

AN EXPLORATORY STUDY OF RESTAURANT MULTI-UNIT MANAGERS' DEVELOPMENT

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Development is important to the initial phase of a new restaurant multi-unit manager (MUM), and appropriate training should be conducted in concert with acceptance of the position. The purpose of this study is to explore the need for individual training of restaurant MUMs in order to facilitate a smoother transition between executive level management positions. The exhaustive literature review aided in the creation of three research questions to be answered through the interpretation of collected interview data. Restaurant MUMs were invited to participate via LinkedIn, a social media network for professionals. Semi-structured interviews were conducted with 17 restaurant MUMs over a two-week period and then transcribed into Word documents and uploaded into ATLAS.ti for analysis. The use of tools within ATLAS.ti, such as network mapping and semantic layouts, allowed the researcher to interpret the correlation between codes and themes created and therefore, answer the research questions. Conventionally, managers have to leave their restaurants or area for many days in order to obtain the necessary training to be more effective in their positions. This study has concluded that while MUMs are aware of their tasks and responsibilities, they are not aware of training available in order to gain the skillset necessary to complete the tasks. Blanket training programs will not work for MUMs, they need training to be customized to such areas as new openings, wide-spread markets and the changing workforce. More courses in developing others need to be implemented so MUMs can learn the skills needed to properly develop their managers into leaders.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Problem Statement

Restaurant companies are aware of the need to train new staff well in order to work in the business effectively; however, they are not as focused on the development of their current executive-level managers (Weaver, Park & Clemenz, 2005). Training must be administered in order for the development of managers to continue after the promotion. Training is one of the first steps encountered for all new positions, usually beginning with an orientation, and the restaurant industry is no different for either hourly employees or first-line managers. However, structured training is not as readily available for the upper echelons of restaurant management, whether the manager is hired from outside or promoted into the position from within.

Due to the hands-on nature of the business as well as the basic job duties learned in the first-line management's position in the restaurant, filling executive manager positions is most often accomplished through the in-house promotion of managers (DiPietro, 2005; Suboleski, Kincaid, & DiPietro, 2009). Companies need a systematic way of training these executive managers because their job responsibilities are vast in nature when compared to the lower levels of management and currently this specific training is quite scarce (Suboleski et al., 2009). Therefore, it is important to explore the need for development opportunities for restaurant multi-unit managers due to the benefits the training would provide the business in its entirety through sustainability of their human capital.

The National Restaurant Association's 2014 Restaurant Industry Forecast expects sales to exceed \$683.4 billion and forecasts the number of employees to be approximately 13.5

million by the end of 2014. This sales expectation is a 3.6% increase over 2013 sales and represents a 4% share of the United States gross domestic product (NRA, 2014a). The job growth forecasted for 2014, in the restaurant industry, is projected to be higher than that of the forecasted growth rate of the economy as a whole. This trend has been in place for the past fifteen years (NRA, 2014b). One out of every ten Americans is employed by the restaurant industry and eight out of ten restaurant owners started in an entry-level position (NRA, 2014b).

As the industry expands, the need for qualified executive-level managers also expands. The expectation for 2014 is 990,000 new restaurants (NRA, 2014b), which suggests that the industry would, in turn, employ 990,000 unit managers. The National Restaurant Association's Facts at a Glance report confirms multi-unit restaurant chains are each responsible for three-to-ten units of the total number of restaurants available (2014b); therefore, using an average of 6.5 units, there are approximately 152,308 units within the control of the multi-unit chain restaurants. With the allowance of multi-unit managers (MUMs) having six restaurants each on average, it equates to a need for 25,385 MUMs. This mounting number of locations places further demand on multi-unit management ranks to increase in number and understanding. Although the industry has significantly higher growth numbers than any other industry, restaurants are not considered the career of choice (King, 2000). With all the consistent growth, finding and retaining quality executive-level managers is increasingly more difficult (Murphy, DiPietro, Rivera & Muller, 2009).

