ratio comes into play as students consider the steps necessary to remain equal to their peers (Hutton, 2006). Eventually, a once honest student may view cheating as a required act if they are to stay competitive with their counterparts (McCabe, 2005).

Perhaps the most influential factor of students’ inclination to engage in academic dishonesty is the types of relationships they experience within the campus community (Hutton, 2006). As higher education institutions seek to expand their student enrollment, the ability for faculty to develop meaningful relationships with students becomes more difficult (McCabe & Trevino, 1996). The absence of strong connections between faculty and students is a significant contributor to the occurrence of academic dishonesty. The weakened relationship between students and faculty is further exacerbated by students placing greater value on the opinions of their peers instead of faculty views as to what is appropriate academic behavior (McCabe, 2005; Teodorescu & Tudorel, 2009). The idea of peer relationships impacting a student’s likelihood to engage in academic dishonesty is supported by Iyer and Eastman’s (2006) finding that members of social, campus fraternities and sororities were significantly more likely to perform unethical academic behaviors.

The importance of relationships is further strengthened by Hutton’s (2006) finding that in areas where relationships among students were strong and relationships between faculty and students were weak, rampant cheating was likely to occur. Establishing strong relationships

between faculty and students is critical to deterring academic dishonesty particularly as students look to faculty for academic guidance (McCabe, 2005). Research shows students are “less likely to cheat if they perceive their instructors are concerned about them” (Hutton, 2006, p. 174). Again, as student enrollments increase the ability of faculty to get to know students well-enough to express concern about them is more difficult, but critical if academic integrity is to exist.

Clearly, the perceptual relationship that exists among the student and faculty influences the propensity to engage in academic integrity. The study that follows adds to the current body of research by examining the influence of profession, exams, and class size on student’s inclination to engage in academically dishonest acts.

## **METHODS**

For the purposes of this study, quantitative research methods were utilized. The use of quantitative methods enabled the researchers to formulate assumptions from a postpositive, objective research approach (Creswell, 2003). The numerical data generated from quantitative measures enabled the researchers to remain independent of results and reduce any potential researcher bias (Johnson & Onwuegbuzie, 2004). Additionally, the use of a quantitative approach allowed the researchers to assess a large sample in a relatively efficient and economical manner (Patten, 2007).

## **SAMPLE**

To conduct the study, undergraduate students were asked to techniques and how SPSS was used to analyze data pertaining to each research question are discussed within this section.

complete an academic ethics questionnaire. Students participating in the study included those enrolled in varying sections of an undergraduate introductory level hospitality course from 2006 to 2008. The survey administrator verbally communicated to the students that participation in the survey was completely voluntary and all responses would be kept anonymous and confidential. Of the total 312 students present on the days the questionnaire was distributed, 100% agreed to complete the questionnaire.

## **INSTRUMENTS OF DATA COLLECTION**

The questionnaire was the primary data collection instrument. In each semester, the questionnaire was distributed and collected by the instructor of the introductory course. Students were asked to complete questions pertaining to their actions in a number of compromising academic integrity situations. Questions assessed students’ potential actions when electronically receiving test questions from an anonymous source prior to taking an exam, as well as students’ perceptions of class exams. Additionally, students were asked to address the role of the faculty in regards to the academic integrity of an exam. Moreover, students were asked if their acceptance of cheating on an exam was influenced by the profession of the cheater.

## **DATA ANALYSIS**

Upon the completion of the study’s data collection phase, the Statistical Program for the Social Sciences (SPSS) 16.0 edition was used to assist the data analysis process. Data preparation

The first research question asked, “Is student acceptance level of a professional cheating on a major exam

influenced by the profession of the cheating individual (i.e. doctor, lawyer, accountant or manager)?” Students were asked to rate their level of comfort if they found out that an individual of a particular profession cheated on a major exam. The professions given included doctor, lawyer, accountant and manager. These professions were selected because they are commonly viewed as respectable professional careers. Responses were given on a continuum scale of 1 to 4 with 1 equaling “would not bother” and 4 equaling “would bother”. The analysis of this question involved conducting descriptive analysis to determine the mean answer for each given profession as well as frequency of responses.

The second research question stated, “Is there a direct correlation between students’—perceptions of the purpose of exams and their behavior when inappropriately receiving the questions to a difficult exam?” Students were asked to select one of five choices as to the purpose of an exam. Additionally, students were asked to select one of four actions they would engage in if they inappropriately received the questions to an exam. A chi-square analysis with an alpha level of .05 was conducted to determine if a significant correlation existed between the students’ perceptions of the purpose of exams and their reaction when receiving exam questions. The first chi-square analysis conducted resulted in a number of cells with less than five responses. Similar items pertaining to the purpose of an exam were

then paired resulting in three categories as opposed to the original five.

The third research question sought to determine, “Is there a direct correlation between class size and students’ actions when inappropriately receiving exam questions?” To conduct this analysis, the classes were placed in one of two categories based on the number of students in the class. One category was for classes with an enrollment of greater than 60. The second category was for classes with an enrollment of less than 40. A chi-square analysis with an alpha level of .05 was then performed to determine if a significant correlation existed between the size of a class and the reaction of students when receiving exam questions.

## RESULTS

A descriptive analysis of research question number one data revealed students’ level of concern if a professional cheated on a major exam differed depending on the individuals’ profession. Two types of descriptive analysis were examined. The first analysis involved computing the students’ mean level of concern for each profession. As depicted in Table 1, students had the highest level of concern when a doctor cheated on a major exam with a mean answer of 3.84, followed by an accountant (3.14) and a lawyer (3.06). Students had the lowest level of concern with a mean answer of 2.38 when a manager cheated on a major exam.

Table 1

*Mean Response of Students' Level of Concern When Professionals Cheat on Examinations*

	Mean	Standard Deviation	Variance
Level of concern for cheating doctor	3.84	.636	.405
Level of concern for cheating accountant	3.14	1.256	1.577
Level of concern for cheating lawyer	3.06	1.294	1.675
Level of concern for cheating manager	2.38	1.375	1.890

*Note.* Items were rated on a continuum of 1 to 4 pertaining to the level of concern. 1 = Would not bother, 2 = May not bother, 3 = May bother, 4 = Would bother

The second descriptive analysis, found the number of responses in each category to the level of concern and the individual's profession to be in line with the results of the mean responses. As indicated by the results presented in Table 2, students' appear to have a high level of concern when a doctor cheated on a major exam. Of the 312 participants, 290, or 92.9%, expressed it would bother them if they discovered a doctor cheated. Conversely, students expressed a much lower level of concern when a manager cheated on a major exam. Only 119 students, or 38.1%, of the participants indicated it would

bother them if they discovered that a manager cheated. In addition, 139, or 44.6%, of the students indicated they would not be bothered if they found a manager had cheated on a major exam. Of the students responding to the level of concern when discovering a lawyer cheated on a major exam, 191, or 61.2%, indicated they would be bothered if they realized a lawyer cheated. Similar responses were found for an accountant with 201, or 64.4%, of respondents indicating they would be bothered if they discovered an accountant had cheated on a major exam.

Table 2

*Frequency of Hospitality Students' Level of Concern When Professionals Cheat on Exams*

Concern Level	Lawyer	Doctor	Accountant	Manager
Would not bother	79	14	70	139
May not bother	15	0	16	31
May bother	27	8	25	23
Would bother	191	290	201	119
Total	312	312	312	312

*Note.* The values represent the frequency of responses in each category.

Research question number two involved conducting a chi-square analysis to compare students' perceptions of the purpose of exams and their reaction when receiving exam questions. First, participant responses to the purpose of exams were placed within three categories. Next, a chi-square test of independence was computed to compare the frequency of students' perceptions of the purpose of exams and their pattern of behavior when inappropriately receiving exam questions. Results indicate a significant relationship was found [ $\chi^2(6)=22.375, p=.001$ ]. Students' reactions when receiving exam questions were not proportionately dispersed throughout the various categories of the perceived purpose of exams. Due to the level of significance, the chi-square test of independence failed. The variables appear to be dependent on one another.

Research question number three entailed conducting a chi-square analysis comparing class size and students' actions when inappropriately receiving

exam questions. To determine the relationship between these two variables, student responses were first placed into one of two class size categories (a) enrollment less than 40 and (b) enrollment greater than 60. A chi-square test of independence was then computed to evaluate the dispersion of responses to students' actions when inappropriately receiving exam questions in relation to class size. The results indicated a significant relationship between the two variables did not exist [ $\chi^2(3)=.675, p=.879$ ]. Students' reactions when receiving exam questions were proportionately dispersed among the two class sizes. Because the two variables do not have a high level of significance, class size and students reactions when receiving exam questions appear to be independent of one another.

**DISCUSSION**

As in any research, limitations of a study should be recognized and acknowledged. In this particular study,

two primary limitations existed. First, the data collection for the study was limited to one institution, thereby impacting the generalizability of the findings. Second, the survey instrument used in this study only captured self-reported student data. The nature of self-reporting provided students the opportunity to present their actions in a particular manner. As a result, the self-reported data may have been skewed depending on the students' willingness to answer the survey questions truthfully.

Although limitations existed, the results derived from the survey instrument do have a number of important implications and areas for further research in regards to how higher education institutions approach the issue of academic dishonesty. To begin, the results of the data analysis for research question one revealed a noticeable difference in the level of concern students demonstrate when individuals of differing professions cheat on major exams. Particularly troubling is the result that students have a much lower level of concern when a manager cheats on a major exam compared to those in other professions.

The implications of research question one results are two-fold. First, faculty in hospitality related disciplines may experience definite challenges when working to develop ethical future managers. If students perceive cheating by managers as more acceptable than by those in other professions, hospitality faculty may need to increase the level of emphasis they place on academic integrity in the classroom. The necessity of emphasizing ethics may become more imperative given the idea that students' approach to academic integrity concerns in the classroom are often an indicator of what they later perceive as professionally acceptable (Iyer & Eastman, 2006).

Second, the increased awareness of hospitality faculty regarding students' low level of concern when managers cheat may prove beneficial by making them aware of the need to emphasize academic integrity. Faculty with increased awareness that academic dishonesty may be a greater possibility in their classroom may make greater efforts to prevent or challenge unethical academic acts (Hard et al., 2006). Further research is needed to determine if the benefit of faculty being more aware of students' acceptance of cheating managers actually serves as a mechanism for the faculty to place emphasis on academic integrity.

The existence of a significant relationship between students' perception of exams and the students' reaction when inappropriately receiving an exam reveals a relatively unexplored link in academic integrity. Students' likelihood to commit acts of academic dishonesty may be connected to students' perception of the purpose of exams. One key implication for educators is the importance of shaping the perception of an exam's purpose as a mechanism to prevent acts of academic dishonesty from occurring. The value student's place on exams may cause them to engage differently in acts of academic dishonesty. The research results present an interesting link to consider. Additional research, however, is needed as very little information has been collected connecting students' perceived purpose of exams with the likelihood of committing academic dishonesty.

Moreover, data pertinent to class size and students' actions when inappropriately receiving exam questions indicate a significant relationship does not exist between the two variables. These findings appear contradictory to the previous literature which suggests class size impacts a students' likelihood

to cheat. Additionally, the results have definite implications for higher education administrators in particular. As universities strive to become more streamlined and efficient, or similar to a business model, smaller class sections are often combined to form one large section. The findings suggest that administrators may be able to make decisions to consolidate class sections and simultaneously maintain an institution's academic integrity efforts. More research is needed, however, to determine the feasibility of these results. Were the findings of this particular research truly a result of class size, or a result of the fact that students completing the survey were enrolled in a hospitality program which may attract individuals with similar personalities? Further research needs to be conducted to determine if the similar personalities of the students has a greater impact on the students' responses than the class size. Additionally, the course instructor of the surveyed classes may have been particularly skilled at building relationships with students in the large classroom setting, thereby potentially offsetting the impact of class size on student-faculty relationships and academic misconduct. If true, administrators should consider providing additional faculty support and training that encourages building student-faculty relationships in the large classroom setting as a way to reduce academic dishonesty.

## CONCLUSION

Academic integrity continues to be a challenging issue for many institutions of higher education. The information presented in this study examined only a minute portion of academic integrity concerns. Developing and shaping ethical, future hospitality managers is an important role of educators. A better understanding of what

students' view as acceptable and unacceptable academic behavior is critical to this process. Although a clear cut explanation as to why students engage in dishonest behaviors is not uncovered, the findings do draw educators' attention to additional reasons that need to be considered. As universities seek to adapt to environmental demands, the academic integrity concerns will also change. The challenge for educators and universities alike is to avoid becoming stagnant in their responses and thought processes regarding academic integrity.

## REFERENCES

- Center for Academic Integrity. (n.d.). *The fundamental values of academic integrity*. Retrieved March 1, 2008, from [http://www.academicintegrity.org/fundamental\\_values\\_project/pdf/FVProject.pdf](http://www.academicintegrity.org/fundamental_values_project/pdf/FVProject.pdf).
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Hard, S. F., Conway, J. M., & Moran, A. C. (2006). Faculty and college student beliefs about the frequency of student academic misconduct. *Journal of Higher Education, 77*(6), 1058-1080.
- Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching, 54*(1), 171-176.
- Iyer, R., & Eastman, J. K. (2006). Academic dishonesty: Are business students different from other college students. *Journal of Education for Business, 82*(2), 101-110.

- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- McCabe, D. (2005). It takes a village: Academic dishonesty. *Liberal Education*, 91(3), 26-31.
- McCabe, D., & Trevino, L.K. (1996). What we know about cheating in college: Longitudinal trends and recent developments. *Change*, 28(1), 28-33.
- Patten, M. L. (2007). *Understanding research methods: An overview of the essentials* (6th ed.). Glendale, CA: Pyrczak.
- Puka, B. (2005). Student cheating. *Liberal Education*, 91(3), 32-35.
- Teodorescu, D. & Tudorel, A. (2009). Faculty and peer influences on academic integrity: College cheating in Romania. *Higher Education*, 57(3).
- Thompson, C. (2006). Unintended lessons: Plagiarism and the university. *Teachers College Record*, 108(12), 2439-2449.
- Volpe, R., Davidson, L., & Bell, M. (2008). Faculty attitudes and behaviors concerning student cheating. *College Student Journal*, 42(1), 164-175.

---

## DISTANCE EDUCATION IN HOSPITALITY MANAGEMENT: WHAT IS THE CURRENT CLIMATE?

Alleah Crawford and Melvin R. Weber

*Distance education, is defined as a means of teaching students who are not physically in the classroom via technology. This is a common means by which students are completing a secondary education. The purpose of this study was to assess the current climate of hospitality management distance education programs, including delivery method, student performance, student satisfaction, and accessibility. This research used the literature review provided by Williams, Nicholas, and Gunter (2005) to define the current distance education climate. Findings include delivery effectiveness as a catalyst for dissatisfaction among distance education students. Additional considerations for faculty are discussed.*

**Keywords:** distance education; student dropout; faculty

### INTRODUCTION

Distance education, “instruction for students who are separated from the instructor by physical distance through the use of technology” (Partlow & Woods, 1996, p. 80) is a common means by which students are completing a secondary education. McDowall and Lin (2007) described distance education succinctly by stating that it “utilizes technology as a means to transfer knowledge to students” (p.20).

Distance education (DE) can exist in several formats. Pollard and Hillage (2001), conceptualized distance education as encompassing e-learning, on-line learning, or computer-based learning. Williams, Nicholas, and Gunter (2005) discuss the concept of “transactional distance” in their literature review. This approach to distance education factors in the heavy use of e-learning within distance education and measures distance though the degree of communication or interaction that occurs between the student and the instructor, as well as the degree of structure within the design of a distance course. The transactional distance is considered to be high when there is more structure and less interaction. In effect, e-learning is described as it “provides such a high level of interaction that the “distance” is necessarily smaller” (Williams, Nicholas, & Gunter, 2005,p.111).

Alleah Crawford, PhD  
Assistant Professor  
East Carolina University  
Greenville, NC

Melvin R. Weber, PhD  
Associate Professor  
East Carolina University  
Greenville, NC

While there has been a growing body of research literature based on general distance education, unfortunately distance education research has not grown specifically in the hospitality management education arena. With this gap in the literature, it is important to begin to understand how distance education takes place within the hospitality management education arena and how it can be more effective for the instructor and the student.

### *Purpose*

The purpose of this study was to assess the current climate of hospitality management distance education programs, including delivery method, student performance, student satisfaction, and accessibility. This research used the literature review provided by Williams, Nicholas, and Gunter (2005) to define the current distance education climate. Williams *et al.* (2005) found in their review of distance education literature there were 7 main delivery methods, including digital television, video-conferencing, audio-conferencing, world wide web/internet, video tapes, telephone, and DVD/CD-ROM. Williams *et al.* (2005) also found that achievement, attitudes regarding satisfaction, and accessibility are all important outcomes that have been researched and had findings reported within the distance education literature.

## **LITERATURE REVIEW**

### *Distance Education Research*

It is stated by Doyle (2009) that in the fall of 2007 3.9 million students were taking a minimum of one distance education course, supporting the notion that distance education has grown “at an astonishing pace” (p. 56). Wang (2006) goes one step further in describing the growth of distance education stating that it “is becoming a ubiquitous service delivered over global networks with the promise of being

accessible anytime and anywhere” (p. 265). Due to the growth of distance education, the research literature based on distance education has grown as well.

Maddux (2004) identified characteristics of a successful distance learner. These characteristics include: (1) independent and self motivated learner; (2) ability to manage time for studying in the face of other responsibilities; (3) thrives as an independent worker/learner; (4) excellent communication skills, both written and verbal (Maddux, 2004). With these characteristics in mind, Hiltz and Shea (2005) identified additional characteristics of a successful distance learner, including access to the internet, support of the family or employer, and a high GPA.

Another stream of research related to DE has been the pre-assessment of students to determine his/her readiness for e-learning. Milligan and Buckenmeyer (2008) suggest pre-assessment of the distance education student, stating that it adequately prepares the instructor and can provide information to the distance education student to help make his/her experience a success. Ultimately, pre-assessment “provides instructors information on factors that are in the realm of their influence” (Milligan & Buckenmeyer, 2008, p. 455). This information can then be used to create a course that meets the students’ needs.

Williams, Nicholas, and Gunter (2005) provided a distance education literature review that focused on delivery methods of distance course materials and specific outcomes that have been researched heavily. Williams *et al.* (2005) found seven common delivery methods for distance course materials. These delivery methods include digital interactive television, video-conferencing, audio-conferencing, world wide web/internet, video/audio tapes, telephone/fax, and DVD/CD-ROM recordings, see Table 1.

Three outcomes frequently research and reported within the distance education literature include achievement, attitudes regarding distance education, and accessibility (Williams, Nicholas, & Gunter, 2005). Through a meta-analytical approach Machtmes and Asher (2000) found little difference in distance education and traditional (face-to-face instruction) students on how well they achieved in the course. Previous meta-analyses also supported little

differences in achievement between the two groups (Cohen, Eleling, & Kulik, 1981; Moore, Thompson, Quigley, Clark, & Goff, 1990). The literature search for this study did not reveal any specific findings related to rates of achievement for hospitality management distance education programs. This is clearly an area of study that should be developed within the hospitality education literature.

Table 1  
Outcomes found in the distance education literature

<b>Delivery Method</b>	<b>Description</b>
Digital interactive television	Learning that occurs via television with a digital medium. The digital feed represents better image quality.
Video-conferencing	Communication flows in both ways, allowing for sound and picture to be delivered to each participant, including the instructor.
Audio-conferencing	Communication flows in both ways, allowing for sound to be delivered to each participant, including the instructor.
World wide web/internet	The internet is a popular means by which education can be provided to participants. There are several formats for this delivery method.
Video/audio tapes	Audio tapes “are convenient because of their portability and because they can be used privately on headphones” (p. 113).
Telephone/fax	This provided a one-on-one format where the instructor and student can converse and discuss topics related to the course.
DVD/CD-ROM	This delivery method provides a pre-recorded course that distance students can watch to understand course topics, however this provides little opportunity for interaction.

Williams, Nicholas, & Gunter, 2005

The second outcome that is frequently found within the DE literature regards the attitudes and subsequent satisfaction of distance education and traditional students (Williams, Nicholas, & Gunter, 2005). Allen, Bourhis, Burrell, and Mabry (2002) used a meta analytic

technique to assess satisfaction with distance education courses. They found that students have a higher level of satisfaction with traditional, face-to-face courses than they have with distance education courses. However, a recent study by Larson and Sung (2009) assessed student satisfaction for

students in face-to-face, online, and blended sections of the same course. They found that there was no significant difference between the groups based on their level of satisfaction.

Within the hospitality management distance education literature, McDowall and Lin (2007) found that there was a significant difference between the way traditional students and distance education students viewed the quality of teaching and comfort within the classroom, two factors of satisfaction. Traditional students were more likely to feel comfortable with an educator present in the room and were more likely to feel that quality of teaching was dependent upon presence of the educator in the classroom (McDowall & Lin, 2007).

The final outcome that is frequently found within the distance education literature regards barriers in place that deter course completion among DE students. Some of these barriers may include technological challenges, social-communication challenges (Howard, 2002), age, or time to devote to the course (Siquera de Freitas & Lynch, 1986). These barriers can lead to the non-completion of the course, whether the course is being taken via distance education or in the traditional face-to-face design. Through the use of a virtual learning environment higher course completion rates have been supported (Pavey & Garland, 2004; Thurston, 2005). Once again, the literature review conducted for this research project did not reveal any significant studies related to course completion rates for hospitality management distance education students.

The literature review conducted by Williams, Nicholas, and Gunter (2005) provided a general overview of distance education. The literature review conducted for this study did not reveal the depth of outcomes/findings and empirical studies found in the general distance education

literature review. Therefore the findings provided by Williams *et al.* (2005) were used as the content basis to compare hospitality management specific distance education programs to that of distance education in general. Using these findings, a survey was developed that assessed the current hospitality management distance education climate.

## METHODS

The purpose of this research was to assess the opinions and practices of hospitality management distance educators. To assess the current distance education climate within hospitality management, cross-sectional data was gathered from distance education hospitality management faculty members and hospitality management administrators, including but not limited to department heads and program coordinators. The instrument developed for this study used the current literature regarding distance education, specifically hospitality management distance education and assessed delivery method usage and distance education outcomes seen frequently in the distance education literature. Demographic items were also included in the instrument to provide an understanding of the sample surveyed. A total of 11 items were developed for the instrument.

The instrument was piloted tested for clarity, readability, and appropriateness of the survey items. The instrument was sent to ten hospitality management educators. Each was asked to complete the survey and provide qualitative feedback on the instrument. The feedback received was used in revising the instrument to a total of 12 items and provided content validity for the instrument.

Participants were identified as members of the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) at either 2 or 4 year

institutions. They were provided with an explanation regarding the research and the nature of the electronic survey. Participants were asked to complete the survey's 12 questions with regard to their institution's current distance education offerings and their professional opinion of distance education students' success. The survey took no more than 10 minutes to complete.

An existing database of hospitality educators and industry professionals was utilized for this survey. An electronic survey link was included in an email invitation letter, requesting the recipient to participate in the research by taking the electronic survey. The invitation letter and survey link were sent out to 739 email addresses. Of the 739, seventy-five were returned as undeliverable or out of the office for extended periods of time, including retirement or sabbatical. That left 664 potential respondents for the survey.

A reminder email was sent to those that had not yet completed the survey. The reminder email restated the purpose of the research, the nature of the electronic survey, and once again provided an electronic link to the electronic instrument. The reminder email was sent approximately two weeks after the initial invitation. Additional responses were received after the reminder email was sent.

A total of 108 responses were received, a 16% response rate. This was considered to be acceptable, as a range of response rate for web based surveys is approximately 15 to 37% (Couper, 2001). One item on the instrument asked if the respondent teaches distance education courses. Those that responded no were then taken to the end of the survey and thanked for their time. This control was built in to the survey so that only those with current distance education experience were included in the analyses. Of the 108 respondents, 30 did not teach distance education and were

subsequently not able to complete the survey and therefore not included in our data analyses.

Once data was collected, it was entered into Statistical Package for the Social Sciences (SPSS), version 16.0. Data were analyzed and descriptive statistics were performed. The results of this study are included in the following section.

## FINDINGS

The majority of the sample was made up of tenured faculty members (39.8%), administrators (20.4%), tenure-track faculty members (19.4%), and fixed-term faculty members (19.4%). Adjunct faculty members represented 1% of the sample. Overall, there was a varied range of different roles within an institution represented in this sample. The tenured faculty members made up the majority of the sample. Of the 43 tenured faculty members, 15 have the rank of full professor and 27 have the rank of associate professor, and one person did not identify his/her rank. Of the 21 tenure-track faculty members, 3 have the rank of associate professor and 18 have the rank of assistant professor.

Seventy-eight respondents responded that they did teach distance education courses at their current institution. Thirty respondents did not currently teach distance education courses at their current institution. These respondents were not provided the remainder of the survey and to keep only those with relevant distance education experience in the data pool.

The instrument assessed at what degree level the hospitality management distance education students could pursue via distance education. Respondents were encouraged to select all that applied. The results can be seen in Table 2. The instrument also assessed the primary delivery mode for hospitality management distance education courses. Respondents

were given seven options found in the review of the literature. Of those seven options, only three were selected by participants. The results can be seen in Table 3.

The remainder of the instrument assessed faculty opinions regarding distance

education outcomes within hospitality management students. These were assessed using a five point Likert-type scale ranging from 1, “highly disagree” and 5, “highly agree”. Table 4 presents the mean and standard deviation for each of the items.

Table 2  
Level of degree offered to hospitality management students via distance education

<b>Degree Level</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	22	20.4%
Associate	21	19.4%
Baccalaureate	52	48.1%
Masters	28	25.9%
Doctorate	6	5.6%
Total	129	119.4%

Table 3  
Primary delivery method for hospitality management distance education courses

<b>Delivery Method</b>	<b>Frequency</b>	<b>Percentage</b>
Audio-conferencing	2	2.4%
Web-based	68	82.9%
DVD/CD	3	3.7%
*Other	5	6.1%

\*Other responses included: blackboard, combination web-based and DVD, two courses only, just piloting a program, and web-based (converting from paper).

Table 4  
Mean and standard deviation for outcomes of hospitality management distance education (N=78)

Item	Mean	Standard Deviation
1. Our delivery method is highly effective.	2.13	.83
2. Distance education students are satisfied with our current delivery method.	2.00	.74
3. Within courses offered in both the distance education and traditional formats, distance education students perform better than traditional students.	3.14	.98
4. Generally, our distance education students are more satisfied with their courses than traditional students.	2.95	.74
5. Our distance education students have a smaller drop out (withdraw from the course) rate than traditional students.	3.09	1.18
6. Distance education offerings will be sought more frequently due to the current economic environment.	2.10	.98

Overall, faculty opinion was rather low. Educators didn't feel that distance education hospitality management students are more satisfied nor have lower dropout rates. Although the means were low it was decided that the groups (administrators, tenured-faculty members, tenure-track faculty members, and adjunct faculty members) completing the survey may differ in opinion.

A one way between groups multivariate analysis of variance was performed to assess any significant differences between the roles represented in the sample and their opinions of distance education student's satisfaction, performance, dropout rate, and need for distance education offerings. Subjects were divided into five groups according to their role at the college or university (administrator, tenured faculty member, tenure-track faculty member, or adjunct faculty member). There was not a statistically significant difference at the  $p < .05$  level in the groups' opinions of the combined dependent variable [ $F(3, 74)=.85,$

Wilk's Lambda=.87; partial eta squared=.05]. Because there was not a significant difference found for the combined dependent variables, they were not considered separately.

The reliability of the instrument was assessed. This research is preliminary in nature, as it has not been conducted specifically within hospitality management. The reliability analysis provided a Cronbach's alpha of .58. This alpha is considered acceptable for preliminary research (Nunnaly, 1967).

## DISCUSSION

The purpose of this research was to assess the opinions and practices of hospitality management distance educators. The literature review for this study provided outcomes that have been supported within the distance education literature regarding distance education student's level of satisfaction, performance, and dropout rate. The literature review did not reveal these particular outcomes within the hospitality management education literature.

Therefore, this study sought to assess these outcomes and study what current practices are within hospitality management distance education delivery methods.

Results of the study revealed that approximately 32% of respondents' home institutions offered graduate degrees via distance education. This is in comparison to the other 87% (respondents were asked to select all that applied) of institutions that offered undergraduate degrees in hospitality management via distance education. As noted previously, the respondents felt as though distance education students were not more satisfied and did not have a smaller dropout rate as compared to on-campus students. One factor that may be influencing DE students' dissatisfaction and higher dropout rate is the academic level of the student. Due to the requirements of DE courses, students must be committed to the course and his/her education to be successful. Students pursuing a graduate degree via distance education may be more committed to completing his/her courses and have more developed time management skills than the undergraduate freshman.

One consideration for distance education hospitality management faculty and administrators is the academic level of the student. By assessing undergraduate and graduate students' level of satisfaction, number of hours committed to distance

education courses, and number of hours committed to work or campus activities educators and administrators may have a better picture of if and how academic level of the student effects the level of satisfaction and dropout rates of distance education students.

A second consideration for faculty and administrators brought about by this study is the effectiveness of the delivery method of distance education courses for both faculty and students. Respondents to the survey did not find the delivery method effective and did not feel that DE students were satisfied with the delivery method. Approximately 83% of respondents use web-based delivery of distance education courses.

This may be the starting point in DE students' dissatisfaction and higher dropout rate. If faculty and students are not finding the delivery method effective this can be the initial problem that leads to the side effects of frustration, dissatisfaction, poor performance, and eventually dropout practices. This reaction is illustrated in figure 1. A highly effective and efficient delivery method of courses seems to be an immediate need in the current hospitality management distance education arena. This solution could stop the resulting side effects of the greater problem.

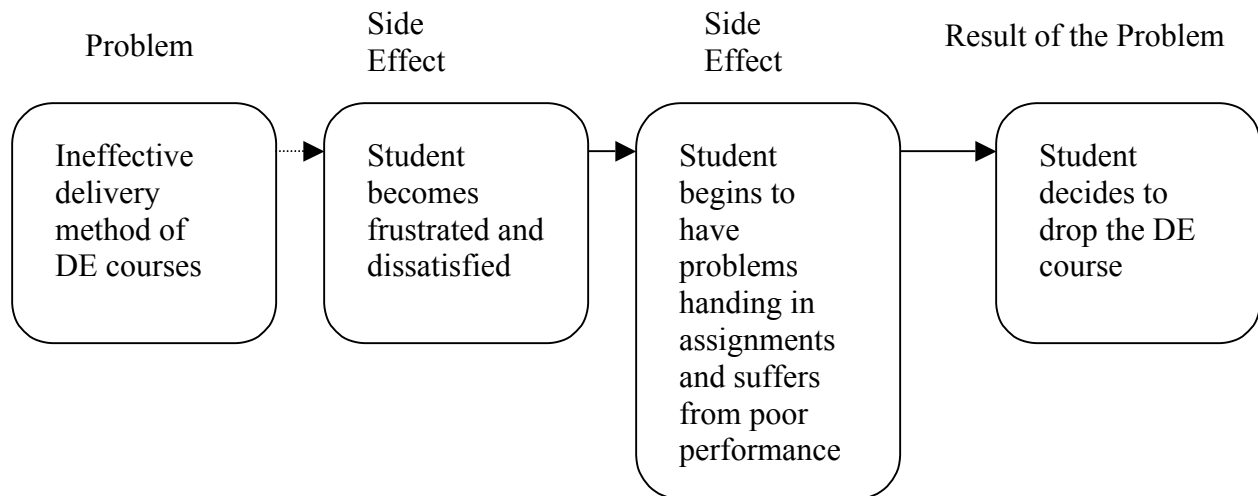


Figure 1. Problem, side effect, and result of the problem diagram.

The findings of this research are preliminary in nature. Future studies should include an assessment of hospitality management distance education student's satisfaction, performance, and dropout rate. It would also be effective to assess hospitality management distance education student's opinions on the institution's delivery method, its effectiveness, ease of use, and enhancement of the course materials/topics. Future studies should also investigate new delivery methods of distance education, their benefits and effectiveness in order to combat the current issues associated with hospitality management distance education delivery.

## REFERENCES

Allen, M., Bourhis, J., Burrell, N., & Mabry, E. (2002). Comparing student satisfaction with distance education to traditional classrooms in higher education: A meta-analysis. *American Journal of Distance Education*, 16(2), 83-97.

Cohen, P.A., Eleling, B.J., & Kulik, J.A. (1981). A meta-analysis of outcomes studies of visual-based instruction. *Educational Communication and Technology Journal*, 29(1), 29-36.

Couper, M. (2001). Web survey research: Challenges and opportunities. Proceedings of the Annual Meeting of the American Statistical Association, August 5-9, 2001. Retrieved on July 15, 2008 from <https://www.amstat.org/sections/SR/MS/Proceedings/y2001/Proceed/00639.pdf>

Doyle, W.R. (2009). Online education: The revolution that wasn't. *Change*, May/June, 56-58.

Hiltz, S.R., & Shea, P. (2006). The student in the online classroom. In S.R. Hiltz & R. Goldman (Eds.) *Learning together online: Research on asynchronous learning networks* (p. 145-168), Manwah, NJ: Lawrence Erlbaum.

- Howard, D. (2002). *Enhanced by Technology, not Diminished: A Practical Guide to Effective Distance Communication*, McGraw-Hill, New York, NY.
- Larson, D.K. & Sung, C. (2009). Comparing student performance: Online versus blended versus face-to-face. *Journal of Asynchronous Learning Networks*, 13(1), 31-42.
- Machtmes, K. & Asher, W. (2000). A meta-analysis of the effectiveness of telecourses in distance education. *American Journal of Distance Education*, 14(1), 27-46.
- Maddux, C. (2004). Developing online courses: Ten myths. *Rural Special Education Quarterly*, 23(2), 27-33.
- McDowall, S. & Lin, L. (2007). A comparison of students' attitudes toward two teaching methods: Traditional versus distance learning. *Journal of Hospitality & Tourism Education*, 19(1), 20-26.
- Milligan, A.T. & Buckenmeyer, J.A. (2008). Assessing students for online learning. *International Journal of ELearning*, 7(3), 449-461.
- Moore, M., Thompson, M., Quigley, A., Clark, G., & Goff, G. (1990). The effects of distance learning: A summary of the literature. *Research Monograph*, 2, The Pennsylvania State University, American Center for the Study of Distance Education, University Park, PA.
- Nunnally, J.C. (1967). *Psychometric Theory*, 1<sup>st</sup> ed., New York: McGraw-Hill.
- Partlow, C.G., & Woods, R.H. (1996). Will hospitality education go the distance? *Journal of Hospitality & Tourism Education*, 8(1), 80.
- Pavey, J. & Garland, S. (2004). The integration and implementation of a range of E-tivities to enhance students' interaction and learning. *Innovations in Education and Teaching International*, 41(3), 305-315.
- Pollard, E. & Hillage, J. (2001). *Exploring e-Learning*. Institute of Employment Studies, Report 376.
- Siquera de Freitas, K. & Lynch, P. (1986). Factors affecting student success at the national Open University of Venezuela. *Distance Education*, 7(2), 191-200.
- Thurston, A. (2005). Building online learning communities. *Technology, Pedagogy and Education*, 14(3), 353-370.
- Wang, Q. (2006). Quality assurance: Best practices for assessing online programs. *International Journal on ELearning*, 5(2), 265-274.
- Williams, P., Nicholas, D. & Gunter, B. (2005). E-learning: What the literature tells us about distance education. *Aslib Proceedings: New Information Perspectives*, 57(2), 109-122.

**AFRICAN AMERICANS HAVE LOWER ATTITUDE  
LEVELS TOWARD INTERNET GAMBLING AS  
COMPARED TO WHITES**

**Joshua Fogel and Jonathan Lam**

*With interest in casino and Internet gambling on the rise, there is a need to understand attitudes toward Internet gambling. We surveyed 141 college students of African American and White race/ethnicity with regard to their attitudes toward general gambling, lottery gambling, Internet fake money gambling, and Internet real money gambling. Linear regression included three analytic models of race/ethnicity alone, race/ethnicity and demographics (age, sex, and employment status), and race/ethnicity, demographics, risk taking, and gambling problems. There was a consistent pattern of significantly lower attitude levels for African Americans as compared to Whites for all the gambling attitudes in almost all the different analytical models. Sex differences of significantly lower attitudes for women occurred only for general gambling attitudes. Increased risk taking was significantly associated with greater gambling attitudes for all four gambling attitude measures. Gambling problems were only significantly associated with greater Internet fake money gambling attitudes. African Americans have lower attitude levels than Whites for the potentially negative and addictive behavior of Internet gambling. For those in the gaming industry who market Internet gambling and believe that it is ethical and legal, their current advertising and marketing approaches are not effectively interesting African American college-educated young adults.*

**Keywords:** Gambling, young adult, Internet, African Americans, marketing

## INTRODUCTION

The Internet offers not only information but also opportunities for entertainment. Online gambling is one area of Internet entertainment that has both proponents and opponents. In the United States, gambling in general is often regulated and the United States Congress passed in 2006 the Unlawful Internet Gambling Enforcement Act (UIGEA). This act prohibits United States banks and financial institutions from knowingly processing money transfers associated with online gambling (e.g., through credit cards, checks, and electronic money transfers) (Board of Governors of the Federal Reserve System, 2008; U.S. Congress, 2006). Following the passing of the UIGEA, several online gambling websites stopped accepting business from United States based players. However, other online gambling websites continue to allow United States based players to gamble on their websites (GamblingPlanet.org, 2010). According to an academic legal scholar, the UIGEA and legal issues related to online gambling are targeting businesses and not the players themselves (Rose, 2007). Furthermore, the UIGEA is not clear about the specific definitions of what constitutes “illegal” gambling (Rose, 2008).

Joshua Fogel, PhD  
Associate Professor  
Brooklyn College of the City University  
of New York  
Brooklyn, NY

Jonathan Lam  
BS Student  
Brooklyn College of the City University  
of New York  
Brooklyn, NY

In July 2009, there were approximately 2,500 online gambling websites (Nova Scotia Gaming Corporation, 2009). In the United States, online gambling is popular and it is estimated that 70% of online wagers are based in the United States. Furthermore, over 80% of online poker players are from the United States, and also 55% of all types of online gambling activities are from United States based players (GamblingPlanet.org, 2010). With regard to college students, the Delaware College Gambling Study reports for Internet gambling prevalence in the past year of 5% for whites and 4% for non-whites (Delaware Council on Gambling Problems, 2009). Another study reports prevalence for Internet gambling among college students of 10.4% for those gambling 1 to 10 times in their lives, 6.3% for greater than 10 times but not as often as weekly, 3.8% weekly or more but less than daily, and 2.5% everyday (Petry & Weinstock, 2007).

### *Predictors of Gambling*

A number of nationally representative surveys in the United States identified demographic variables associated with gambling. One survey among adults found race/ethnicity (African Americans, Hispanics, and Asians but not American Indians) and lower socioeconomic status were associated with gambling pathology, while age and gender did not have any association (Welte, Barnes, Wieczorek, Tidwell, & Parker, 2004). In a different survey among young adults aged 18 to 21 years (both college and non-college attendees), men were significantly more likely than women to gamble, to be frequent gamblers, and to be problem gamblers. Those who identified as “Black, non-Hispanic” were significantly more likely to be frequent gamblers, but not regular gamblers or problem gamblers. Likewise, those of lower socioeconomic status were

significantly more likely to be problem gamblers, but not regular gamblers or frequent gamblers (Barnes, Welte, Hoffman, & Tidwell, 2010).

Besides demographic variables, a number of psychological and physiological components are associated with gambling behavior. Among college students, those with a family history of gambling, as well as those with “negative emotionality” (i.e., the inclination to experience negative mood states) were significantly associated with gambling risk and problematic gambling (King, Abrams, & Wilkinson, 2010). Also among college students, an experimental study found that both heart rate and self-reported levels of excitement increased with escalating levels of expected payoff for wagers placed on a simulated horse race (Wulfert, Franco, Williams, Roland, & Maxson, 2008).

#### *Risk Taking and Gambling*

Gambling is associated with a number of risk behaviors in college students. Those who were problem gamblers or pathological gamblers had greater percentages of heavy drinking, cigarette smoking, marijuana use, and binge eating (Engwall, Hunter, & Steinberg, 2004). Also, in a study among university students, both impulsivity and a measure of behavioral risk taking were significantly associated with general gambling involvement. Also, both low self-control and risk accepting attitudes were significantly associated with problem gambling (Mishra, Lalumière, & Williams, 2010). In an experimental blackjack gambling task among university students, after an initial loss, problem gamblers were more likely than the control group of non-problem gamblers to make a more risky gambling decision (Hewig, Kretschmer, Trippe, Hecht, Coles, Holroyd, & Miltner, 2010). Although gambling is associated with risk taking, gamblers with high risk

perception and high levels of anticipated regret (a feeling related construct about an outcome) were less likely to participate in 12 of the 13 types of gambling measured in that study (Li, Zhou, Sun, Rao, Zheng, & Liang, 2010).