Training in restaurant organizations is, in general, a costly endeavor, yet vital to their success. Therefore, it must be linked to key outcomes in order to meet objectives set forth by the owners/operators and must be visible, measureable, and possess the ability to be

replicated in newly-promoted/hired MUMs (DiPietro, 2005). Training just to train without the objectives set forth is not cost effective to the company in terms of monetary value or to the management in terms of time value (DiPietro, 2005). Franchisees have similar characteristics to MUMs; therefore, Rivera, DiPietro, Murphy and Muller (2008) recommended they be included in studies pertaining to MUMs. A major difference in franchisee management from corporate management is the promise of advancement. Promotions are handled differently and cannot be a part of the motivational factor in succession planning (Brown Jr., 1998), because training programs tend to be mere suggestions to most franchisees.

Previous studies (Clemenz, 2001; DiPietro, 2003; Gupta & Chen, 1995; Kyriakidou, 2012; Murphy et al., 2009; Murphy & Murrmann, 2009; Rivera et al., 2008; Suboleski et al., 2009; Tews & Tracy, 2008;) have collectively concluded that additional research in this area is needed to further our knowledge of the appropriate development of the executive-level managers generally known as MUMs. The effect of training restaurant managers on business outcomes was recommended by DiPietro (2003) and Bassi, Cheney, and Van Buren (1997) along with treating managers as individuals as opposed to treating them as a communal group. This occurs when companies create blanket training programs and managers must go through them whether it's necessary or not; which creates opposition to training programs in general because the desired outcome is not immediately recognizable.

More research on the dimensions of restaurant management training and the synergy of knowledge flow between managers and their staff were aspects recommended by previous research done by Tews and Tracy (2008) and Suboleski et al. (2009). The training content and managers' perceptions of the perceived quality of training were future areas of research

mentioned by Gupta and Chen (1995), Clemenz (2001), and Murphy and Murrmann (2009). In 2009, Murphy et al. explains the lack of necessary managerial knowledge and skills as being one of the deciding factors contributing to the loss of productive and profitable managers. In earlier studies, Bassi et al. (1997) and Senge (1994) explained how general training is an integral part of the business growth and Broadwell (1995) explored how training is used on a day-to-day basis. The same is true for training in the restaurant business, but is on the uptrend as of recently. The National Restaurant Association stated that certain companies are going to devote more resources to recruiting and retaining employees in 2014 (NRA, 2014b). Those companies are 36% of family dining, 46% of casual dining, 47% of fine dining, 48% of quick service, and 50% of fast casual restaurants (NRA, 2014b).

The restaurant industry is notably high stress and low pay in comparison to other industries (Upchurch, DiPietro, Curtis, & Hahm, 2010), as well as a constantly-changing workplace (Cho & Schmelzer, 2000), including new products, improved technological advances, and the work is intellectually more demanding as time progresses forward (Stern, Song, & O'Brien, 2004). Due to these factors, retaining productive executive-level managers is important and training is pertinent to maintaining the competitive edge of human capital (Powell & Yalcin, 2010) because people are the competitive advantage (Suboleski et al., 2009). There is presently a gap in previous research studies concerning specific areas of training for multi-unit managers, as well as the type of training needed to be fully competent in their position. Since there is a cost associated with this type of development, owners/operators need reassurance the training is indispensable to the business sustainability foundation in the long-term

## 1.2 Importance of Research

While previous studies have focused on stress and pay (Upchurch et al., 2010), managers' personal learning curve (Muller & DiPietro, 2006), fresh management talent (Mansbach, 2012), and hourly-employee turnover (DiPietro & Condly, 2007), the gap exists in a measureable need of specific developmental training for rapid assimilation for multi-unit managers who are fully competent in their positions. Davidove (1993) and Phillips (1996 & 1997) ascertained there was no universal way to evaluate the effectiveness of the training program. However, Kirkpatrick (1998) later revealed how the program can be evaluated and improved upon, which paved the way for future research studies on development.