#### *Gambling Problems and Future Gambling*

Contradictory research exists regarding whether gambling problems in adolescence can be used as a predictor for future gambling problems in late adolescence or young adulthood. In a longitudinal study following a number of boys from age 11 to 17, a relationship was determined to be present between gambling behavior at a young age, and gambling behavior six years later. Those that were classified as chronic high gamblers or as low gamblers at the age of 11 had similar classifications at the age of 17. Also by 17 years, 10.7% of those who were chronic high gamblers were classified as problem gamblers (Vitaro, Wanner, Ladouceur, Brendgen, & Tremblay, 2004). However, in a second study following students from ages 15 to 19, gambling behavior at age 15 was not associated with gambling behavior at ages 18 to 19 while only gambling behavior at ages 16 to 17 was associated with this gambling behavior at ages 18 to 19 (Delfabbro, Winefield, & Anderson, 2009). Yet in a third study among college age students, with an initial assessment at ages 18 to 19, followed by additional waves of assessments at ages 21 to 22, 24 to 25, and 28 to 29, although gambling prevalence was relatively similar at each assessment wave, there was no clear-cut pattern. Some individuals with problem gambling remained problem gamblers while others became and withdrew as problem gamblers at different assessment waves (Slutske, Jackson, & Sher, 2003).

*Internet Gambling and Associations with Gambling and Health Problems*

Among college/university students, there are two studies on the association between Internet gambling and the development of problematic gambling behaviors. In a study of 422 university students in the United Kingdom who gambled with online poker, 18% were found to be probable pathological gamblers, and another 30% were determined to may have had some gambling problems. Significant predictors of problematic gambling were those who swap genders when gambling online, those not disciplined and spend more than what they had budgeted, and those who gamble a lot for longer time durations (Griffiths, Parke, Wood, & Rigbye, 2010). In another study of 127 university students in the United Kingdom who gambled online, 19% were found to be probable pathological gamblers, and another 18% were determined to may have had some gambling problems. Significant predictors of a measure of a number of items about problematic gambling behavior were increased frequency of online gambling, a general negative mood state, and a negative mood state after gambling. Also, a negative mood state while gambling and different types of positive mood states were not associated with problematic gambling behavior (Matthews, Farnsworth, & Griffiths, 2009). Additionally, Internet gambling is associated with poor health. In a study with 1,356 university students, participants were asked to complete the General Health Questionnaire, a measure of both physical and mental health with higher scores indicating greater health concerns. The study found that a greater frequency of Internet gambling was associated with higher scores on the General Health Questionnaire (Petry & Weinstock, 2007).

*Gambling Comparisons between African Americans and Whites*

In a study among young adults ages 18 to 21, no differences were found in general gambling behavior between African Americans and Whites. However, for frequent gamblers of 52 or more times in the past year, African Americans were 60% more likely than Whites to do so (Barnes, Welte, Hoffman, & Tidwell, 2010). Also, a nationally conducted survey of all adults in the United States found that as compared to Whites, African Americans had a significantly greater lifetime prevalence of disordered gambling (2.2% vs. 1.2%) and also a greater lifetime prevalence of pathological gambling (0.9% vs. 0.4%). African American disordered gamblers were also more likely to be female and to be of lower income status. However, there were no differences in marital status or education level (Alegría, Petry, Hasin, Liu, Grant, & Blanco, 2009). Another study of adults reported lower annual household income for African American gamblers and found a significant difference for marital status where African American gamblers were more likely to be married than Whites. No differences in education level between African American and White gamblers were reported. In the same study, African American gamblers were found to have lost significantly more money gambling, participated more frequently in gambling, and incurred higher overall expenditures on gambling trips than Whites (Chhabra, 2007). In another study among adult gamblers, African Americans were more likely than Whites to engage in gambling behavior when experiencing negative emotional situations. However, there were no differences in gambling behavior between African Americans and Whites when experiencing positive emotional situations (e.g., celebrations), gambling cues, and

social situations (Petry, Rash, & Blanco, 2010).

We are only aware of two studies about Internet gambling that compare differences between those of African Black descent and Whites. One study among adolescents aged 12-15 years found that Blacks were more likely than Whites to have participated in playing National Lottery games on the Internet (14% versus 8% respectively) (Griffiths & Wood, 2007). Another study conducted among college students found no differences for percentages of Internet gambling less than weekly between Whites and African Americans. However, there was a greater percentage of Whites who gambled on the Internet at least weekly than African Americans (7.5% versus 2.8% respectively) (Petry & Weinstock, 2007).

#### *Study Aims*

There is limited research on Internet gambling among college students. This study proposes to add to that literature by analyzing a number of variables of demographic, employment, risk taking, and gambling problems and to determine their relationship for attitudes to Internet gambling among college students. Also, to our knowledge, we are not aware of any study focusing on the differences in Internet gambling attitudes between African American and White college students. In this study we analyze the attitudes between African American and White college students with regard to two separate topics of Internet fake money and also Internet real money. As a frame of reference for understanding our specific sample, we also compare attitudes between African American and White college students for two other more traditional and legal areas in the United States of general gambling and lottery.

## **METHOD**

### *Participants and Procedures*

College students who were either White or African American from undergraduate students at a commuter college located in New York City were included in the sample. These data were obtained from a larger sample of 236 individuals with a 91.1% response rate. Of the 147 eligible individuals, 6 were excluded for being above 30 years old. The final sample included 141 individuals.

Data were obtained by approaching students who completed anonymous surveys at the college in classrooms, the cafeteria, the library, and other public places. All those surveyed provided informed consent. The survey was exempt from Institutional Board Review. The survey was administered in an ethical manner in accordance with the ethical guidelines of the Declaration of Helsinki. Data were collected during March and April in 2006.

### *Predictor Variables*

#### *Demographic Variables*

Demographic variables included continuous variables of age (years) and categorical variables of race/ethnicity (White, African American), sex (man/woman), and employment status (full-time, part-time, not working).

#### *Risk Taking*

The Risk Taking Scale contains 2 items and is measured with a Likert-style scale ranging from 1=strongly agree to 6=strongly disagree. All items are reverse scored. These 2 items are, "I am a thrill seeker" and "I like to take risks." A higher score indicates greater levels of risk taking. This is a reliable measure and has Cronbach alpha reliability of 0.82 (Kassinove, 1998). The Cronbach alpha

reliability calculated in this sample was 0.93.

#### *Gambling Problem Index*

The Gambling Problem Index contains 20 items and is measured with a Likert-style scale ranging from 1=never to 5=more than ten times. Sample items include, “Tried to cut down or quit gambling” and “Neglected your responsibilities.” A higher score indicates greater levels of gambling and gambling related problematic behavior. This is a reliable measure and has Cronbach alpha reliability of 0.84 (Neighbors, Lostutter, Larimer, & Takushi, 2002). The Cronbach alpha reliability calculated in this sample was 0.98.

#### *Outcome Variables*

##### *General Gambling Attitudes Scale*

The General Gambling Attitudes Scale contains 9 items and is measured with a Likert-style scale ranging from 1=strongly agree to 6=strongly disagree. All 9 items are reverse scored. Sample items are, “Gambling is acceptable” and “I enjoy gambling.” A higher score indicates greater levels of positive attitudes to general gambling. This is a reliable measure and has Cronbach alpha reliability of 0.88 (Kassinove, 1998). The Cronbach alpha reliability calculated in this sample was 0.95.

##### *Lottery Attitudes Scale*

The Lottery Attitudes Scale contains 9 items and is measured with a Likert-style scale ranging from 1=strongly agree to 6=strongly disagree. Six of the 9 items are reverse scored. Sample items are, “I enjoy buying lottery tickets” and “I feel upset when I see advertisements that promote the state lottery [non-

reverse coded item].” A higher score indicates greater levels of positive attitudes to the lottery. This is a reliable measure and has Cronbach alpha reliability of 0.86 (Kassinove, 1998). The Cronbach alpha reliability calculated in this sample was 0.82.

##### *Internet Fake Money Attitudes Scale*

The Internet Fake Money Attitudes Scale contains 6 items and is measured with a Likert-style scale ranging from 1=strongly agree to 6=strongly disagree. All 6 items are reverse scored. It was created specifically for this study and was based upon items from the General Gambling Attitudes Scale and Lottery Attitudes Scale mentioned above. These 6 items are: 1) I support the right of Americans to gamble online for fake money as often as they want, 2) I gamble on the Internet for fake money when the opportunity arises, 3) I enjoy online gambling for fake money, 4) Gambling on the Internet for fake money is acceptable, 5) I feel comfortable around people who frequently gamble online for fake money, and 6) I want to gamble online for fake money. A higher score indicates greater levels of positive attitudes to gambling on the Internet for fake money. The Cronbach alpha reliability calculated in this sample was 0.92.

##### *Internet Real Money Attitudes Scale*

The Internet Real Money Attitudes Scale contains 6 items and is measured with a Likert-style scale ranging from 1=strongly agree to 6=strongly disagree. All 6 items are reverse scored. It was created specifically for this study and was based upon items from the General

Gambling Attitudes Scale and Lottery Attitudes Scale mentioned above. These 6 items are: 1) I support the right of Americans to gamble online for real money as often as they want, 2) I gamble on the Internet for real money when the opportunity arises, 3) I enjoy online gambling for real money, 4) Gambling on the Internet for real money is acceptable, 5) I feel comfortable around people who frequently gamble online for real money, and 6) I want to gamble online for real money. A higher score indicates greater levels of positive attitudes to gambling on the Internet for real money. The Cronbach alpha reliability calculated in this sample was 0.86.

#### *Statistical Analysis*

Descriptive statistics were used to describe the sample. Linear regression was used for the analyses. There were four separate series of analyses for the outcome variables for the different attitudes of general gambling, lottery, Internet fake money, and Internet real money. Each outcome variable had three models conducted for it. Model 1 consisted of the predictor variable of race/ethnicity. Model 2 consisted of Model 1 + additional predictor variables of age, sex, and employment status. Model 3 consisted of Model 2 + additional predictor variables of risk taking and the Gambling Problem Index. All

analyses were two-sided and were conducted with Stata/SE Version 11.0 (College, Station, TX, 2009).

#### **RESULTS**

Table 1 describes the sample characteristics. Almost one-third was African American, age was above 22 years, there was an approximate equal distribution of men and women, and more than half were working part-time. With regard to the scales, the risk taking, general gambling attitudes, Internet fake money attitudes, and Internet real money attitudes all had average scores indicating a level of mildly disagree. Lottery attitudes had an above average score indicating a level of mildly agree. The Gambling Problem Index had a very low average score indicating a very low level of gambling problems and gambling related problematic behavior.

Table 2 shows the analyses for general gambling attitudes. Model 1 shows that those of African American race/ethnicity had significantly lower general gambling attitudes as compared to whites. Model 2 shows a similar significant pattern for African American race/ethnicity as in Model 1. Also, women had significantly lower general gambling attitudes as compared to men. Model 3 shows a similar significant pattern as in Model 2 for both African American race/ethnicity and women. Also, those with greater risk taking scores had significantly greater general gambling attitudes.

Table 1  
 Characteristics of the Sample of 141 African American and White College Students

Variable	% (#)	M (SD)
Race/ethnicity		
White	69.50% (98)	
African American	30.50% (43)	
Age		22.14 (3.06)
Sex		
Men	51.06% (72)	
Women	48.94% (69)	
Employment		
Full-time	24.82% (35)	
Part-time	60.28% (85)	
Not working	14.89% (21)	
Risk Taking		6.67 (3.25)
Gambling Problem Index (n=140)		24.31 (10.35)
General Gambling Attitudes		28.70 (12.08)
Lottery Attitudes		35.81 (8.95)
Internet Fake Money Attitudes		18.26 (3.93)
Internet Real Money Attitudes		16.30 (7.02)

Table 2  
 Comparisons for General Gambling Attitudes

Variable	Model 1 B (SE) (n=141)	Model 2 B (SE) (n=141)	Model 3 B (SE) (n=140)
Constant	31.20 (1.16)***	51.79 (9.87)***	20.17 (9.29)*
Race/ethnicity			
White	Reference	Reference	Reference
African American	-8.23 (2.11)***	-7.65 (2.14)***	-5.14 (1.86)**
Age		-0.59 (0.36)	-0.01 (0.31)
Sex			
Men		Reference	Reference
Women		-5.00 (1.98)*	-3.76 (1.67)*
Employment Status			
Full-time		Reference	Reference
Part-time		0.27 (2.49)	1.63 (2.11)
Not working		-2.25 (3.33)	-0.71 (2.81)
Risk Taking			2.03 (0.26)***
Gambling Problem Index			0.06 (0.08)

Note: B=beta, SE=standard error  
 \*=p<0.05, \*\*=p<0.01, \*\*\*=p<0.001

Table 3 shows the analyses for lottery attitudes. Both Model 1 and Model 2 show that those of African American race/ethnicity had significantly lower lottery attitudes as compared to whites. Model 3 shows a different pattern where those with greater risk taking scores had significantly greater lottery attitudes. There was no longer any significant African American race/ethnicity pattern.

Table 4 shows the analyses for Internet fake money gambling attitudes. Model 1 shows that those of African American race/ethnicity had significantly lower Internet fake money gambling attitudes as compared to whites. Model 2 shows a similar significant pattern for African American race/ethnicity as in Model 1. Also, women approached significance for lower Internet fake money gambling attitudes as compared to men (p=0.065).

Model 3 shows a similar significant pattern as in Models 1 and 2 for African American race/ethnicity. Also, those with greater risk taking scores and greater gambling problem scores had significantly greater Internet fake money gambling attitudes.

Table 5 shows the analyses for Internet real money gambling attitudes. Model 1 shows that those of African American race/ethnicity had significantly lower Internet real money gambling attitudes as compared to whites. Model 2 shows a similar significant pattern for African American race/ethnicity as in Model 1. Model 3 shows a similar significant pattern as in Models 1 and 2 for African American race/ethnicity. Also, those with greater risk taking scores had significantly greater Internet real money gambling attitudes.

Table 3  
Comparisons for Lottery Attitudes

Variable	Model 1 B (SE) (n=141)	Model 2 B (SE) (n=141)	Model 3 B (SE) (n=140)
Constant	37.17 (0.88)***	44.07 (7.64)***	24.02 (7.47)**
Race/ethnicity			
White	Reference	Reference	Reference
African American	-4.48 (1.60)**	-4.24 (1.65)*	-1.94 (1.49)
Age		-0.24 (0.28)	0.19 (0.25)
Sex			
Men		Reference	Reference
Women		-0.13 (1.53)	0.46 (1.35)
Employment Status			
Full-time		Reference	Reference
Part-time		-1.29 (1.93)	0.17 (1.70)
Not working		-4.21 (2.58)	-2.61 (2.26)
Risk Taking			1.45 (0.21)***
Gambling Problem Index			-0.07 (0.07)

Note: B=beta, SE=standard error

\*=p<0.05, \*\*=p<0.01, \*\*\*=p<0.001

Table 4  
Comparisons for Internet Fake Money Gambling Attitudes

Variable	Model 1 B (SE) (n=141)	Model 2 B (SE) (n=141)	Model 3 B (SE) (n=140)
Constant	18.73 (0.39)***	21.06 (3.37)***	15.83 (3.70)***
Race/ethnicity			
White	Reference	Reference	Reference
African American	-1.57 (0.71)*	-1.57 (0.73)*	-1.52 (0.74)*
Age		-0.03 (0.12)	0.03 (0.12)
Sex			
Men		Reference	Reference
Women		-1.26 (0.67) <sup>#</sup>	-0.93 (0.67)
Employment Status			
Full-time		Reference	Reference
Part-time		0.21 (0.85)	0.13 (0.84)
Not working		0.98 (1.14)	0.91 (1.12)
Risk Taking			0.25 (0.11)*
Gambling Problem Index			0.07 (0.03)*

Note: B=beta, SE=standard error  
<sup>#</sup>=<0.10, \*=p<0.05, \*\*=p<0.01, \*\*\*=p<0.001

Table 5  
Comparisons for Internet Real Money Gambling Attitudes

Variable	Model 1 B (SE) (n=141)	Model 2 B (SE) (n=141)	Model 3 B (SE) (n=140)
Constant	17.51 (0.69)***	26.23 (5.94)***	10.19 (5.96) <sup>#</sup>
Race/ethnicity			
White	Reference	Reference	Reference
African American	-3.95 (1.24)**	-3.81 (1.28)**	-2.53 (1.19)*
Age		-0.24 (0.22)	0.06 (0.20)
Sex			
Men		Reference	Reference
Women		-1.65 (1.19)	-1.00 (1.07)
Employment Status			
Full-time		Reference	Reference
Part-time		-1.59 (1.49)	-0.91 (1.36)
Not working		-0.74 (2.00)	0.04 (1.80)
Risk Taking			1.03 (0.17)***
Gambling Problem Index			0.03 (0.05)

Note: B=beta, SE=standard error  
<sup>#</sup>=<0.10, \*=p<0.05, \*\*=p<0.01, \*\*\*=p<0.001

## DISCUSSION

We found a consistent pattern for almost all the analytical models for all the outcome variables of attitudes toward general gambling, lottery gambling, Internet fake money gambling, and Internet real money gambling that African Americans had lower attitude levels as compared to Whites and also that increased risk taking was associated with greater attitudes. We found only for general gambling attitudes that women had lower general gambling attitudes as compared to men. We found only for Internet fake money gambling attitudes that increased gambling problem scores were associated with greater Internet fake money gambling attitudes.

### *Race/ethnicity and Gambling*

We found that African Americans had lower attitude levels as compared to Whites for general gambling and lottery gambling. This is contrary to the reported literature on non-Internet gambling where consistently all adult studies report greater gambling behavior for African Americans as compared to Whites (Alegria et al. 2009, Chhabra, 2007, Petry et al., 2010) and the one study of young adults shows that there no difference for general gambling but African Americans were greater frequent gamblers than Whites (Barnes et al., 2010). There are a few possible reasons for these findings.

First, it is possible that those African Americans with some college education do not have greater gambling interests than Whites. This is suggested from the findings of a gambling study that reports educational level by race/ethnicity and where African Americans had lower percentages of some college education or higher as compared to Whites (Alegria et al. 2009). This reason is also supported by a gambling study among young adults that had a sample of both college and non-college young adults and where there were mixed findings for

gambling racial/ethnic differences and the study did not have a consistent finding of always greater gambling for African Americans as compared to Whites (Barnes et al., 2010). This reason is also supported from a study conducted through a gambling hotline which showed that African American callers were less likely to have been educated past the high school level as compared to Whites (Barry, Steinberg, Wu, & Potenza, 2008).

Second, our study is about attitudes while all the other studies are about behavior. Although, according to the Theory of Planned Behavior (Hardeman et al., 2002) attitudes are one of the reasons why individuals perform a particular behavior, this theory also suggests that there are other reasons that contribute to behavior such as social norms, behavioral control, and intentions. It is also possible that attitudes do not always translate to behavior and there may be other variables besides those suggested by the Theory of Planned Behavior that can influence racial/ethnic gambling behavior. Future research would be necessary to clarify this topic.

We found that African Americans had lower attitude levels as compared to Whites for Internet fake money gambling and Internet real money gambling. To our knowledge there is only one study among college students with regard to Internet gambling (Petry & Weinstock, 2007). This study found that there were no differences between Whites and African Americans for percentages of Internet gambling less than weekly while there was a lesser percentage of African Americans than Whites who gambled on the Internet at least weekly. Our findings for Internet fake money attitudes and Internet real money gambling attitudes are similar to the findings for those who gambled on the Internet at least weekly in that study (Petry & Weinstock, 2007).

Also, in our study we noticed stronger levels of lower attitudes among African Americans for Internet real money gambling than for Internet fake money gambling. This is suggested by the higher negative beta coefficients seen for all the models for Internet real money gambling (range -2.53 to -3.95) than for Internet fake money gambling (range -1.52 to -1.57). The Black Church is known to have strong positive social influences on urban African American youth and also where high percentages of African Americans classify themselves as religious (Barrett, 2010). We suggest that the African Americans in our sample are internalizing the traditional religious messages against gambling. For all types of gambling whether general gambling, lottery gambling, Internet fake money gambling, or Internet real money gambling, the African Americans had lower attitude levels than Whites who in general are not typically as religious. Interestingly, the beta coefficients for Internet fake money gambling were lower than those for Internet real money gambling and also for general gambling and lottery gambling. It appears that the religious proscription against Internet fake money gambling may not be as strong as for other forms of actual gambling. Also, Internet real money gambling had lower beta coefficients than general gambling and lottery gambling. It is possible that the general religious proscription against Internet gambling is not as strong as the more traditional and well known types of gambling such as general gambling and lottery gambling.