This study is meaningful because it provides the desired knowledge of the training necessary for the measureable success of the multi-unit manager and the company. This research is valuable for restaurant owners/operators because the benefits seen in the business have long-term implications on growth and financial sustainability, due to the managers' increase in knowledge and loyalty upon training. To ensure the capability of maintaining and growing profits, establishing organizational commitment from the executive level managers (Upchurch et al., 2010), increasing employee retention and job performance (Petrie & Roman, 2004; Commeiras & Fournier, 2001), and motivating the managers to feel valued in their jobs (DiPietro, Severt, Welsh, & Raven, 2008; Gursoy, Maier & Chi, 2008), structured training for restaurant multi-unit leaders is an essential undertaking by owners/operators.

Training for the multi-unit manager is different in the restaurant industry as compared to the business industry because of job specifications. In the business industry, there is a clear and precise description of what the employee is expected to complete in his or her daily work

(Novićević, 2011), even at the executive levels. The chief financial officer is still responsible for the accounting, just on a larger scale, and has accountants to care for the daily numbers. The chief marketing officer is still responsible for branding the company, only he or she does not have to do the actual mark-ups. With multi-unit managers, there are no well-defined specific job characteristics from company to company (Muller & DiPietro, 2006), and there is a substantial amount of difference in the general managers' duties when compared to the multi-unit managers' duties. This research will not define job characteristics of a multi-unit manager; however, it will aid in learning what needs to be accomplished to ready them for the numerous activities that will fill up their calendar on a consistent basis and also what could change at a moment's notice.

### 1.3 Purpose of the Study

The purpose of this study was to explore the need for individual training of restaurant multi-unit managers in order to facilitate a smoother transition between executive-level management positions.

- Research Question 1: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete?
- Research Question 2: Are restaurant multi-unit managers being trained specifically in human capital development?
- Research Question 3: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position?

### 1.4 Definition of Terms

The following terms are terms used in this study.

- Casual dining restaurant: a concept that has a broader menu appeal, alcohol, and moderately-priced food in a casual atmosphere. By creating a theme and brand, it represents the consumer's desires (Murphy et al., 2009).
- Fast-casual restaurant: combination of casual dining restaurants and quick service restaurants which offers quick service with a fuller menu than quick service restaurants (Yuncu, Emir, & Arslanturk, 2013).
- Human capital: the people who are employed by the organization; restaurant multi-unit managers are the portion of human capital this study is focused towards.
- Multi-unit manager: manager of managers; people developer; motivational coach; the role model of the company's culture (Muller & DiPietro, 2006; Suboleski et al., 2009; Sullivan, 2008); coach, teacher, leader, exceptional listener, company philosophy evangelist (Suboleski et al., 2009); face of the company (Suboleski et al., 2009); delegator, strategist, service leader, information communicator, and revenue information manager (Sullivan, 2008; Gupta & Chen, 1995).
- Training: the process of instructing new or current staff about skills and competencies needed to perform their job duties and grow into more advanced positions (Ogbeide, 2008); the sharpening of skillsets, keeping up with technology innovations, providing personal job security, broadening the knowledge horizons to stay marketable (Sullivan, 2008); enhancing their managerial skills and job performance (Powell & Yalcin, 2010); the progression people take to increase their effectiveness in numerous areas such as leadership, influence, and organization by obtaining innovative skills and knowledge (Powell & Yalcin, 2010); helping managers understand the root cause of the problems (Egerton-Thomas, 1995); providing the

team with the collective understanding of what is required of them and the knowledge to accomplish the necessary results; stretch their skills, gain a broader perspective, and work in all facets of the company (Mansbach, 2012); and managing an environment void of structure in order to build trust, receive feedback, and to prevail over stubbornness in change (Powell & Yalcin, 2010).

- Quick-service restaurant: Offers a relatively-limited menu with highly-processed foods prepared off-site, limited counter service and low prices (Ottenbacher & Harrington, 2009).

## 1.5 Organization of Thesis

This thesis is organized into six chapters. In Chapter 1, the premise of the study is described along with the research questions. Chapter 2 provides a review of the literature as it relates to the subject matter. Data analysis is explained in Chapter 3, and Chapter 4 provides the end results of the research. Chapter 5 provides conclusions from the results in a discussion as well as charts and graphs that display the findings. Chapter 6 delivers implications from the research and suggests ideas for future research studies.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Literature Overview

Companies are aware of the need to train new staff effectively in order to work in the operations side of the business; however, they are not as focused on the ongoing training of their managers as time progresses. The purpose of this study was to explore the need for individual training of restaurant multi-unit managers in order to facilitate a smoother transition between executive-level management positions. Multi-unit managers are a vital component to this industry because they are the evangelist of the organization in the face of the consumer.