#### *Sex and Gambling*

We found only for general gambling attitudes that women had lower general gambling attitudes as compared to men. This is similar to a study that found that young adult men had greater gambling behavior than young adult women (Barnes et al., 2010). With regard to our Internet fake

money gambling and Internet real money gambling findings that there were no differences between men and women, we are not aware of any other research studies that compare sex categories for Internet gambling in a multivariate framework.

#### *Risk Taking and Gambling*

We found that increased risk taking was associated with greater attitude levels for all the types of gambling. This is consistent with the literature that reports an association of risk taking with gambling (Engwall et al., 2004; Hewig et al., 2010; Mishra et al., 2010). We noticed that the beta coefficients were lowest for Internet fake money gambling as compared to the other three types of gambling studied of general gambling, lottery gambling, and Internet real money gambling. This suggests that although risk takers are interested in Internet fake money gambling, this particular type of gambling is not the most appealing to them.

#### *Gambling Problems and Gambling*

We found that higher scores on a measure of gambling problems was only significantly associated with Internet fake money gambling. The literature among adolescents and young adults for gambling problems and its association with future gambling and health problems has mixed findings with some suggesting a positive relationship (Vitaro et al., 2004) and others suggesting that it is not always a predictor (Delfabbro et al. 2009; Slutske et al., 2003). Our study suggests that for most forms of gambling, there is no association of gambling problems to gambling attitudes, including Internet real money gambling attitudes which has not been previously studied. Our findings of an association of gambling problems with Internet fake money gambling attitudes can be interpreted according to both schools of thought. For those that believe that gambling problems are associated with future gambling (Vitaro

et al., 2004), our findings are consistent with this approach. Even for those that believe that gambling problems are not associated with future gambling and other problems (Delfabbro et al. 2009; Slutske et al., 2003), our findings can also be consistent with their approach as these individuals with gambling problems are aware that Internet fake money gambling is not real gambling and only for fake types of gambling will they have greater interest but definitely not for real forms of gambling.

#### *Study Limitations*

This study has some limitations. First, the sample was from one particular college and may not be representative of other college locations nationwide. Second, we used student employment status as a proxy measure of annual household income. However, someone not working may still have sufficient monetary funds available from a parental allowance or other sources to have an interest in gambling. Third, we did not measure religiosity levels to determine the relationship of traditional religious proscriptions against gambling.

#### *Future Research*

Future research would be useful to study whether there are no sex differences for not just attitudes toward Internet fake money gambling and Internet real money gambling but also actual behavior toward these types of Internet gambling. Also, it would be useful to study religiosity levels to determine if there is any association toward attitudes or behavior for Internet gambling.

#### *Conclusions*

We found that for general gambling, lottery gambling, Internet fake money gambling, and Internet real money gambling that African Americans had significantly lower gambling attitude levels than Whites. Unlike many studies that often report poorer negative health attitudes and behaviors for African Americans as compared to Whites, this study reports positive findings for

African Americans that they have lower attitude levels for gambling and Internet gambling. Also, for those in the gaming industry who market Internet gambling and believe that it is ethical and legal, there is a need to create a better and more tailored marketing message if they want to change attitudes and appeal to African American college-educated young adults who may be interested in Internet gambling.

#### **REFERENCES**

- Algeria, A. A., Petry, N. M., Hasin, D. S., Liu, S.-M., Grant, B. F., & Blanco, C. (2009). Disordered gambling among racial and ethnic groups in the US: Results from the National Epidemiologic Survey on Alcohol and Related Conditions. *CNS Spectrums, 14*(3), 132-142.
- Barnes, G. M., Welte, J. W., Hoffman, J. H., & Tidwell, M.-C. O. (2010). Comparisons of gambling and alcohol use among college students and noncollege young people in the United States. *Journal of American College Health, 58*(5), 443-452.
- Barrett, B. (2010). Religion and habitus: Exploring the relationship between religious involvement and educational outcomes and orientations among urban African American students. *Urban Education, 45*(4), 448-479.
- Barry, D. T., Steinberg, M. A., Wu, R., & Potenza, M. N. (2008). Characteristics of black and white callers to a gambling helpline. *Psychiatric Services, 59*(11), 1347-1350.

- Board of Governors of the Federal Reserve System. (2008). Agencies issue final rule to implement unlawful Internet Gambling Enforcement Act. Available at <http://www.federalreserve.gov/newsevents/press/bcreg/20081112b.htm> . Accessed March 4, 2010.
- Chhabra, D. (2007). Ethnicity and marginality effects on casino gambling behavior. *Journal of Vacation Marketing, 13*(3), 221-238.
- Delaware Council on Gambling Problems. (2009). The Delaware College gambling study. Available at [http://www.dcgpb.org/files/DE\\_College\\_Gambling\\_Survey.pdf](http://www.dcgpb.org/files/DE_College_Gambling_Survey.pdf) . Accessed March 2, 2010.
- Delfabbro, P. H., Winefield, A. H., & Anderson, S. (2009). Once a gambler—always a gambler? A longitudinal analysis of gambling patterns in young people making the transition from adolescence to adulthood. *International Gambling Studies, 9*(2), 151-163.
- Engwall, D., Hunter, R., & Steinberg, M. (2004). Gambling and other risk behaviors on university campuses. *Journal of American College Health, 52*(6), 245-255.
- Gambling Planet (2010). Online gambling and its legality. Available at [http://www.gamblingplanet.org/legality\\_main.php](http://www.gamblingplanet.org/legality_main.php) . Accessed February 9, 2010.
- Griffiths, M., Parke, J., Wood, R., & Rigbye, J. (2010). Online poker gambling in university students: Further findings from an online survey. *International Journal of Mental Health and Addiction, 8*(1), 82-89.
- Griffiths, M., & Wood, R. (2007). Adolescent Internet gambling: Preliminary results of a national survey. *Education and Health, 25*(2), 23-27.
- Hardeman, W., Johnston, M., Johnston, D., Bonetti, D., Wareham, N., & Kinmonth, A. L. (2002). Application of the Theory of Planned Behaviour in behaviour change interventions: A systematic review. *Psychology and Health, 17*, 123-158.
- Hewig, J., Kretschmer, N., Trippe, R. H., Hecht, H., Coles, M. G. H., Holroyd, C. B., & Miltner, W. H. R. (2010). Hypersensitivity to reward in problem gamblers. *Biological Psychiatry, 67*(8), 781-783.
- Kassinove, J. (1998). Development of the Gambling Attitude Scales: Preliminary findings. *Journal of Clinical Psychology, 54*(6), 763-771.
- King, S. M., Abrams, K., & Wilkinson, T. (2010). Personality, gender, and family history in the prediction of college gambling. *Journal of Gambling Studies, 26*(3), 347-359.
- Ladouceur, R., Jacques, C., Ferland, F., Giroux, I. (1999). Prevalence of problem gambling: A replication study 7 years later. *The Canadian Journal of Psychiatry, 44*(8), 802-804.
- Li, S., Zhou, K., Sun, Y., Rao, L.-L., Zheng, R., & Liang, Z.-Y. (2010). Anticipated regret, risk perception, or both: Which is most likely responsible for our intention to gamble? *Journal of Gambling Studies, 26*(1), 105-116.

- Matthews, N., Farnsworth, B., & Griffiths, M.D. (2009). A pilot study of problem gambling among student online gamblers: Mood states as predictors of problematic behavior. *CyberPsychology & Behavior, 12*(6), 741-745.
- Mishra, S., Lalumière, M. L., & Williams, R. J. (2010). Gambling as a form of risk-taking: Individual differences in personality, risk-accepting attitudes, and behavioral preferences for risk. *Personality and Individual Differences, 49*(6), 616-621.
- Neighbors, C., Lostutter, T. W., Larimer, M. E., & Takushi, R. Y. (2002). Measuring gambling outcomes among college students. *Journal of Gambling Studies, 18*(4), 339-360.
- Nova Scotia Gaming Corporation (2009). Internet gambling. <http://www.nsgc.ca/files/factsongambling/Internet%20Gaming%20Fact%20Sheet%20-%20July%202009%20-%20final.pdf> .Accessed March 4, 2010.
- Petry, N. M., Rash, C. J., & Blanco, C. (2010). The inventory of gambling situations in problem and pathological gamblers seeking alcohol and drug abuse treatment. *Experimental and Clinical Psychopharmacology, 18*(6), 530-538.
- Petry, N. M., & Weinstock, J. (2007). Internet gambling is common in college students and associated with poor mental health. *American Journal on Addictions, 16*(5), 325-330.
- Rose, N. (2007). Proposed Internet gaming regulations and players. Available at <http://www.compatiblepoker.com/ui/gea-nelson-rose/>. Accessed February 9, 2010.
- Rose, N. (2008). The new Internet gaming regulations: Nothing changes. Available at <http://www.compatiblepoker.com/us-poker-sites/> .Accessed February 9, 2010.
- Slutske, W. S., Jackson, K. M., & Sher, K. J. (2003). The natural history of problem gambling from 18 to 29. *Journal of Abnormal Psychology, 112*(2), 263-274.
- Stata/SE. (2009). Version 11.0. College Station, TX: Stata.
- U.S. Congress. (2006). H.R. 4411. Available at [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109\\_cong\\_bills&docid=f:h4411pcs.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=109_cong_bills&docid=f:h4411pcs.txt.pdf) .Accessed March 4, 2010.
- Vitaro, F., Wanner, B., Ladouceur, R., Brendgen, M., & Tremblay, R. E. (2004). Trajectories of gambling during adolescence. *Journal of Gambling Studies, 20*(1), 47-69.
- Welte, J. W., Barnes, G. M., Wieczorek, W. F., Tidwell, M.-C. O., & Parker, J. C. (2004). Risk factors for pathological gambling. *Addictive Behaviors, 29*(2), 323-335.
- Wulfert, E., Franco, C., Williams, K., Roland, B., & Maxson, J. H. (2008). The role of money in the excitement of gambling. *Psychology of Addictive Behaviors, 22*(3), 380-390.

## SOCIAL ENTREPRENEURSHIP IN THE HOSPITALITY AND TOURISM INDUSTRY: AN EXPLORATORY APPROACH

Mehmet Ergul and Colin Johnson

*The social entrepreneurship concept has been widely reported in the popular media and may be found within many programs in leading business schools. Social entrepreneurship is often included in discussions of non-profit studies, entrepreneurship, and corporate social responsibility. Concurrently, it would seem that many hospitality corporations are displaying greater awareness of their role in the community and pursuing some aspects of social entrepreneurship. There is evidence a growing number of businesses make significant contributions to the community locally, regionally, nationally and even internationally. These companies appear to adopt socially responsible strategies, through philanthropy, environmental awareness and community support. This is an exploratory study that attempted to establish some further details of social entrepreneurship within the hospitality and tourism industries. Interviews were conducted with four prominent members within the sectors who were identified as social entrepreneurs. The results of this study are highly relevant to the hospitality and tourism industries, and may provide examples of best practice for other companies in related sectors.*

**Keywords:** Social Entrepreneurship, Corporate Social Responsibility, Sustainability Entrepreneurship

Mehmet Ergul  
Assistant Professor  
San Francisco State University  
San Francisco, CA

Colin Johnson  
Associate Professor  
San Francisco State University  
San Francisco, CA

### INTRODUCTION

The concept of social entrepreneurship has been widely reported in the popular media and is seen as an emerging discipline within many business schools. Social entrepreneurship is often included in discussions of non-profit studies, entrepreneurship, and corporate social responsibility.

As may be expected given the interest generated by the subject, social entrepreneurship has been tackled extensively as a subject generically in the

business world. There are many annual conferences and symposia, with the resulting output of articles (Desa (2006); Smith, Barr, Barbosa and Kickul, (2008); Oner and Yildiz (2010). There have, however, been few studies that have dealt directly with the subject of social entrepreneurship and the hospitality and tourism industries.

Concurrently, it would seem that many hospitality corporations are displaying greater awareness of their role in the community and pursuing some aspects of social entrepreneurship. Accor (a major European hotel chain) stresses its commitment to people and the environment; Starwood hotels has recently appointed a vice president for Corporate Social Responsibility; Kimpton hotels (a US national chain based in San Francisco) for several years has stressed environmental and community contributions; Wyndham developed in 2006 its core values and sees corporate social responsibilities not as a program, but “as a way of living, working and playing” that embodies their vision and values (Bohdanowicz and Zientra, 2008, a). Also at Scandic and Rezidor Groups, vice presidents responsible for sustainable business are members of the executive team (ibid).

This is an exploratory study that attempted to establish some further details of social entrepreneurship within the hospitality and tourism industries. Interviews were conducted with four prominent members within the sectors who were identified as social entrepreneurs. Themes from the literature relating to social entrepreneurship were incorporated into a semi-structured interview, and the interviews were then analyzed.

The origins of social entrepreneurship may be traced to two different sources: that of income generation by a non-profit venture and, a more general interpretation that defines social

entrepreneurship as a process that involved identifying, addressing and solving societal problems. (as reported by Desa, 2006).

Dees (1996) makes the point that social entrepreneurs are a species of the *genus entrepreneur*. Classically, there are several characteristics of entrepreneurship that may be attributed from leading writers and thinkers. Entrepreneurs may be seen to be involved in:

- Value creation (Say)
- Innovation, change agents (Schumpeter)
- Opportunities (Drucker)
- Resourcefulness (Stevenson)

Turning to the social side of the equation, the major differentiator is in the value proposition: to social entrepreneurs the pursuit of “mission-related impact” is primordial. For the “classic” or non-social entrepreneur, the value proposition is in anticipating and serving markets, thereby creating financial profit. For social entrepreneurs, the value is found in the form of large-scale transformational benefit that affects either sectors of society or society at large.

In terms of personal characteristics, social entrepreneurs may be described as visionary change makers, implementing innovative ways of addressing pressing social problems. (Grenier, 2007).

As may be anticipated from this brief discussion there are many different interpretations relating to what a social entrepreneur is (or is not).

Desa (2006) provides a dozen different definitions broken down into the themes of non-profit entrepreneur, non-profit innovation, social entrepreneur and subset of business entrepreneurship. We believed that two in particular were very applicable to this study: firstly, we appreciated the different roles that social entrepreneurs play in

society identified by Dees (1998). According to Dees, social entrepreneurs play the role of change agents in society by:

“Adapting a mission to create and sustain social value not just private value;  
Recognizing and relentlessly pursuing new operations to serve that mission;  
Engaging in a process of continuous innovation, adaptation and learning;  
Acting boldly without being limited by resources currently in hand;  
Exhibiting a heightened sense of accountability to the constituencies served and for their outcomes created”

Secondly, we believed that Mair & Marti’s (2004) broad definition was very applicable for the study: “social entrepreneurship is defined as the innovative use of resources to explore and exploit opportunities that meet a social need in a sustainable manner”.

This latter definition also ties in with the merging of the entrepreneurship and sustainable development literature, producing a new stream of research titles sustainability entrepreneurship (Tilley and Parrish 2006, a) and “ecopreneurs”, those who combine environmental awareness with the business objectives to ensure environmental friendly activities (Gibbs, 2006, p.65).

Sustainability entrepreneurship is seen to be a transformative model, not merely bolting on a social conscience to the standard business entrepreneurship model. Sustainability-driven entrepreneurs see their enterprises in terms of a larger context, contributing to an overall improvement in social conditions, with a future-oriented perspective (Sclange, 2006).

Tilley and Young (2006,b) go further, believing that an important perspective of viewing sustainability entrepreneurs is that of a shift to a broader view of wealth creation, with a 12 point model that encompasses environmental entrepreneurship (environmental stability and sustainability) economic entrepreneurship (eco-effectiveness, eco-efficiency) social entrepreneurship (socio-efficiency, socio-effectiveness) and sustainability entrepreneurship (including social responsibility and futurity. Also included are ecological, economic and inter-generational equity and sufficiency. The main point is that to be truly classed as sustainable, all of the elements of the model have to be pursued rather than focusing on the social or environmental aspects only. A final point is that Tilley and Young see sustainability entrepreneurs as *the* major source of wealth generation for the future.

In relation to studies examining the hospitality and tourism industries, as mentioned in the introduction, the subject of social entrepreneurship may often be included within that of corporate social responsibility (CSR) and environmental management. There are several articles on corporate social responsibility. Holcomb, Upchurch and Okumus (2007) presented information that 8 out of the top 10 hotel companies reported socially responsible activities relating to some form of charitable donation. The authors also noted that hotel corporations reported in five major areas: community, environment, marketplace, vision and values, and workforce (ibid). Of the major hotel companies, Hilton Hotels Corporation, Marriott and Accor had the highest frequency of CSR reporting. (But only one company, Hilton had any external verification of their data). Bohanowicz and Zientra (2008a) examined the contribution of hotel companies’ impacts on employee well-being and also on local communities.

One of the conclusions of the study was that CSR-driven projects can enable hotel companies to assist local communities as well as to cope with human resource management-related problems. Direct ways that hospitality companies can benefit local communities include donating unwanted linen, furniture and food to local charity organizations, serving food to various youth and parent organizations, coaching youths and offering entertainment facilities for the immediate communities. Wider aspects of CSR include focusing on free trade products and adopting environmental initiatives that may improve the quality of life of workers down the supply chain, and reduce the hotel's impact on the environment. (Bohdanowicz and Zientra, 2008 a). The same authors also undertook an in-depth analysis of the Scandinavian Hotel Chain Scandic's CSR practices (Bohdanowicz and Zientra, 2008 b).

#### **DATA COLLECTION PROCEDURES**

A qualitative research technique was used in collecting the data. Considering the nature of the research as "exploratory", face to face, in depth interviews were believed to be the most suitable method for this study. Similar to convenience sampling procedures, possible interviewee names from the hospitality and tourism industry were identified by using professional and personal networks. After a short correspondence period with the potential list, researchers carefully selected the interviewees considering their interest and knowledge about the topic. Interviewees in this case are thought to be key informants and content experts hence direct personal communications with them were assumed to contribute to a better understanding of the social entrepreneurship concept.

Four interview sessions were conducted with: (a) an individual hotel developer, (b) a general manager of an

international chain hotel, (c) the founder of a non-profit organization and (d) an individual restaurant developer / consultant. Each interview session lasted approximately one hour. The interviews took place in a quiet and casual setting and both researchers were present at each session.

A list of questions was sent to the interviewees in advance via e-mail. Most of the questions addressed during the interviews were developed to scrutinize the importance of the social entrepreneurship topic in the hospitality industry including: (a) number and duration of the social entrepreneurship projects enrolled, (b) potential benefits derived from those projects, (c) motivational reasons to be involved in those projects, (d) problems encountered during those times, (e) future projects which involves social entrepreneurship and (f) other comments and opinions regarding the topic.

#### **DATA ANALYSES**

Both researchers took notes and all the communications were audio recorded with the consent of the interviewees. The personal notes and recordings were considered important to obtain a valid and reliable evaluation of the interview sessions and also in reporting of the findings. This could be seen, for example, in relation with the closing part of the interview sessions where spontaneous dialogues between the interviewers and interviewees took place regarding the topic; which provided valuable information on newly generated ideas and individual expert opinions about the topic.

The content of the data from the audio recordings and the supplemental notes assisted in the preparation of the verbatim transcriptions. The content obtained through the transcriptions was then analyzed, cross-validated and interpreted individually by the researchers in preparing the composite analysis to report the findings of this study.

This process assisted in the accurate reporting of the findings.

## RESULTS

In all of the interviews, the researchers learned that interviewees have been involved with social entrepreneurship projects for more than two years. As Horsburgh (2003) mentioned the common practice of reporting the findings of qualitative research in categories and the common points addressed by the interviewees were identified from the composite analysis and then divided into themes. As a result of this process four main categories emerged at the end of the interview sessions including (a) environment conscious and socially driven projects; (b) motivational aspects; (c) return benefits of social entrepreneurship and; (d) real vs. perceived implementation costs.

### *Environment Conscious and Socially Driven Projects*

Social entrepreneurship was tied with sustainability and better environmental practices in three out of the four interview sessions. The establishment of a Green Hotel chain and establishing a certification process for Green Restaurants were the other two environmentally conscious topics disclosed by the interviewees. In terms of socially driven projects, organizational contribution to “Save the Bay” (an environment restoration program), donating to local charities such as Food banks and assisting people in need through back to work projects were additional areas mentioned by some of the interviewees.