#### 2.2 Managers of Learning

After being loyal, working diligently and committing 100% to the business, an employee has an opportunity to be promoted into a management position and the process generally begins in the company's management-in-training (MIT) program. If successful, the manager can be promoted into the role of general manager. Without a succession plan in place, the new general manager learns his or her new role "hands-on" and works as the "task master" (Cho & Schmelzer, 2000). If the leadership capabilities are present, the general manager has the opportunity to be honored with another promotion to the office of multi-unit manager. This job role has been defined as the "manager of managers," "people developer," "motivational coach," and the "role model" of the company's culture (Muller & DiPietro, 2006; Suboleski et al., 2009; Sullivan, 2008). This role is quite different from the general manager position and

most multi-unit managers reveal they were not trained for the position they now hold, nor are they ready for the next level of authority (Rivera et al., 2008).

Ongoing training can be defined as the sharpening of skillsets, keeping up with technology innovations, providing personal job security, and broadening the knowledge horizons to stay marketable (Sullivan, 2008). It can be compared to preventative building maintenance for the team because if the team is not kept in top shape, the experience for the customer cannot be positively memorable. Training programs can be developed to raise awareness concerning the needs of the customer, to the staff as well as to the top managers. It can guide organizations in their competitive performance and give multi-unit managers pride in their team for the work performed (Gupta & Chen, 1995). General training is a form of organizational learning which Dixon describes as “the intentional use of learning processes at the individual, group and system level to continuously transform the organization in a direction that is increasingly satisfying to its stakeholders” (Dixon, 1994, p. 5).

There can be many levels of management between employees and the corporate owners/managers, and they are known by different titles depending on which organization they are employed through. A manager is the day-to-day operations person in charge and he or she deals with more of the hands-on issues (Gupta & Chen, 1995). The next position ascendant is the general manager. The Merriam-Webster dictionary defines the term general manager as “the highest ranking manager” (Merriam-Webster, n.d.). In multi-unit restaurant chains, the multi-unit managers are one step higher. These managers are known as area manager, area director, or district manager (Suboleski et al., 2009), which is the position this study focused on

and will refer to them in general as multi-unit managers (MUMs). In conjunction, the market segment this study targeted was multi-unit restaurant chains.

A multi-unit restaurant (MUR) is a concept or themed company with more than one unit competing in the food service industry and these have more unique managerial issues (Suboleski et al., 2009). MURs focus on pure service in which the customer must be present for the service production. Typical service characteristics of a MUR are: inseparability, heterogeneity, intangibility (Gupta & Chen, 1995). These characteristics are explained simply as the customer leaving with only a memory of the experience in which they helped create and this memory is not able to be resold, shared or accumulated.

The MUMs area of responsibility is difficult to define due to the uniqueness of their position. Characteristics of a MUM are said to be tough and demanding of subordinates; possess motivational ability, energy, and stamina; possess the ability to deal with multiple levels of stress; possess meticulous planning and organizational skills; be a coach and teacher; maintain organizational leadership; high levels of hope; organizational commitment; and be an exceptional listener (Sullivan, 2008). A MUMs top priority is to make corporate plans a reality within each restaurant while viewing the staff as a primary asset to the company. In this aspect, the MUM can also be known as the company philosophy evangelist (Suboleski et al., 2009). Companies with this perspective have come to the conclusion that MUMS are a major corporate asset in terms of human capital (Hallinan, 2005). The position of “manager of managers” (Drucker, 1955, p. 24) is quite different than a general manager in expected job duties, and; therefore, it is more difficult to assign job specifications accurately to them.

### 2.3 The Art of Human Capital Development through Training

Development of existing MUMs will enhance their managerial skills and job performance (Powell & Yalcin, 2010) as well as creating a culture for managers to feel respected and part of the team (Dailey, 2003). Managerial skills are defined by Boyatzis and Kolb (1995) as a “combination of ability, knowledge and experience that enables a person to do something well” (Definition of Learning Skills section, para. 1). While a person may be extremely knowledgeable, that does not mean the knowledge spreads into other domains. Their mastered knowledge base is domain-specific with the skillset they have acquired. In the restaurant industry, the need for MUMs to have knowledge of the customers’ needs is pertinent (Gupta & Chen, 1995).

Development is defined as “the active process of increasingly organizing the relationship of the self to the environment” (Dixon, 1993, p. 104). This relationship evens out by integrating more of the environment and less of the self. MUMs typically see the world through past-event colored glasses and with unique restaurant environmental factors involved. Poor decisions often can be made from a lack of sufficient evidence. Knowledge was explained best by M. Keeton in Scheckley, in Allen and Keeton’s study,

Knowledge is not something inherently and intuitively grasped by some mysterious power of rational apprehension. Nor is it a photographic process in which the human brain copies what is outside of it. It is rather a capacity to recognize patterns of experience, to seek out clues, to piece them together in a coherent system and to develop hypotheses accounting for all that we have experienced, and thus to control in some measure what happens by using the array of those hypotheses to guide our own conduct. (1993, p. 61)

Most companies promote from within and need a systematic way of training MUMs because their job responsibilities are so different from general managers. Currently, however

the training for MUMs is quite uncommon (Suboleski et al., 2009). MUMs need training that targets their role in the areas of capacities of duties, functions, purpose, and importance. Currently roles are not clearly defined therefore training programs are scarce for them (Suboleski et al., 2009). MUMs do not need just formal education programs because those are just the tip of the learning mountain. The restaurant industry spends approximately one billion dollars per year on training for all levels (Romeo, 2000).

Godwin-Charles A. Ogbeide (2008) defined training as the process of instructing new or current staff with skills and competencies needed to perform their job duties and grow into more advanced positions. Foodservice is the most transparent about whether training has occurred or not (Hutchcraft, 1999). Training can come in many forms: classroom, on the job learning, and coaching with mentoring are the more popular types (Broadwell, 1995). Contrary to some believers, managers have a feeling of great discord when there is a non-understanding complicating the mind. When learning happens, managers accept pleasure from the ability to understand what they did not comprehend fully prior to the learning (Dixon, 1994).

For executive leadership, researchers ascertain that coaching and mentoring are the best suited environments for knowledge building and sharing, since the skills they will need in their area of responsibility are broadly based (Cho & Schmeltzer, 2000; Bassi, Cheney, & Van Buren, 1997). The more advanced a manager desires to be; the more that person is committed to an unceasing replenishment of wisdom in their career as well as their life. Learning is more than acquiring knowledge and skills for the job. It is gaining values, attitudes, and emotional reactions in a more social description of the event (Barrett, 2003). Some of those necessary skills are critical thinking, how to manage managers, how to work in a changing environment,

motivational skills, time management, team building, priority planning, delegation, standardizing the workforce over multiple units, and recognizing unique opportunities within each unit (Muller & DiPietro, 2006). Each of these relate to how a MUM develops their valuable human capital. While operations is said to be the most important aspect of a MUMs job, managing human capital comes in as a close second (Muller & DiPietro, 2006), therefore MUMs need to be trained in more than just pure operational functions. Throughout all levels of management, the effect of companies' outcomes and performance is essential to the business (Powell & Yalcin, 2010).

Conventionally, managers have to leave their restaurants for many days in order to obtain the necessary training to be more effective in their positions. In this more contemporary age of organizational learning, this is happening less often for many reasons including budget cuts and denial of the importance of training (Dixon, 1994). Development needs time and the short amount of time spent away from the daily grind, doesn't allow the development to sink into the habits of the managers deeply enough forming new habits.

Powell and Yalcin (2010) defined managerial development and training as the progression people take to increase their effectiveness in numerous areas such as leadership, influence, and organization by obtaining innovative skills and knowledge. Learning is a change due to experience that is relatively permanent. It is a change in behavior as well as a change in the way one processes information (Barrett, 2003). "MUMs are required to be knowledgeable in the areas of finance, human resources, and unit operations in order to succeed in their positions" (Murphy et al., 2009, p. 212). Studies have shown an increase of training has not

been trending in the workplace between the years 1970 to 2000, and those who did receive training were already highly educated (Stern et al., 2004).