### *Motivational Aspects*

In three out of the four interviews community involvement is linked as one of the benefits of the social entrepreneurship projects. Intrinsic motivations of the social entrepreneurs were pointed out as an important factor in transforming society’s viewpoint towards this topic. Furthermore,

the attempts to pass on the motivation to stakeholders were also discussed by some of the interviewees.

### *Return Benefits of Social Entrepreneurship*

Interviewees pointed out the identification of financial and non-financial returns derived from social entrepreneurship projects. In terms of financial returns, two out of four interviewees pointed out the “repeat” business to their organizations. In addition three out of the four interviewees pointed out the financial benefits of Social Entrepreneurship to hospitality organizations. As for the non-financial returns, creating a socially responsible image emerged as an important factor in making a desirable company to work for. Improving the quality of internal and external communications was also discussed as a return.

### *Real vs. Perceived Implementation Costs*

Some of the real and perceived costs of implementing social entrepreneurship projects were that the projects were seen to be an “expensive to do”. This could sometime prove difficult to implement during economic fluctuations and so were highly reported by the interviewees. The cost of selecting and retaining the right stakeholders, increased time and material costs (such as bio-degradable materials) were also underlined. Difficulties in allocating budgets for social entrepreneurship projects were also mentioned.

## CONCLUSIONS

This was a preliminary study that was intended to give a glimpse of developments in social entrepreneurship within the hospitality and tourism industries and provide further insights for later, more comprehensive and detailed studies.

The results were encouraging, as the interviewees confirmed several of the themes identified from the research were

being practiced in the field. Two of the respondents may also be seen to be involved in applying the principles of sustainability entrepreneurship.

This is heartening given the fact that the hospitality and tourism industries often labor under negative publicity relating to the image of the industries, including tough working conditions, low pay and high labor turnover. It would seem that the hospitality and tourism industries have many natural attributes for social entrepreneurship that may be extended: these attributes of the industry include high numbers of small and medium sized enterprise, core services of lodging, food and beverage that are highly valued by society, along with increasing peripheral services that may also be leveraged into social entrepreneurship projects.

Hospitality and tourism entrepreneurs may decide to take further steps of extending their projects so that they may encompass all aspects of sustainability entrepreneurship. This however is more challenging, as it may be relatively easy to adopt certain aspects of sustainable development and social projects piecemeal into the operation, but to embrace all aspects of sustainability entrepreneurship requires a fundamental reevaluation of the vision, mission and operation of all aspects of the business.

#### **RECOMMENDATIONS AND FUTURE IMPLICATIONS**

Interviewees addressed broad areas and contributed well to the body of the research. Based on the comments from the interviews, the awareness of social entrepreneurship examples in the hospitality and tourism industries should be increased. The action list may include: (a) organizing conferences and workshops, (b) writing case studies, (c) creating e-newsletters, (d) adding social entrepreneurship to current

hospitality and tourism management curriculums, (e) building partnerships between the industry and the academia and (f) international investigation of social entrepreneurship including partners in developing countries to conduct multi-faceted research.

The findings of this study could serve as a framework in developing a more detailed research instrument. Such an instrument may provide more detailed results in social entrepreneurship research. This may help for the concept to be more widely recognized internationally. It would be of interest to canvas and quantify the major international hospitality and tourism corporations and categorize their social entrepreneurship initiatives.

#### **LIMITATIONS**

As this was an exploratory study the study was limited in size and scope by the number of the interviewee responses, the representation from the different segments of the hospitality and tourism industries and the generalizability of the results.

#### **REFERENCES**

- Bohdanowicz, P., & Zientara, P, (2008 a) "Hotel companies contribution to improving the quality of life of local communities and the well-being of their employees", *Tourism and Hospitality Research*, Vol.9, 2, 147-158.
- Bohdanowicz, P., & Zientara, P, (2008 b) "Corporate Social Responsibility in Hospitality: Issues and Implications. A Case study of Scandic" *Scandinavian Journal of Hospitality and Tourism*, Vol 8, No.4, 271-293.

- Dees, G. (1998). The Meaning of Social Entrepreneurship, Stanford Center for Social Entrepreneurship retrieved at: <http://www.fntc.info/files/documents/The%20meaning%20of%20Social%20Entrepreneurship.pdf>
- Grenier, P., (2007). Vision and Values: what they mean for social entrepreneurs *The 3rd International Social Entrepreneurship Research Conference*. Copenhagen, Denmark.
- Desa, G., (2007) Social Entrepreneurship: Snapshots of a Research Field in Emergence *The 3rd International Social Entrepreneurship Research Conference, Copenhagen*.
- Gibbs, D., (2006) "Sustainability entrepreneurs, ecopreneurs and the development of a sustainable society" *Greener Management International*, Autumn, pp.63-78.
- Holcomb, J., L., Upchurch, R. S., & Okumus, F, (2007) "Corporate social responsibility: what are top hotel companies reporting?" *International Journal of Contemporary Hospitality Management*, Vol.19, No.6, pp.461-475.
- Oncer, A.Z., & Yildiz, M.L, (2010) "Creating sustainable value for society: Social entrepreneurship", *The Business Review*, Cambridge, Vol.14, Num 2., pp.222-228.
- Schlange, L.E., (2006) Stakeholder Identification in Sustainability Entrepreneurship *Greener Management International*, Autumn, pp.13-31.
- Tilley, F.& Young, (2006a) Introduction, *Greener Management International*, Autumn, pp 5-12.
- Tilley, F.& Young, (2006b) "Sustainability entrepreneurs: Could they be the true wealth generators of the future?" *Greener Management International*, Autumn, pp 79-92.

## INCREASING INDUSTRY DEMAND FOR TRIPLE BOTTOM LINE EDUCATION

John Parker

*Today's business world is realizing the benefits of incorporating social responsibility into their strategic plans. The majority of today's Fortune 250 organizations are aggressively pursuing Corporate Social Responsibility (CSR) initiative (KPMG, 2005). The service industry touts a myriad of "eco-friendly" types of services and products: environmentally friendly hybrid vehicles from car rental companies, power management systems and green procurement programs from hotel chains, and waste reduction and recycling from the restaurant industry, to name a few. This shift towards environmental business models leads to the question of preparedness in new hospitality management graduates. Are hospitality management programs meeting the demands from industry for an educated and prepared workforce in this arena? It is incumbent on our institutions of higher learning to adapt to the global green trend of corporate social responsibility. In this green era, hospitality management programs would serve the industry well by staying ahead of the curve and incorporating triple bottom line (TBL) into its curricula.*

**Keywords:** green industry, environment friendly, sustainability, triple bottom line (TBL), hospitality management education, three P's theory, corporate social responsibility, eco-friendly

### AN INADEQUATE EXPERTISE

Whether manufacturing consumer products or specializing in a service, businesses small and large are realizing the many benefits of incorporating corporate social responsibility into their strategic plan. "Eco-friendly" has become the new buzzword in business world along with environment friendly, green certified, sustainability, and corporate social responsibility. In the service industry, for instance, car rental companies tout a fleet of environmental friendly hybrid vehicles, solar panels on their facilities, and

power management technology to save energy. Hotel chains utilize power management systems, linen cards, motion sensors, and green procurement programs. Even the restaurant industry has implemented waste reduction and recycling, sustainable furnishings and building materials, and has implemented chemical and pollution reduction programs. Other industries that have staked their claim in the green landscape include cruise lines, theme parks, and event planning.

So with the new shift toward environmental business models and marketing plans, how prepared are

John Parker Doctoral Student in International Business Argosy University
---

thousands of new hospitality management graduates to promote an organization's eco-friendly mission and vision? Judging by the disciplines offered in hospitality management programs, new graduates are not prepared at all to enter the workforce replete with innovative ideas that foster environmental initiatives nor are they equipped for managerial decisions required to transform potential green organizations or continue to direct existing ones.

Global trends and industry demands generally influence colleges' and universities' curriculum in respective fields and schools have been pretty adept at adjusting their curriculum to prepare graduates for success in these fields. Since the dawn of the information era, schools have exponentially increased the number of computer engineers, telecommunications majors and graphic designers. Sustainability is starting to have a similar effect, yet suppressed. In 2007, Arizona State University opened the nation's first school of sustainability as part of its Global Institute of Sustainability, offering undergraduate and graduate degrees in sustainability

(Schoolofsustainability.asu.edu 2011). These programs, however, lack specialized disciplines such as, say, alternative fuels sources or biodegradable packing nor does there exist concentrations in specific industries such as environmental farming or green hospitality.

It is incumbent on our institutions of higher learning to adapt to the global green trend of corporate social responsibility. It is a pretty safe bet that the hospitality industry would certainly be amenable to hiring hospitality management graduates with a specialty in green commerce. "With nearly 1 billion tourists crisscrossing the globe every year, it's more important than ever for travelers to minimize their individual impact on the earth's natural and cultural treasures"

(Schlicter, 2007). Each year, an increasing number of tourists' travel plans are predicated on the accessibility of green travel. As described by Schlicter (2007), the premise of green travel is protecting the environment in the travel and tourism industry and contributing positively to local communities.

### **TRIPLE BOTTOM LINE**

As the demand for green travel has increased, many corporations have capitalized on this prime opportunity by implementing triple bottom line (TBL) reporting standards into their business plans. Invariably, the demand for hospitality management graduate students with an emphasis in TBL will increase significantly. Also known as the three pillars, "people, planet and profit", TBL is an economic measure that places emphasis on social, environmental and community considerations in addition to financial returns. As coined by author John Elkington (1999), TBL accounting attempts to describe the social and environmental impact of an organization's activities, in a measurable way, to its economic performance in order to show improvement or to make evaluation more in-depth. In his book *The Triple Bottom line*, Andrew Savitz (2006) maintains that a positive TBL denotes the "company's value, including both its profitability and shareholder value and its social, human, and environmental capital." Although TBL has become gained momentum over the past decade, its philosophy, which is based on holistic management, has been in existence for nearly 50 years.

A concept term developed by Allan Savory in the 1960s, Holistic Management is a system of managing land resources which fosters sustainability and builds biodiversity thereby associating management's decision to its environmental

impact (Savory, 1999). Conversely, traditional management (TM) focuses chiefly on internal processes of meeting of financial quotas, boosting revenue, and implementing management theories that underscores the bottom line with a disregard for the environment. As technology and commerce have evolved over the past century, the corporate business model has failed to evolve accordingly to embrace long-term environmental stewardship. Today, this is no longer the case as Savory's and Elkington's pioneering theories have led a campaign of social awareness that has transcended all business plans worldwide.

With the numerous benefits of the TBL model and the global demand for knowledgeable management, one questions the slow response of learning institutions' implementation of this specialized field of study. Assadourian (2010) argues that perhaps the greatest critique of schools is that they represent a huge missed opportunity to combat consumerism and to educate students about its effects on people and the environment. There are several extraordinary majors currently offered at our institutions that are not as specialized, are lower in demand and less philanthropic. The Professional Nanny major, for instance, prepares those seeking an illustrious career in babysitting. In Baking Science, one can hone their baking skills without focusing on other disciplines of the culinary art. And perhaps one of the least sought after degrees is Puppetry Arts, where graduates can become professional puppeteers. Does a Hospitality Management - TBL program not command the same consideration as these esteemed disciplines?

### **GETTING ON BOARD**

Kotler (2004) explains to business leaders how to choose social causes, design charity initiatives, gain employee support, and evaluate their efforts for good PR and

good business. He also prescribes best practices for implementing ideas for corporations to maximize their contributions to environmental causes, resulting in increased profits, happier employees, and a better corporate image. A quick browse on Greenhotels.com will disclose their mission as a green hotels association where "hotels are environmental-properties whose managers are eager to institute programs that save water, save energy and reduce solid waste – while saving money – to help protect our one and only earth" (Greenhotels.com, 2011). How can one expect an eager manager with a traditional hospitality management degree to institute environmental programs when they are trained in administrative processes and customer service?

The Global Sustainable Tourism Council (GSTC) is a global agency dedicated to promoting worldwide sustainable tourism practices. As declared on their website, "The GSTC fosters sustainable tourism principles; compiling, adapting, and creating the tools and training to engage in sustainable tourism practices; and increasing the demand for sustainable tourism products and services" ([www.gstcouncil.org](http://www.gstcouncil.org), 2011). GSTC's mission, as with the entire environmental hospitality industry, is to increase demand for sustainable products and services. This increase in products and services will ostensibly result in an increase in TBL graduates from hospitality management programs.

According to the green restaurant association ([dinegreen.com](http://dinegreen.com), 2011), "Statistics show that 80% of Americans identify themselves as environmentally concerned. A dedicated sector of these 80% is driving a 20% annual growth in the \$11 billion organic food industry; are investing billions in socially responsible investment funds; and frequent Certified Green

Restaurants.” The goal of the green restaurant is to provide a simplified approach for the restaurant industry to implement a TBL model whereby restaurants can gain a competitive advantage in the green industry while increasing profits. Achieving this competitive advantage requires intellectual and professional resources that remain scarce in the hospitality industry.

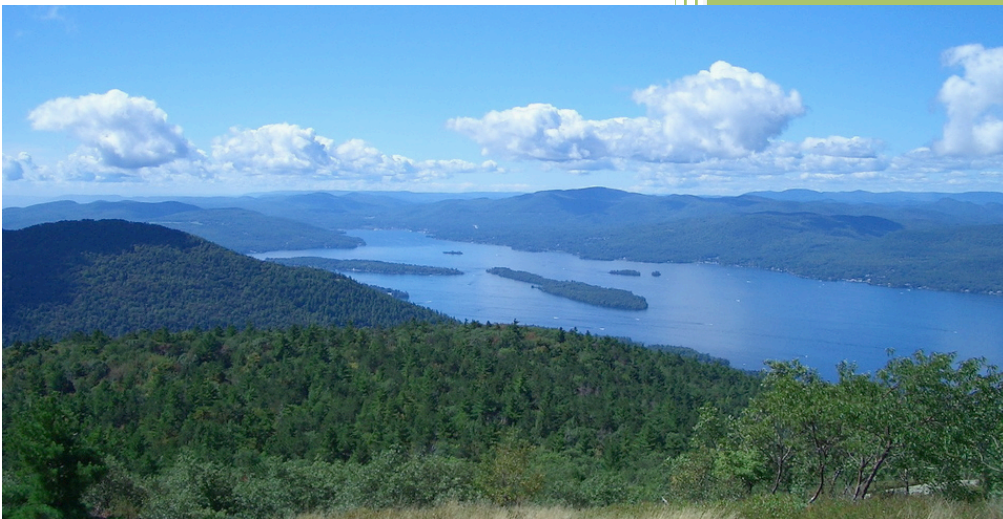
In this era of green commerce, business leaders must continue to invest in professional resources to help gain a competitive advantage and revolutionize an industry that affords ample opportunities and boundless potential. TBL is becoming an essential business model whereby many organizations have remained ahead of the curve by rebranding their products and services. These companies have experienced a growth in business while remaining proactive in protecting precious resources and advocating a sustainable environment. Meanwhile, other organizations aspire to evolve into social responsibility, but are not well versed in the philosophy or the business plan for such success. Hospitality management programs would serve the industry well by being less reactive and becoming more proactive by incorporating TBL into its curriculum. If both universities and hospitality organizations are successful in this endeavor, people, planet and profits will all excel beyond expectation.

## REFERENCES

- Assadourian, E. (2010). *State of the World 2010: Transforming Cultures: From Consumerism to Sustainability*. W.W. Norton and Company; Original edition.  
Dinegreen.com. Retrieved July 8, 2011 from [www.dinegreen.com](http://www.dinegreen.com)
- Elkington, J. (2009). *Cannibals With Forks: The Triple Bottom Line of the 21<sup>st</sup> Century*. Wiley Press
- Green Hotels.com. Retrieved July 7, 2011 from [www.greenhotels.com](http://www.greenhotels.com)
- Gstcouncil.org. Retrieved July 7, 2011 from [www.gstcouncil.org](http://www.gstcouncil.org)
- Kotler, P. (2004). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. Wiley Publishing.
- KMPG (2005) *KPMG International Survey of Corporate Responsibility Reporting 2005* [[http://www.kpmg.com/NR/rdonlyres/s/66422F7F-35AD-4256-9BF8-F36FACCA9164/0/KPMGIntlCR\\_Survey2005.pdf](http://www.kpmg.com/NR/rdonlyres/s/66422F7F-35AD-4256-9BF8-F36FACCA9164/0/KPMGIntlCR_Survey2005.pdf)].
- Savitz, A.W. (2006). *The Triple Bottom Line: How Today's Best Run Companies Are Achieving Economic, Social, and Environmental Success – And How You Can Too*. Jossey-Bass Press.
- Savory, A.(1999). *Holistic Management: A New Framework For Decision Making*. Washington, D. C. : Island Press.
- Schlicter, S. (2007). *Green Travel Tips*. MSNBC.com. Retrieved July 6, 2011.

2010

# Analysis of Lake George Consumer



Prepared by:

Professor Joanne Gavin

&

Professor Scot Willmen

August 2010

### **Abstract**

Many large companies spend vast amounts of capital annually on statistical research of the consumer; the type of research that predicts the wants and needs of the end user will clearly benefit any business or resort region. The research done over the 2010 summer on the Lake George, New York, consumer will show the need for future statistical analysis of the region. The focus of this preliminary study will attempt to provide a relationship between the Lake George area and the desires of the summer user. This preliminary study will begin to provide evidence for the proper allocation of funds towards marketing techniques to access the most effective and efficient demands of the marketing capital of the Lake George region. This preliminary study will also provide evidence of the need for more in-depth future research and analysis of the Lake George summer customer.

### **Introduction**

The purpose of this study is to review the findings concerning the customer's wants and needs in the Lake George area in 2010. These findings will support the need for future studies to be conducted to fully understand the Lake George summer consumer. The analysis will also give preliminary support for the allocation of funds for the Lake George Chamber of Commerce with respect to marketing the region in a multitude of advertising publications.

In the past, ten-year censuses have been conducted on the region. We feel that this long duration of time does not represent the changing desires of the consumer. An annual analysis should be conducted to fully understand the Lake George consumer and therefore meet their needs most efficiently. This can be accomplished by allocating funds to specific marketing techniques and supporting entertainment needs in the area in the summer months for the full benefit of the consumer.

This preliminary study will give a brief outline of the Lake George consumer through the use of questionnaires at the hotel chains in the Lake George and Queensbury areas. Through these questionnaires, employing a quantitative and qualitative basis, a general picture has emerged to assist the future marketing allocation of funds and wishes of the consumer.

### **Methods**

A small statistical study was conducted in the month of August in the Lake George, NY and Queensbury, NY areas. The primary data gathering was conducted at five major chain hotels in those areas. The motels that were represented included Holiday Inn, Country Inn, Comfort Suites, Super 8 Motel, and Clarion Hotel. One of the primary researchers, Scott Willmen, educated the managers at these hotels on ways to distribute and collect data from the sample. Professor Joanne Gavin and Professor Scott Willmen developed the questionnaires based on the wants and needs of the Lake George Chamber of Commerce. The survey was broken down into two parts including incoming and exit surveys for hotel guest to fill out at their particular lodging. Also, a street survey was

handed out to consumers in the Lake George Village as well as a several restaurants within this area.

#### INCOMING SURVEYS

The incoming motel survey was made up of three primary questions with multiple subsets to each question. The incoming survey's primary questions focused on a variety of issues with regards to the Lake George Consumer. The break-downs of the questions can be viewed in Table 1 below.

*Table 1: Incoming Motel Survey Questions*

---

*Questions*

---

Question 1: Please tell us about you

Age

Gender

Household Income

Party size

Hometown

Pets

Length of stay

Number of visits to the area

Question 2: Marketing exposure

Travel websites

General search engine

Question 3: Intended plan

Boat rental

Hiking

Saratoga racetrack

Shopping in village/outlet

Eating out/cooking in

Visiting surrounding areas

Fireworks

Historical sites

Amusement parks

Boat cruises

---

These questions were chosen with regard to the needs of the Lake George Chamber of Commerce, which the researchers felt would be the most efficient and effective way to gather data from the subjects.