## 2.4 Training in Top Restaurant Organizations

Manager training in restaurants is similar across the board in many food service companies. The top three casual dining companies according to the Hoovers database are Darden Restaurants, Brinker International, and Carlson's Restaurants (Hoovers, 2013) and each have different benefits listed as part of their training strategy. Darden Restaurants is the parent company to such restaurants as Red Lobster, Olive Garden, Longhorn Steakhouse, Bahama Breeze, Season 52, The Capital Grille, Eddie V's, and the Yard House. Darden boasts a 13 week manager-in-training (MIT) program that consists of 12 weeks in the restaurants learning hands-on each area, and then one week in their Resource Center (Darden restaurants, n.d.). Darden also states that after that training, the manager will receive additional ongoing training (Darden Restaurants, n.d.), although they do not mention any particular program or managerial training beyond the MIT program.

Brinker is the parent company to Chili's, Maggiano's, and Corner Bakery Café. They also provide a 12 week MIT program, however they do not appear to offer the resource center training as Darden does. Brinker does go further with the training by providing hundreds of training courses on-line and in person (Brinker International, n.d.). Their websites also claim to have specialized programs for whatever career path the Brinker employee chooses (Brinker International, n.d.), although nothing was specifically clarified. A unique type of training they do

offer involves creating and managing a hypothetical company using board games and is for general managers and above (Zuber, 1998).

Carlson Restaurants is the parent company for T.G.I.Friday's and clearly defines their training plans. Their MIT program is ten weeks in length and the program concludes with a three day workshop called Leadership that Rocks (T.G.I.Friday's, n.d.). They also offer a specific kitchen management program that lasts 12-18 months which consists of hands-on learning the business side of the kitchen (T.G.I.Friday's, n.d.). Friday's also has a general management program that is 12-18 months long. In this program, they will focus on seven key competencies: leadership skills and best practices; human resource planning; supervising, coaching, and mentoring; managing guest satisfaction; organizing, planning, and scheduling; managing the profit and loss statement; and facilities management (T.G.I.Friday's, n.d.).

Multiple companies have chosen to do their learning online through their virtual universities such as Subway University, Hamburger University, and Dunkin Brands University (LMS Login, n.d.). Restaurant corporations also have their own formal training and development centers, a practice that has been on the rise for the past few decades. (Kolo, Strack, Cavat, Torres, & Bhalla, 2013). Kolo et al. (2013) found revenue growth increased 3.5 times higher in companies who have implemented the corporate university strategy over those who did not. Many restaurants participate in this type of program, with examples such as Darden University Relations (Darden Restaurants, n.d.), Yum! University (Yum! University, n.d.), Baguette University (Panera Bread, n.d.) and Starbuck's Leadership Lab (Kessler, 2012). Previous research has proven that companies do a good job supplying a training program for their staff and first line management. MUM development is a primary topic of discussion, but not of research or



action. Little is known about MUM training programs and how successful they really are towards the outcome of the business (Powell & Yalcin, 2010).

## 2.5 Multi-Unit Manager: A Unique Character

Studies have found that if managers are given the appropriate training, those managers will possess the understanding and talents to improve the scope of business where they were trained, as long as they were instructed to apply techniques diligently (Powell & Yalcin, 2010). Training of MUMs will equate to better service quality results which are essential to successful growth and operation. Implementing and maintaining standards at the higher levels cement the making of MUMs in being the “face of the company” (Suboleski et al., 2009). Specific training is important and must be linked to a key outcome because training just to train is not cost effective (DiPietro, 2005). A company’s human capital must be constantly nurtured and encouraged so that they are moving up the company ladder otherwise, they will move to another companies’ ladder to climb. Initiating the training for potential MUM candidates early will allow the company time to fully complete a development program and therein a smooth transition between job roles (Suboleski et al., 2009). One-on-one training is best for this level management; however both the MUM and mentor must be willing participants in the training and fully complete the program in order for it to be effective. Training takes extra time and effort from both parties involved in order to produce the maximum benefits. Therefore, focusing on doing it right the first time is essential because a manager does not have extra time in their busy schedule to repeat the training (Gupta & Chen, 1995; Egerton-Thomas, 1995).