The surveys were handed out by the front desk employees during the week (Monday -Thursday) and during the weekends (Friday-Sunday). The Monday thru Thursday surveys were recorded as weekday surveys, and the surveys issued Friday thru Sunday were labeled weekend surveys. This was done to block consumers that might vary their answers due to the time of their stay. The white surveys were for weekday subjects and pink surveys were distributed on the weekend to keep clarity, exactness, and ease of use for the hotel staff. The surveys were distributed at a variety of times during

the day and were completed as the consumers checked-in and checked-out at their respective hotel. The subjects were supervised by the front desk clerks and any questions by the subjects were handled by these staff members.

#### EXIT SURVEYS

The exit survey was broken into five primary questions that mirrored the incoming motel survey to understand which events the consumers planned on completing and which events they actually accomplished. The break-down of the exit survey is listed below in Table 2.

*Table 2: Exit Motel Survey*

---

*Question*

---

Question 1: Visiting Lake George Village

Was the village modern/maintained

Question 2: Dining in village

Cleanliness

Food quality

Price

Question 3: Outdoor movie event

Question 4: Actual plan

Boat rental

Hiking

Saratoga racetrack

Shopping in village/outlet

Eating out/cooking in

Visiting surrounding areas

Fireworks

Historical sites

Amusement parks

Boat cruises

Question 5:

Revisiting Lake George area

---

This exit survey was redistributed to subjects who had filled out an original incoming survey at time of check-out. The front desk staff had subjects process the survey before departure from the grounds. The subject's room number, hotel name, and check in/out time were filled out by the hotel staff, and both surveys were stapled together and set aside for collection by the researchers.

The surveys were recorded over a three week period in the month of August 2010. One of the primary researchers, Scott Willmen, periodically called and physically stopped by the hotel chains to observe progress and to aid with any questions by the hotel staff or managers. Final collection of the surveys was done by Scott Willmen and the Lake George Chamber of Commerce in late August and early September.

DAY SURVEYS

The day surveys were distributed on Thursday, August 19<sup>th</sup>, 2010 in the Village of Lake George and also distributed on the weekend between the dates of August 20, 21, and 22 to get analysis of consumers during both weekday and weekend time periods. Thursday was chosen for the weekday survey due to the fireworks display in the village on that night. The street survey was very similar to the incoming survey that was distributed to the hotel chains with minor differences (Appendix C).

The day survey was handed out during the hours of 6 pm and 8 pm on the night of Thursday, August 19<sup>th</sup>, and on the weekend dates of August 20<sup>th</sup>, 21<sup>st</sup>, and 22<sup>nd</sup> from 12 - 3 pm and 6-8 pm. The survey was only distributed to subjects that were visiting the area for the day, and were not staying overnight in any accommodations. A break-down of the day survey can be seen below in Table 3.

*Table 3: Street Survey Break-Down*

---

<i>Question</i>
Question 1: Background information
Age
Gender
Number of visitors
Hometown
Question 2: Village information
Number of visits to the area
Is village modern/well maintained
Question 3: Restaurants in village
Cleanliness
Food quality
Price
Question 4: Plans during stay
Outdoor movie event
Boat rental
Hiking
Saratoga racetrack
Shopping in village/outlet
Eating out/coking in
Visiting surrounding areas
Fireworks
Historical sites
Amusement parks
Boat cruises
Beaches
Question 5: Plan on returning

---

The survey was handed out and collected by researcher Scott Willmen and other staff members in the village of Lake George. Other day surveys were later collected by Professor Willmen and the Lake George Chamber of Commerce from local village restaurants and shops in late August and early September. Professor Willmen provided assistance with questions about the survey by these restaurants and shops through phone calls and visits to these establishments to speak with managers and staff.

## Results

The findings of this study will be broken down by the survey type, which includes incoming survey, exit survey, or day survey. These findings will begin to show preliminary links between the consumers' wants-and-needs and aid in forecasting future marketing recommendations to the Lake George Chamber of Commerce.

### *INCOMING SURVEY*

The incoming motel survey showed results with subjects' highest age between 35-45 years old (34%). The majority of the subjects were male (55%) and had a household income between \$50,000-\$75,000 (22%). Further information from the incoming survey showed the highest percentage of number of visitors in the vacationers' party was four people (31%) and the subjects were mainly from the state of New York (46%). The highest percentage for length of stay was four days (27%) and the majority of subjects were not visiting Lake George for the first time. Most of the respondents heard about the Lake George region through personal experience (39%), and used Travelocity (37%) and Google (59%) to aid with their vacation plans. The main plans of the subjects were to shop in Lake George Village (48%), to shop in the Outlet Malls (46%), and to eat lunch (67%) and dinner (72%) out.

### *EXIT SURVEY*

Upon exiting the Lake George region and ending their vacation, findings indicated that the majority of the subjects visited the Lake George Village (94%) and of these people that visited the village, the majority ate at a restaurant in the Village (73%). The respondents indicated that they were likely or very likely to view an outdoor movie if offered (54%) during their stay. The majority of the subjects shopped in the Lake George Village (69%), shopped in the Outlet Mall (74%), and ate lunch (89%) and dinner (95%) out. The majority of the vacationers said they planned on returning to Lake George either next year, this year, or sometime in the future (97%).

### *DAY SURVEY*

The day survey results showed that the majority of the subjects were between 45-55 years of age (32%). The subjects analyzed represented males and females evenly. The respondents' main number of visitors on vacation was two (36%) and the majority of these people were from the state of New York (77%). The bulk of the people analyzed in the day survey were not first time visitors to Lake George. Many of the subjects ate in the

village’s restaurants (78%), and most were likely to view an outdoor movie if offered at the lake shore (37%). The day-trippers mainly shopped in the Lake George Village (68%), visited the beaches (67%), and attended or planned on attending the fireworks display (61%). The greater part of the people surveyed said they planned on return to Lake George this year (42%).

*INCOMING MOTEL SURVEY-CHARTS & RESULTS*

The first main question of the incoming survey asked for general info of the subjects. This survey can be viewed in Appendix A. The sample size for this survey was 67 subjects (n=67). The findings from the incoming motel survey are shown in Table 4 below.

*Table 4: Incoming Motel Survey Total Results*

<i>Feature</i>	<i>Percent</i>
<b>Age</b>	
18-25	6%
26-34	15%
<b>35-45</b>	<b>34%</b>
46-55	21%
56+	24%
<b>Gender</b>	
<b>Male</b>	<b>55%</b>
Female	45%
<b>Household Income</b>	
Below \$50,000	14%
<b>\$50,000-\$75,000</b>	<b>22%</b>
\$76,000-\$100,000	17%
\$101,000-\$125,000	12%
\$126,000-150,000	3%
\$150,000+	5%
Rather not respond	28%
<b>Number of visitors on current vacation</b>	
	1 10%
	2 27%
	3 13%
	<b>4 31%</b>
	5 15%
	6 0%
	7+ 3%
<b>Hometown zip code</b>	
DE Residents	2%
RI Residents	2%
NH Residents	2%
<b>NY Residents</b>	<b>46%</b>
Canadian Residents	3%
NJ Residents	26%
CT Residents	8%
MA Residents	8%
PA Residents	3%
<b>Do you own pets?</b>	
Yes	54%
No	46%
<b>If yes, would you have brought them if accommodations had available facilities?</b>	
Yes	21%
No	79%

**Length of current vacation**

1	12%
2	16%
3	19%
4	27%
5	15%
6	3%
7	3%
8+	4%

**Is this your first trip to Lake George?**

Yes	22%
No	78%

**If no, it is your:**

2 <sup>nd</sup>	31%
3 <sup>rd</sup>	17%
4 <sup>th</sup>	2%
More	50%

**How did you hear about the Lake George Region?**

Travel Trade Show	0%
Newspaper/Magazine	5%
Lake George Chamber of Commerce	5%
Word of Mouth	36%
Guide Book	1%
E-mail Newsletter from Chamber of Commerce	2%
Personal Experience	39%
Travel Website	4%
General Internet Search	8%

**If you used a travel website, which one did you use?**

Hotels.com	15%
Expedia	7%
Travelocity	37%
Priceline.com	7%
Other	33%

**If you used a general search engine, which one did you use?**

Google	59%
Yahoo	9%
Internet Explorer	13%
Mozilla/Fire Fox	7%
Bing	4%
Chrome	4%
Ask	0%
Other	4%

*During our stay, we plan to:*

**Rent a boat**

Very Unlikely	42%
Unlikely	13%
Not Sure	18%
Likely	13%
Very Likely	13%

**Hike**

Very Unlikely	43%
Unlikely	15%
Not Sure	13%
Likely	22%
Very Likely	15%

**Go to Saratoga racetrack**

Very Unlikely	38%
Unlikely	17%
Not Sure	18%
Likely	13%
Very Likely	13%

**Shop in Lake George Village**

Very Unlikely	5%
Unlikely	6%
Not Sure	11%
Likely	30%
<b>Very Likely</b>	<b>48%</b>

**Shop in the Outlet Mall**

Very Unlikely	5%
Unlikely	6%
Not Sure	10%
Likely	33%
<b>Very Likely</b>	<b>46%</b>

*Eat Out:*

**Lunch**

Very Unlikely	5%
Unlikely	0%
Not Sure	8%
Likely	21%
<b>Very Likely</b>	<b>67%</b>

**Dinner**

Very Unlikely	3%
Unlikely	0%
Not Sure	0%
Likely	25%
<b>Very Likely</b>	<b>72%</b>

*Cook In:*

**Lunch**

Very Unlikely	72%
Unlikely	14%
Not Sure	4%
Likely	4%
Very Likely	7%

**Dinner**

Very Unlikely	78%
Unlikely	15%
Not Sure	0%
Likely	0%
Very Likely	7%

**Visit surrounding area to eat at chain restaurant?**

Very Unlikely	18%
Unlikely	10%
Not Sure	16%
Likely	37%
Very Likely	19%

**Attend Thursday fireworks display in Lake George Village**

Very Unlikely	27%
Unlikely	14%
Not Sure	14%
Likely	17%
Very Likely	27%

**Visit historical sites**

Very Unlikely	11%
Unlikely	22%
Not Sure	16%
Likely	34%
Very Likely	17%

**Visit amusement parks**

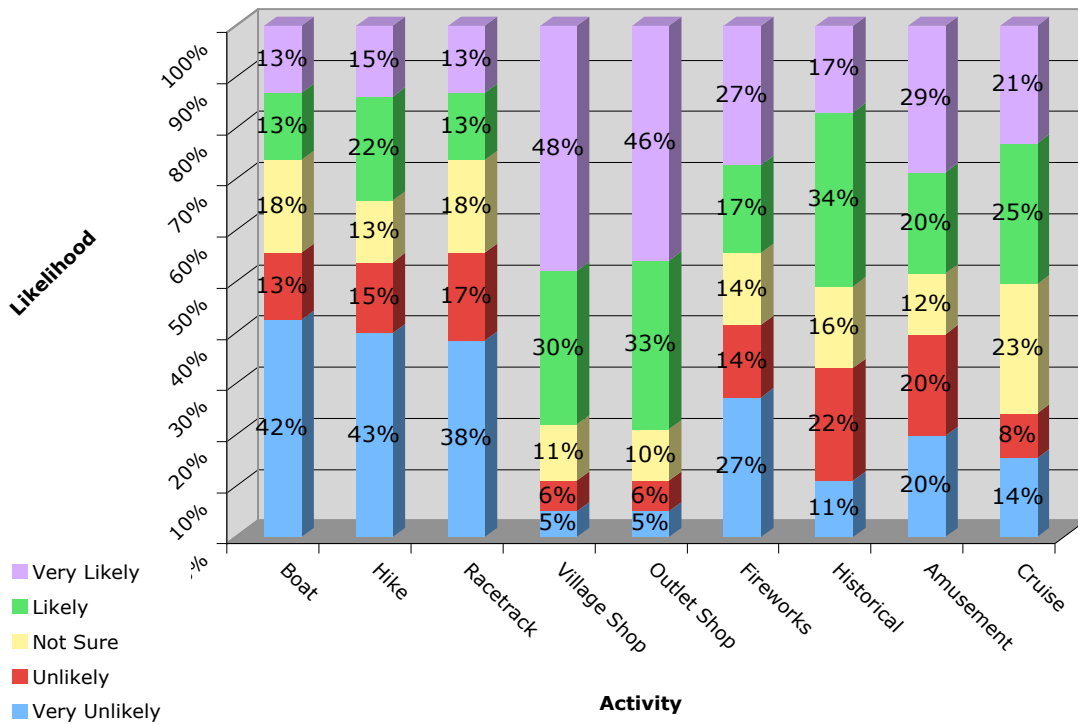
Very Unlikely	20%
Unlikely	20%
Not Sure	12%
Likely	20%
Very Likely	29%

**Take a commercial boat cruise**

Very Unlikely	14%
Unlikely	8%
Not Sure	23%
Likely	25%
Very Likely	21%

The two main questions on the incoming motel survey that will be further analyzed in Chart 1 sought to reveal what marketing techniques were most utilized by consumers in finding information about the area and the activities that vacationers planned to do in Lake George.

**Chart 1: Vacationers Plans Incoming Motel Survey Totals**

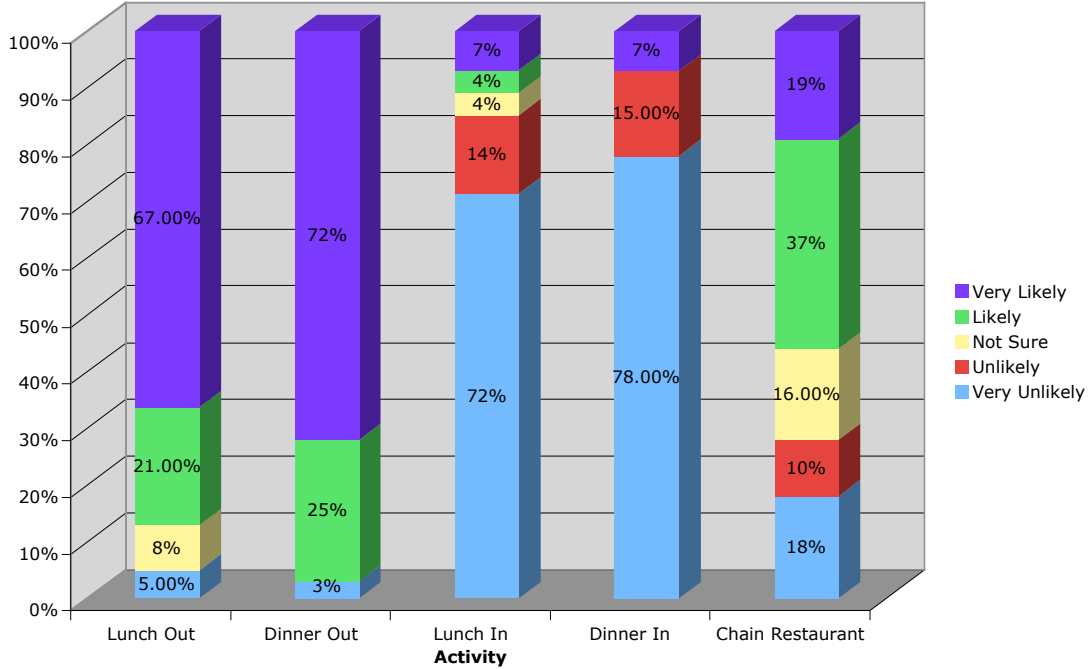


The two main means of exposure to the Lake George region were *Word of Mouth* (36%) and *Personal Experience* (39%). The main activities that the subjects planned on doing in the area was to shop in Lake George Village (48%) and the least likely activities were renting a boat and visiting the Saratoga Race Track.

Chart 2 shows information regarding the dining habits of the consumers. The majority of the consumers displayed that they were very likely or likely to eat-out for lunch (88%) and dinner (97%). With regard to the chain restaurants in the area, subjects were very likely or likely to visit one of these establishments (56%). The sample size for

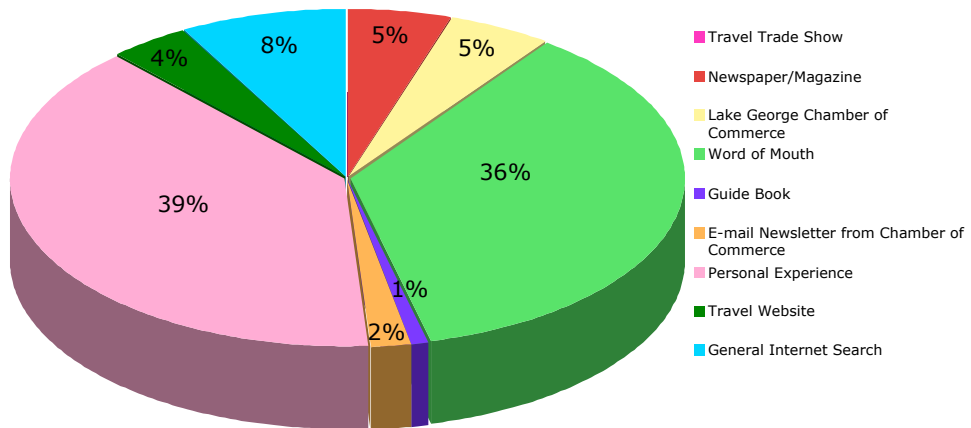
these dining questions were answered by the majority of people sampled (n=67). These results are shown in Chart 2 below.

**Chart 2: Vacationer's Plans Incoming Motel Survey Totals**



The information regarding the marketing of the Lake George area showed that a majority of the consumers' survey indicated that they had learned about the vacation spot by *Word of Mouth* or *Personnel Experience* (75%). With the *Guide Book* representing

**Chart 3: Vacationers Plans Incoming Motel Survey Totals**



only 1% and *E-mail from Lake George Chamber of Commerce* representing 2% of the consumers' choices for information about the area as a vacation destination. This indicated that future research should be conducted to allot proper funds to advertising techniques or disperse in allocation to certain advertising techniques. This question will be furthered analyzed in the *Recommendations* section of this paper.

*EXIT MOTEL SURVEY- CHARTS & RESULTS*

The exit motel survey yielded results from a sample size of 54 respondents (n=54). These results provided information on the village of Lake George and the activities that the participants actually took part in on their vacations. (Appendix B).