Researchers who explored the area of training management agree that the critical thinking MUM has five key areas of focus (Muller & DiPietro, 2006). The first area and where this study is focused upon is human resource management, since people are the competitive advantage. The attitude toward employees' performance by MUMs should be encouraging, appreciative, and recognized in a positive atmosphere (Rivera et al., 2008). Human resource duties that need to be learned include: staff training, effective leadership, general manager development, modeling values, team building, and how to act as the resource within the district or area (Rivera et al., 2008). They also need problem-solving and communication skills to help with personnel policies in talent management and assessment of general managers (Suboleski et al., 2009). The second key area is operations (Muller & DiPietro, 2006). As MUMs acquire more units, their focus shifts from day to day operations towards more tactical issues (Rivera et al., 2008). In the first level of operations, MUMs concentrate on scheduling and customer satisfaction (Muller & DiPietro, 2006). They work hands-on with their general managers with creative time management and unique marketing ideas (Muller & DiPietro, 2006; Suboleski et al., 2009). The third key area is in finance which revolves around cost controls on the first level and forecasting, budgeting, and cash flows on the second level. The fourth key area for MUMs is facilities management (Muller & DiPietro, 2006). This includes pure building maintenance on the first level, and preventative maintenance and capital investment in large structure purchases on the next level (Muller & DiPietro, 2006). The final key area is marketing, in which training similar to franchisees is necessary (Muller & DiPietro, 2006; Suboleski et al., 2009). Suboleski et al. (2009) created a training content chart in their exploratory study in 2009, which

displays the breakdown of what exactly a MUM manager needs to know (Figure 2.1). This current study focuses on portions of the people skills area of the training content figure.

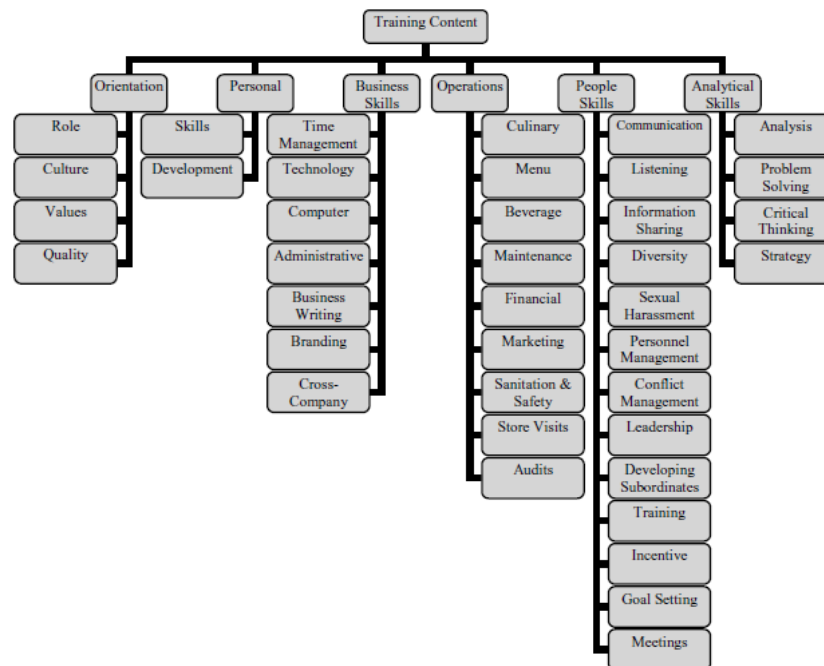


Figure 2.1. Training content from Suboleski et al. (2009).