Table 2: Exit Motel Survey Total Results

Feature	Percent
<b>Did you visit Lake George Village?</b>	
Yes	94%
No	6%
<b>If yes, do you view the village as modern and well maintained?</b>	
Strongly Agree	11%
Agree	59%
Neutral	17%
Disagree	11%
Strongly Disagree	2%
<b>Did you eat in a restaurant in the village?</b>	
Yes	73%
No	27%
<b>If yes, the restaurant was clean</b>	
Strongly Agree	19%
Agree	58%
Neutral	21%
Disagree	2%
Strongly Disagree	0%
<b>The food was well prepared</b>	
Strongly Agree	29%
Agree	48%
Neutral	17%
Disagree	7%
Strongly Disagree	0%
<b>The price of my meal was a good value</b>	
Strongly Agree	9%
Agree	56%
Neutral	28%
Disagree	5%
Strongly Disagree	2%

<b>If Lake George Village provided a free outdoor movie, would you attend?</b>	
Very Unlikely	10%
Unlikely	25%
Not Sure	12%
Likely	31%
Very Likely	23%
<i>During our stay, we:</i>	
<b>Rented a boat</b>	
Yes	17%
No	82%
<b>Hiked</b>	
Yes	21%
No	79%
<b>Went to Saratoga racetrack</b>	
Yes	17%
No	83%
<b>Shopped in Lake George Village</b>	
Yes	69%
No	31%
<b>Shopped in the Outlet Mall</b>	
Yes	74%
No	26%
<i>Ate out</i>	
<b>Lunch</b>	
Yes	89%
No	11%
<b>Dinner</b>	
Yes	95%
No	5%
<i>Cook in</i>	
<b>Lunch</b>	
Yes	13%
No	87%
<b>Dinner</b>	
Yes	11%
No	89%
<b>Visited surrounding area to eat at a chain restaurant</b>	
Yes	48%
No	52%
<b>If yes, which chain restaurant?</b>	
Outback	24%
Olive Garden	39%
Applebee's	12%
Red Lobster	7%
Other	17%
<b>Did you do any day trips over 25 miles or more during your stay?</b>	
Yes	39%
No	61%

**Attend Thursday fireworks display in Lake George Village**

Yes	20%
No	80%

**Visit historical site**

Yes	37%
No	63%

**Visit amusement parks**

Yes	38%
No	62%

**Went on commercial boat cruise**

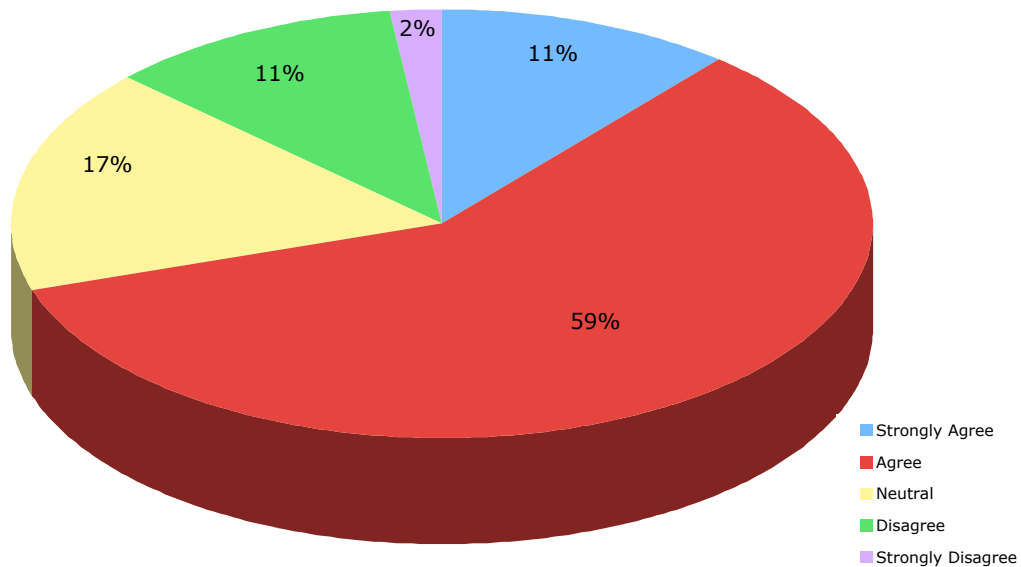
Yes	49%
No	51%

**Do you plan on returning to Lake George?**

This year	19%
Next year	47%
Sometime in the future	31%
Don't plan on returning	3%

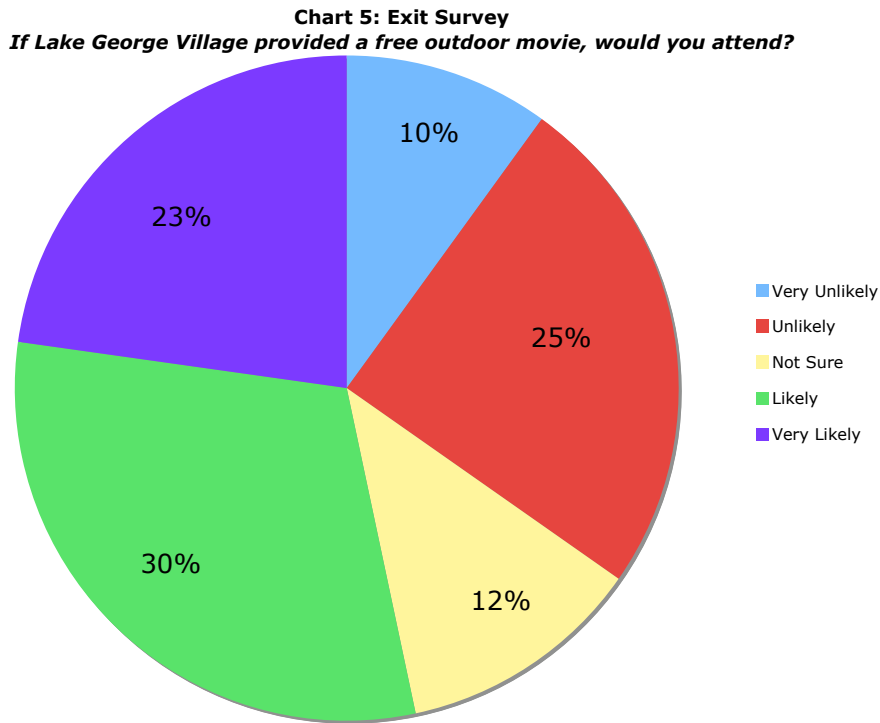
In the exit motel survey, results showed that 94% of the subjects visited the Lake George Village. Of the participants that visited the village, 70% of the participants strongly agreed or agreed that the village was modern and well maintained. Further analysis of this question can be seen in Chart 4.

**Chart 4: Exit Survey**  
*Did you view the village as modern and well*



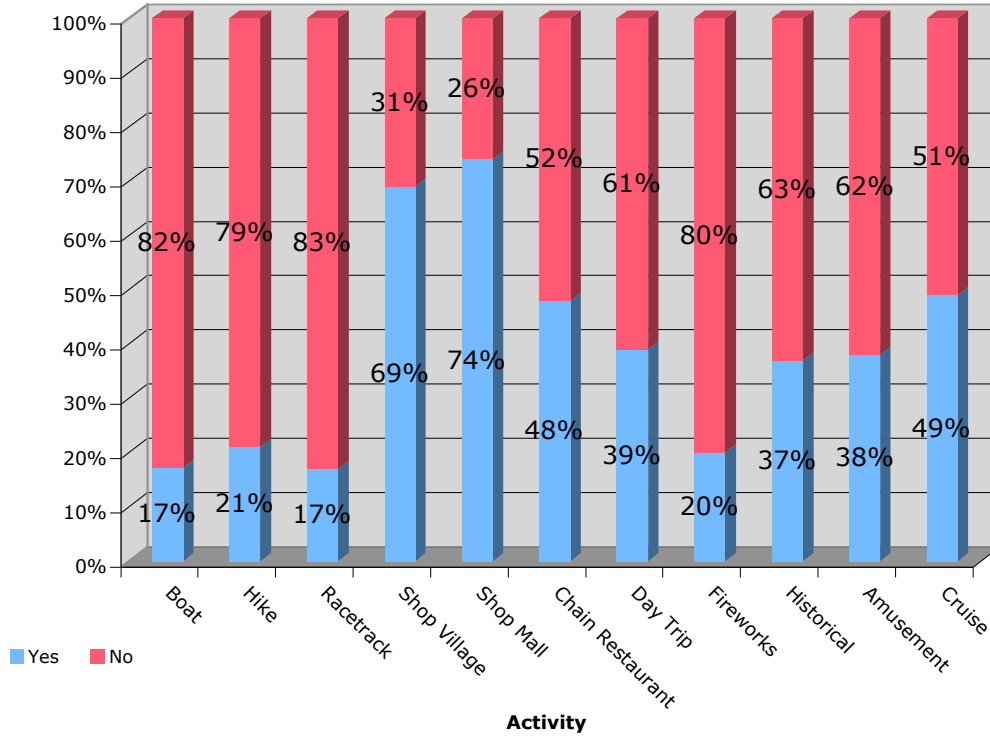
With consideration to the restaurants in the Lake George Village, 73% of the subjects ate in the village. With regard to the cleanliness of the restaurants in the village, 77% of the subjects strongly agreed or agreed with this idea. No respondents disagreed strongly with this statement. In relation to food preparation, 78% of the subjects strongly agreed or agreed that the food was well prepared and only 7% disagreed or strongly disagreed with this statement. The price of the meal was the final question asked with respect to the village restaurant quality and 65% agreed strongly or agreed that the meal was a good value. Only 7% strongly disagreed or disagreed with this statement.

The final question asked with concern to the wants and needs of the Lake George consumer in the exit motel survey dealt with the possibility of a free outdoor movie event at the lakeshore. When the subjects were asked if they would attend a future event like this, 54% indicated that they were very likely or likely to attend an outdoor movie. Further findings of this question are displayed in Chart 5 below.

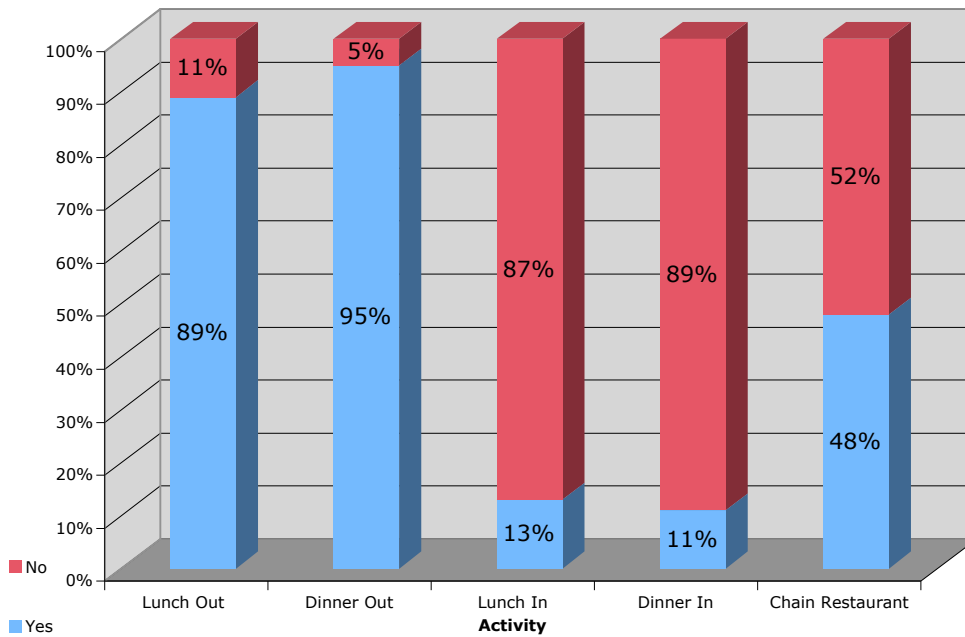


The exit motel survey was utilized to find out what activities the subjects actually took part in on their vacation. These comparisons are displayed in Chart 6 and 7 shown below.

**Chart 6: Vacationers Actual Plans Exit Survey Totals**

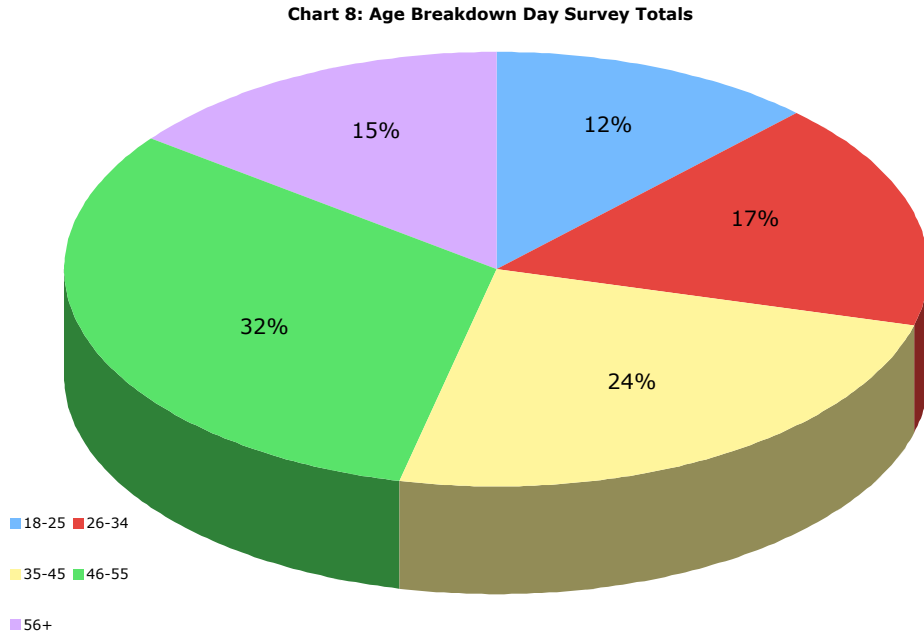


**Chart 7: Vacationers Actual Plans Exit Survey Totals**



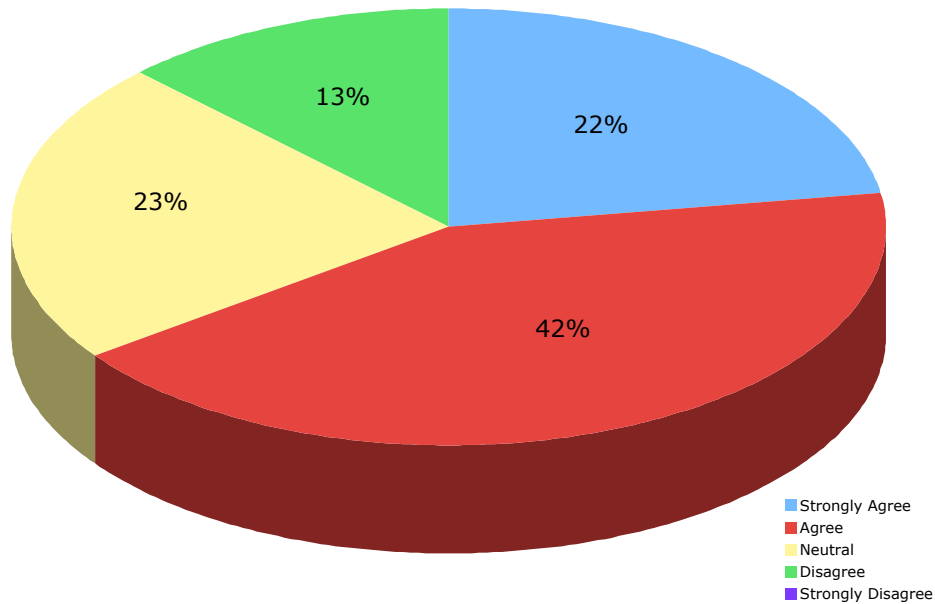
*DAY SURVEY- CHARTS & RESULTS*

The day surveys provided the majority of information from the age bracket of 46-55 (32%) and the surveys were filled out equally by males and females. Chart 8 shows the breakdown of the consumers surveyed. Visitors most frequently came in groups of two (36%) or four (26%). The majority of visitors came from New York State, representing 77% of all people surveyed. Total results for question one can be found in Appendix D.



The subjects represented in the day survey were asked questions with regards to the Lake George Village. 78% of customers were not first-time visitors to the area and of these non-first-time visitors, the majority of the visitors had been to Lake George more than four times (71%). The last question asked specifically about the village dealt with its modernness and maintenance. Chart 9 above displays the breakdown of this data with 66% of the people surveyed strongly agreeing or agreeing that the village was modern and well maintained (See Appendix E).

Chart 9: Was the village modern and well maintained?  
Day Survey Totals



The day survey also dealt with the quality of the restaurants in the village. The three main areas explored were cleanliness, food preparation, and meal value. 85% of the people surveyed strongly agreed or agreed that the restaurant they ate in was clean and along with these positive findings, 81% strongly agreed that the food was well prepared. With regards to the price of the meal, only 6% disagreed that the meal was a good value and 0% strongly disagree with this statement (Appendix F).

The next section of the day survey dealt with the entertainment offered in the village. When subjects were asked if they would attend a free outdoor movie event at the lakeshore, 58% said they were very likely or likely to attend, with only 27% saying that they were unlikely or very unlikely to attend the free movie. Subjects were also asked what entertainment events they participate in on their stay. These responses are displayed in Appendix G illustrating that the majority of the people shopped in the Lake George village, attended or planned on attending the fireworks display, and visited the Lake George beaches. The result showed that the majority of the people were not going to rent a boat or go hiking.

The last section of the day survey asked subjects if they planned on returning to Lake George. Of the subjects surveyed, 42% said they were going to return this year, 29% said next year, 26% said sometime in the future, and only 3% said they don't plan on returning. If people said they were not returning the survey posed a qualitative response as to why.

Many of the subjects did not fill out the qualitative portion of the survey dealing with the reason why they would not return to Lake George, as regarding they planned on returning to the Lake George area. The majority of responses, that were asked why they would not return to the village, indicated the pricing in the village. Of the four people who filled out this section three indicated that the village was overpriced and the quality of products was low. One person indicated that they wanted to see more places in the United States instead of returning. The information provided in the qualitative section

was low due to the small number of responses, and therefore not significant (See Appendix H). This information will be further analyzed in the *Discussion and Future Recommendation* section of this report.

**Discussion and Future Recommendation**

DISCUSSION

This preliminary study provided some useful information to aid with future studies of the Lake George area and consumer. The incoming and exit surveys showed useful information with regard to the plans of the consumer and their actual accomplishments. Some of the limitations of the incoming and exit motel surveys were that not all participants filled out both sections of the survey. With regards to the incoming survey sixty-eight people responded (n = 68) and the exit survey yielded fifty-eight responses (n = 58). These responses offer validity to the study, but are not an exact comparison, due to not all of the exit surveys being completed. Chart 10 below shows the plans and the endeavors of the consumers surveyed in the incoming and exit surveys.

*Chart 10 – Plans and Accomplishments of Consumers*

<i>Plans</i>	<i>Incoming Survey</i>	<i>Exit Survey</i>
Shop in Lake George Village	48%	69%
Shop in Outlet Mall	46%	74%
Eat Lunch Out	67%	89%
Eat Dinner Out	72%	95%

These results showed in all categories that people actually accomplished more than they planned on. These reasons could have resulted because of variety of variables. One variable could have been *Price*. Consumers planned on not shopping as much but did so after seeing the affordable prices of the outlet malls or the shops in the village. The same situation could have occurred due to dining. Consumers could have planned on eating in more but dined out due to affordability of the meal. This would agree with the results of the dining questions asked about the consumers when dealing with price of the meal in the *Day Survey*. Only 6% of the people surveyed felt that the meal was overpriced. Further analysis would need to be conducted regarding dining and shopping to conclude why the subjects actually shopped and ate out more than they had planned to and only speculation can yield any answers at this time.

The concerning results of this preliminary study deals with the attraction of new visitors to the area. The results showed that almost 50% of the people represented were 46 years old or older. To maintain the current level of tourism, much less increase it, new consumers need to be attracted to the area. There seems to be a reselling of information to repeat customers. The majority of the people heard about the area through *word of mouth* or *past experience* representing 75% of the consumers surveyed. The travel trade show information was heard about by 0% of the consumers surveyed and the guide book offered only 1% of the responses. This trend of minor response from marketing techniques was further represented with only 5% of the consumers hearing about the area through magazines/newspapers. If the funds spent on advertising through these marketing

soundboards could be allocated to more effective means that are not yet realized, this could be used to attract a more youthful consumer that will be a repeat customer for years to come. This would be beneficial in that the study found only 15% of the respondents represented were from the age bracket of 26-35 year olds and only 5% were represented by 18-25 year olds. The Lake George Chamber of Commerce needs to focus on this age bracket and apply proper events and marketing techniques to attract these youthful consumers to insure the constant stream of visitors to the Lake George area in the future.

Of all the events offered in the survey, the subjects were most concerned with shopping in the village or outlet malls and eating out. It would seem that all the subjects want to accomplish on their vacations is to shop and eat, with minimal responses regarding other events offered in the area. Events like renting a boat yielded positive response from only 17% of the consumers and only 21% of the people wanting to go on a hike and 17% very likely to visit a historical site. These types of attractions, hiking and historical sites have been a major means for attracting guests to the area yet they lack the attention from the current consumer. The area needs attractions not only to focus on dining and shopping but conduct research in future studies to find out the wants and needs of the consumer, and specifically of the younger vacationer. Some possible options were asked in this survey about the possibility of a dog park or an outdoor movie. These suggestions yielded mediocre results with 79% said they would not take their pet on vacation and only 53% said they would attend an outdoor movie by the lakeshore. Stronger numbers and a more in-depth study would need to be conducted to make suggestions to the area to move in the direction of creating these events for the consumer.

Suggestions to the qualitative questions in the survey, although minimal, could add possibilities for events and suggestions in a future research project. Of the other activities that the consumers accomplished on their vacations a ropes course was mentioned. With regard to dining questions and recommendations about the village responses included more gluten free meals, better parking options in the village, improvement of traffic flow, and stroller accessibility on the sidewalks. Again, although these responses were minimal in this study, they do show some productive ideas on how to improve the area.

## LIMITATIONS & FUTURE RECOMMENDATIONS

This preliminary study was beneficial in many ways as a prelude to conducting a more in-depth analysis of the area. The researchers believe that the use of data gathering through the chain hotels would not be the most efficient way to gather information in future studies. Responses were less than predicted and the need for more hands on approach in the future would yield stronger responses. This would include conducting a study entirely composed of street surveys to be handed out and collected by trained researchers. These day surveys would be distributed throughout the village by 3- 5 researchers over a three-day period. The researchers would provide a consumer with the survey and simply wait for them to complete the sheet and answer any questions they might have during that time. The information could then go directly to the data entry phase of the study and analysis could be conducted more efficiently.

The times of the study that would yield the most beneficial results would be conducted over four different time frames. The first would be conducted in June during the Americade week. The survey would be designed around the specific demographics of

this motorcycle consumer. The next time period would be over the July 4<sup>th</sup> weekend again with a survey for this specific holiday vacationer. The next survey would be conducted again in the month of July that was not during a holiday or event week. The last data-gathering period would be a week in August that was not infringed upon by a special event on holiday. Separating the study to these primary consumers during these specific time periods would allow the Lake George Chamber of Commerce and the Lake George business person to have a strong understanding of the consumers' wants and needs, and therefore be able to provide them with the marketing information, activities, and events that would cater to their specific needs.

This preliminary study on the Lake George consumer is only the beginning on providing the area with a variety of benefits. By fully understanding the Lake George consumer, funds can be better allocated to marketing and advertising techniques to make them aware of the area's benefits. With multiple vacation areas vying for many of the same clientele, Lake George can set themselves apart by having an in-depth analysis of the desires of the consumers and then provide them with these desires on their vacation. Only through statistical analysis can these goals be obtained and is why we have and continue to stress the need for a future study of the Lake George area to be conducted on an annual basis. This will not only benefit the Lake George Chamber of Commerce, Town and Village of Lake George, but also the Lake George business owner. By allowing the tourism dollar to be better spent on meeting the needs of the consumer and attracting more youthful clientele, less capital needs to be spent by the local business owner to achieve this similar goal. The marketing budgets of local businesses could be reduced because that task of advertising the area has already been accomplished through the local government bodies more efficiently.

Appendix A

Incoming Motel Survey

Room# \_\_\_\_\_ Hotel \_\_\_\_\_

Check-In Date \_\_\_\_\_

1. Please tell us about you:

- a. What is your current age:      18-25                  26-34                  35-45                  46-55                  56+
- b. Gender:                                  Male                          Female
- c. Household income:      Below \$50,000                  \$50,000-\$75,000                  \$76,000-\$100,000  
\$101,000-\$125,000      \$126000-\$150,000                  \$150+                  Rather not respond
- d. Number of visitors on current vacation (Including self):      1      2      3      4      5      6      7+
- e. Hometown zip code: \_\_\_\_\_
- f. Do you own pets?                  Yes                          No  
If yes, would you have brought them if your accommodations had available facilities?  
Yes                          No
- g. Length of current vacation (Number of Days).      1      2      3      4      5      6      7      8+
- h. Is this your first trip to Lake George?                  Yes                          No  
If no, is it your:                  2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>      or more

Why did you return?

2. How did you first hear about the Lake George Region (Please check box that indicates most primary source)?

Travel Trade Show	<input type="checkbox"/>
Newspaper/Magazine	<input type="checkbox"/>
Lake George Chamber of Commerce (www.lakegeorgechamber.com)	<input type="checkbox"/>
Word of Mouth	<input type="checkbox"/>
Guide Book	<input type="checkbox"/>
E-mail Newsletter from Chamber of Commerce	<input type="checkbox"/>
Personal Experience	<input type="checkbox"/>
Travel Website	<input type="checkbox"/>
General Internet Search	<input type="checkbox"/>

a. If you used a travel website which one did you use?

Hotels.com      Expedia      Travelocity      Priceline.com      other \_\_\_\_\_

b. If you used a general search engine which one did you use?

Goggle      Yahoo      Internet Explorer      Mozilla/Fire Fox      Bing  
 Chrome Ask      Other \_\_\_\_\_

3. During our stay, we plan to:

a. Rent a boat:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
b. Hike:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
c. Go to Saratoga racetrack:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
d. Shop in Lake George Village:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
e. Shop in the Outlet Mall:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely

f. *Eat out*

Lunch	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
Dinner	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely

g. *Cook in*

Lunch:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
Dinner:	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely

h. *Visit surrounding area to eat at chain restaurant?*

	Very Unlikely	Unlikely	Not Sure	Likely
	Very Likely			

i. *Attend Thursday fireworks display in Lake George Village*

	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
--	---------------	----------	----------	--------	-------------

j. *Visit historical sites*

	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
--	---------------	----------	----------	--------	-------------

k. *Visit amusement parks*

	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
--	---------------	----------	----------	--------	-------------

l. *Take a commercial boat cruise*

	Very Unlikely	Unlikely	Not Sure	Likely	Very Likely
--	---------------	----------	----------	--------	-------------

**Other**

**Appendix B**

Exit Motel Survey

Room# \_\_\_\_\_

Hotel \_\_\_\_\_

Check-Out Date \_\_\_\_\_

**PLEASE RETURN TO RESERVATION FRONT DESK**

1. **Did you visit Lake George Village?**

Yes

No

(If yes, answers this question)

a. Do you view the village as modern and well maintained?

Strongly agree

agree

neutral

disagree strongly disagree

2. **Did you eat in a restaurant in the village?**

Yes

No

(If yes, answers these questions)

a. The restaurant was clean:  
disagree

Strongly agree

agree

neutral

disagree

strongly

b. The food was well prepared:  
disagree

Strongly agree

agree

neutral

disagree

strongly

c. The price of my meal was a good value.

Strongly agree

agree

neutral

disagree strongly disagree

Comments, please be specific.

3. **If Lake George Village had offered a free outdoor movie event at the lakeshore, would you have attended?**

Very Unlikely

Unlikely Not Sure Likely

Very Likely

Would you change/add anything about your experience at Lake George Village?

4. During our stay, we:

- |                                   |     |    |
|-----------------------------------|-----|----|
| a. Rented a boat                  | Yes | No |
| b. Hiked                          | Yes | No |
| c. Went to Saratoga racetrack     | Yes | No |
| d. Shopped in Lake George Village | Yes | No |
| e. Shopped in the Outlet Mall     | Yes | No |

- |            |     |    |
|------------|-----|----|
| f. Ate out |     |    |
| i. Lunch   | Yes | No |
| ii. Dinner | Yes | No |

- |              |     |    |
|--------------|-----|----|
| g. Cooked in |     |    |
| i. Lunch     | Yes | No |
| ii. Dinner   | Yes | No |

- |   |     |    |
|---|-----|----|
| h. Visited surrounding area to eat at a chain restaurant? | Yes | No |
|---|-----|----|

(If yes, which chain restaurant?)

Outback      Olive Garden      Applebee's      Red Lobster      Other \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| i. Did you do any day trips over 25 miles or more during your stay? | Yes | No |
|---|-----|----|

If yes, where? \_\_\_\_\_

- |   |     |    |
|---|-----|----|
| j. Attended Thursday fireworks display in Lake George Village | Yes | No |
|---|-----|----|

- |                           |     |    |
|---------------------------|-----|----|
| k. Visit historical sites | Yes | No |
|---------------------------|-----|----|

- |                          |     |    |
|--------------------------|-----|----|
| l. Visit amusement parks | Yes | No |
|--------------------------|-----|----|

- |                                    |     |    |
|------------------------------------|-----|----|
| m. Went on Commercial Boat Cruise: | Yes | No |
|------------------------------------|-----|----|

Please feel free to make additional remarks of these activities.

**5. Do you plan are returning to Lake George?**

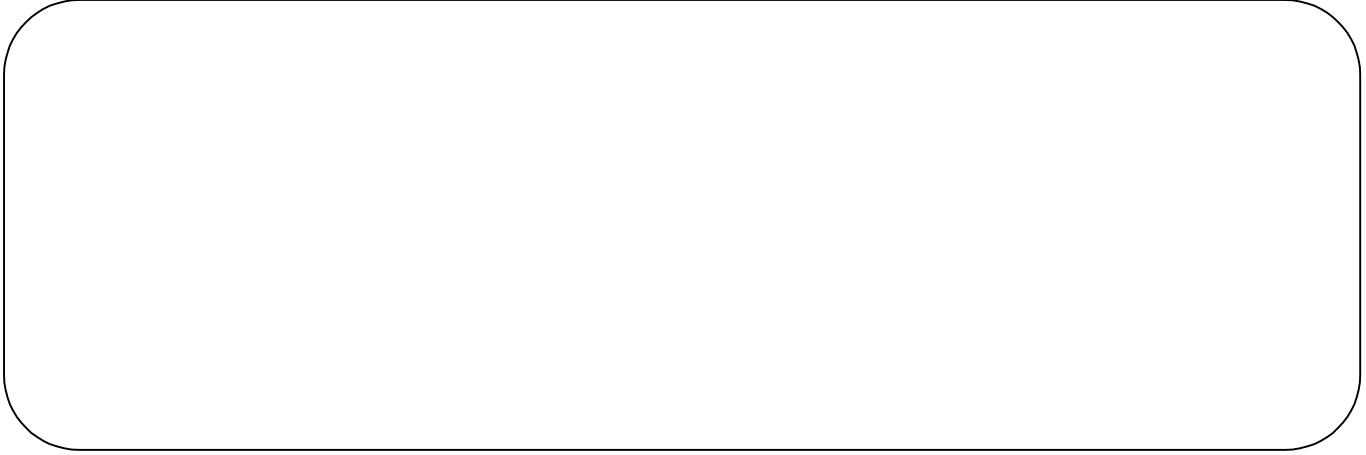
This year

Next year

Sometime in the future

Don't plan on returning

If not, why? Comment



Thank you for filling out this survey

**Appendix C**

**Street Motel Survey**

**Date** \_\_\_\_\_

**Day** \_\_\_\_\_

**4. Please tell us about you:**

- i. What is your current age:      18-25      26-34      35-45      46-55      56+
- j. Gender:      Male      Female
- k. Number of visitors on current vacation (Including self):    1      2      3      4      5      6      7+
- l. Hometown zip code: \_\_\_\_\_

**5. Lake George Village:**

- a. Is this your first trip to Lake George?      Yes      No  
     If no, is it your:      2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    or more
- b. Do you view the village as modern and well maintained?  
     Strongly agree      agree      neutral      disagree strongly disagree
3. **Did you eat in a restaurant in the village?**      Yes      No  
     (If yes, answers these questions)
- d. The restaurant was clean:    Strongly agree      agree      neutral      disagree      strongly disagree
- e. The food was well prepared: Strongly agree      agree      neutral      disagree      strongly disagree
- f. The price of my meal was a good value.  
     Strongly agree      agree      neutral      disagree strongly disagree

**4. If Lake George Village had offered a free outdoor movie event at the lakeshore, would you have attended?**

Very Unlikely      Unlikely      Not SureLikely      Very Likely

**6. During our visit, we:**

- n. Rented a boat      Yes      No
- o. Hiked      Yes      No
- p. Shopped in Lake George Village      Yes      No
- q. Shopped in the Outlet Mall      Yes      No
- r. Attended/Plan to attend Thursday fireworks display in Lake George Village      Yes      No
- s. Visited historical sites      Yes      No
- t. Visited amusement parks      Yes      No
- u. Went on Commercial Boat Cruise      Yes      No
- v. Visited Beaches      Yes      No

**7. Do you plan are returning to Lake George?**

This year  
returning

Next year

Sometime in the future

Don't plan on

(If "Don't plan on returning", why would you not return?)

Appendix D

Day Survey: Question 1

**Age**

18-25	12.20%
26-34	17.10%
35-45	24.40%
46-55	31.70%
56+	14.60%

**Gender**

Male	50%
Female	50%

**Number of Visitors**

1	7.70%
2	35.90%
3	5.10%
4	25.60%
5	12.80%
6	0%
7+	12.80%

**Hometown Zip Code**

NY Residents	77.10%
NJ Residents	5.70%
NC Residents	5.70%
OH Residents	2.90%
MI Residents	5.70%
MD Residents	2.90%

**First trip to Lake George?**

Yes	22%
No	78%

Appendix E

Day Survey Question 2

**First trip to Lake George?**

Yes	22%
No	78%

**If no, it is your:**

2nd	16.10%
3rd	3.20%
4th	9.70%
more	70.90%

**Was the village modern and well maintained?**

Strongly Agree	22.50%
Agree	42.50%
Neutral	22.50%
Disagree	12.50%
Strongly Disagree	0%

**Appendix F**  
Day Survey Question 3

**Did you eat in the village?**

Yes	78%
No	22%

*If yes, rate your feelings on the following:*

**1) The restaurant was clean**

Strongly Agree	45.50%
Agree	39.40%
Neutral	12.10%
Disagree	3.00%
Strongly Disagree	0%

**The food was well prepared**

Strongly Agree	45.20%
Agree	35.50%
Neutral	12.90%
Disagree	6.50%
Strongly Disagree	0%

**The price of the meal was a good value**

Strongly Agree	25%
Agree	43.70%
Neutral	25%
Disagree	6.30%
Strongly Disagree	0%

**Appendix G**

Day Survey Question 4

**If Lake George had a free outdoor movie, would you attend?**

Very Unlikely	7.30%
Unlikely	19.50%
Not Sure	14.60%
Likely	36.60%
Very Likely	22%

*During the visit, we:*

**Rented a boat**

Yes	15%
No	85%

**Hiked**

Yes	26.80%
No	73.20%

**Shopped in Lake George Village**

Yes	68.30%
No	31.70%

**Shopped in the Outlet Mall**

Yes	41.50%
No	58.50%

**Attended/Plan to Attend fireworks**

Yes	61%
No	39%

**Visited historical sites**

Yes	41.50%
No	58.50%

**Visited amusement parks**

Yes	29.30%
No	70.70%

**Went on a Commercial Boat Cruise**

Yes	41.50%
No	58.50%

**Visited Beaches**

Yes	66.70%
No	33.30%

**Appendix H**  
Day Survey Question 5

**Do you plan on returning to Lake George?**

This year	42.10%
Next year	28.90%
Sometime in future	26.30%
Don't plan on returning	2.60%

Is this your *first trip to Lake George?*

**If no, why did you return?**

Positive Experience	17 responses
Beautiful Surroundings	17 responses
Business	6 responses
Attractions	24 responses

**Other Activities Planned**

Water activities on the lake	2 responses
Ropes Course	1 Response
Golf	1 Response
Ausable	1 Response
Natural Stone Bridge	1 Response
Adirondack Museum	1 Response

*Did you eat in a restaurant in the village?*

**Comments, please be specific**

(+) Service	2 Responses
Menu-Gluten	2 Responses
Menu- (+) Service	1 Response
Pricing- Too high	1 Response
Experience- (-)	3 Responses
Parking-(-)	1 Response
Cleanliness	1 Response

**Would you change/add anything about your experience at Lake George Village?**

Add more gluten meals	1 Response
Good stroller accessibility	1 Response
Improve traffic flow	2 Responses
Parking (-) meters	3 Responses
Open in winter	2 Responses
Need variety	1 Response
(-) Experience	3 Responses

**Where did you go on your 25+ mile trip?**

Gaunet Mine	1 Response
Fort Ticonderoga	2 Responses
Extreme Ropes	1 Response
Saratoga Springs	1 Response
SPAC	1 Response
Caves in Pottersville	1 Response
Lathum Saratoga	1 Response
Lathum Albany	1 Response
Manchester, VT	1 Response
Stone, VT	1 Response
Scrune Lake	1 Response
Adirondack Museum	1 Response
Asabo Chasm	1 Response
Lake Placid	1 Response
Natural Bridge Caves	3 Responses
Saratoga	4 Responses
Malta	1 Response

**Additional Remarks on Activities**

Great escape free adm. Not advertised	1 Response
Amusement Park too expensive	1 Response
Golf	1 Response
Fireworks	1 Response
Parking bad	1 Response
Village too difficult to access	1 Response
Free shuttle recommended	1 Response

*Do you plan on returning to Lake George?*

**If no, why not?**

Village food overpriced	1 Response
Junk Shops	1 Response
Bolten Landing nicer/better priced	1 Response
I'm old and need to see other places while I still have time	1 Response

## **CALL FOR PAPERS**

**The call for papers is for the two publication dates twice a year  
Publication dates are January and July**

The **Consortium Journal of Hospitality and Tourism** is an official publication of the Historically and Predominantly Black Colleges and Universities, Consortium of Hospitality Educators. The goal is to focus on a broad range of topics that are related to the areas of education, research, recruitment, and retention. Contributions are invited to any of the subject areas listed below or in related areas:

- **Hospitality education**
- **Administration of hospitality academic programs**
- **Marketing of hospitality services**
- **Marketing research in the hospitality industry**
- **Strategic management of hospitality services**
- **Financial management in the hospitality industry**
- **Recruitment of minority students in the hospitality industry**
- **Recruitment of minority employees in the hospitality industry**
- **Retention of minority faculty in hospitality programs**
- **Trends in hospitality education**
- **Human resources planning in the hospitality industry**
- **Public and private sector roles in the hospitality industry**
- **Recruitment of minority faculty in hospitality programs**
- **Public and private sector roles in hospitality education**

### **Submission Guidelines**

Submission of a manuscript to this journal represents a certification on the part of the author(s) that it is an original work, and that neither this manuscript nor a version of it has been published elsewhere nor is being considered for publication elsewhere.

The article should be approximately 5,000 words (15-25 pages, double-spaced). References, citations, and general style of manuscripts for this journal should follow the APA style (as outlined in the latest edition of the Publication Manual of the American Psychological Association. References should be placed in alphabetical order.

### **Optional Application Exercise**

The consortium intends for the journal to be used by educators and students to assist in the educational and learning process. Therefore, a practical application exercise can be attached at the end of the article, which will be included in the journal. This application exercise would outline a means of utilizing the efforts of the researcher in order to enhance teaching techniques, provide services, or in assisting students in understanding the importance of the results of the research project. This would provide educators and students an opportunity to benefit from the research project. It would also make the

journal an active instrument in enhancing educational techniques and will also increase student involvement in the educational process.

To facilitate the double blind review process, authors are instructed to **include their names, academic titles and degrees, current affiliations, mailing addresses, and contact information (telephone and fax numbers with the country and city code, and e-mail when available) only on the cover page.** Any information which identifies the author(s) should not appear elsewhere in the manuscript.

**January publication dates are as follows:**

Three copies of the manuscript must be received prior to **15 October.** The Paper Review Committee will conduct a screening of papers no later than **15 November.** The final article will be due **15 December.**

**July publication dates are as follows:**

Three copies of the manuscript must be received prior to **15 April.** The Paper Review Committee will conduct a screening of papers no later than **15 May.** The final article will be due **15 June.**

Submit three copies of the manuscript with a signed cover letter stating the following:

**“I/We certify that this is an original publication and that neither this manuscript nor a version of it has been published elsewhere nor is being considered for publication elsewhere.”**

Once the manuscript is accepted for publication, the author(s) will be required to submit final copies of the manuscript both in hard copies and diskette copies (on Word Perfect or Microsoft Word).

ARTWORKS: Tables, figures, and illustrations must be submitted camera-ready so that they can be used either exactly as they are or after a photographic reduction in size. (Please note that dot-matrix type is often unacceptable for artwork.) If submitted art cannot be used, the Publishing Office reserves the right to redo the art and to charge the author a fee of \$30 per hour for this service. The Publishing Office is not responsible for errors incurred in the preparation of new camera-ready artwork.

Send manuscripts and inquires to:

**Dr. Faye Hall Jackson, Editor, Consortium Journal**  
**Brimmer College of Business & Information Science**  
**Tuskegee University**  
**Tuskegee, AL 36088**  
**Telephone: (334) 727 - 8775; Fax: (334) 727 - 8604**  
**E-mail: [jacksonhf@tuskegee.edu](mailto:jacksonhf@tuskegee.edu)**

## **Consortium Journal of Hospitality and Tourism**

The **Consortium Journal of Hospitality and Tourism** is an official publication of the Historically and Predominantly Black Colleges and Universities, Consortium of Hospitality Educators. The goal is to focus on a broad range of topics that are related to the areas of education, research, recruitment, and retention.

**For a one year subscription of the Consortium Journal the fee is \$40. To order a copy of the journal the fee is \$30. Checks or money orders should be made payable to the HPBCU Consortium of Hospitality Management and should be sent to the following address:**

**Dr. Cynthia Mayo  
Hotel Restaurant and Tourism Management  
Delaware State University  
1200 N. DuPont Hwy  
Dover, Delaware 19901**

**Phone (302) 857-6981/6982  
Fax (302) 857-6983  
E-mail: Cmayo@dsc.edu**

Alabama A&M University, Alabama State University, AL, Bethune-Cookman College,  
FL, Central State University, OH, Cheyney University, PA, Chicago State University, IL,  
Delaware State University, DE, Grambling State University, LA, Howard University,  
DC, Morgan State University, MD, Morris Brown College, GA, Norfolk State  
University, VA, North Carolina Central University, NC, Tuskegee University, AL,  
University of Maryland Eastern Shore, MD, Virginia State University, VA, Wiley  
College, TX

ISSN: 1535-0568