MUMs are a growing segment in the food service industry (Muller & DiPietro, 2006). When executives move around for a mere title change, companies need to identify the next generation of leaders to then develop a succession planning to be their “secret sauce” (Mansbach, 2012, para. 1). Jim Sullivan (2008) explains how MUMs should practice what he calls the “Rule of 7.” He states or proposes that Each MUM should train and develop two people who, in turn develop two people who, could step up into their position in a moment’s notice. For an average company, only 2% of their total annual payroll is directed towards workplace training (DiPietro, 2005); even if the organization provided a way to have the resources for self-directed learning. Self-directed learning is having the learner be responsible for the control over the acquisition of knowledge (Kaufman, 2003).

Some companies organize training internally because of poor pre-planning and the urgent need of certain classes such as sexual harassment. A different solution to meet these training needs is to hire an outside company/consultant to come in, assess the training needs, and then develop and test programs to teach the workers in a generalized fashion. For smaller companies, the course could probably be taught with other companies' employees present; therefore, would not be efficient for the company or the small bit of financing it would cost to attend the course (Stern et al., 2004). Corporations would want their own company culture taught during the courses and since it would be multiple companies, this would be very difficult to arrange. Currently, MUMs train in the school of thought to either sink or swim (Rivera et al., 2008). Lowy and Hood (2004) explain it well when they taught, "chaos ensues when change outruns learning" (p. 54).

The MUMs role in the food service industry is vast and requires a unique approach towards training programs. Teamwork is essential in the business and as soon as the unit begins to function as a team, learning will more easily transpire or flow naturally. Ongoing training provides the team the collective understanding of what is required of them as well as the knowledge to accomplish the necessary tasks. Training is vital and has to be preemptive to any lurking issues that may arise. While in some ways, a general manager (GM) and a MUM may be similar; their differences explain enough that MUMs are not "GMs-on-steroids" (Sullivan, 2008, p. 49). Both types of managers create pride in employees and the job they perform, encourage teamwork, develop awareness to fulfill customer expectation over management expectation, and ensure competitive performance (Gupta & Chen, 1995). Where they differ is while the GM

is a hands-on doer, learns on the job, and works the plan; the MUM is a delegator, synergizes learning across the team, and plans the work (Sullivan, 2008; Gupta & Chen, 1995).

## 2.6 Establishing a Succession Plan

Multi-unit leadership starts with obtaining, training, and retaining talent. The scarcity of new ideas needs a training program for fresh inspiration along with fresh management talent (Mansbach, 2012). MUM training is costly, however necessary in order for them to be sound decision makers, solid team leaders, and active coworkers for internal staff members and external customers (Cho & Schmelzer, 2000). One way to ensure productive talent management is cross-training, which opens up experiences outside their normal role enabling them to stretch their skills, gain a broader perspective, and work in all facets of the company (Mansbach, 2012).

Attracting talent from other segments of the industry brings with it new vision and added value (Mansbach, 2012). Trying to get the best out of people will require a MUM to grow not only professionally but personally over mid-term planning of six to nine month time periods. This time frame depends also on the managers' personal learning curve (Muller & DiPietro, 2006). Muller and DiPietro (2006) displayed the phases of the managers' learning curve well in their theoretical framework study (Figure 2.2). The phases of multi-unit development model has been implemented in numerous studies, but has yet to be empirically tested with measureable results. Since turnover due to lack of training is higher in the food service industry as compared to other industries, training must be continuous and cost effective. Creating performance management solutions is critical to attracting and retaining

talent; as well as helping to shape clear objectives, content, and format to the purpose of training (DiPietro, 2003). Ongoing training of executive levels in management will in turn produce optimum productivity.



Figure 2.2. Proposed “phases” in multi-unit development from DiPietro (2003).

MUMS, otherwise known as the role model of the company’s culture, have to learn to walk, talk, breathe, and eat the companies’ philosophies and then practice what they preach. Human capital development training will also coach the MUM in how to train their replacement. Coaching does not involve just the teaching aspect, nor is it a part-time venture. Coaching is also not a form of discipline or reward; it is centered in the growth of the upcoming managers as part of their succession plan. Coaches need to know the difference between putting faith in the program (training) and putting faith in the actual manager (mentoring) (Sullivan, 2008). It’s about seeing the potential in the individual and coercing it out of their inner-self. It has been said that restaurants are controlled by sales, but not driven by sales. Marketing is not a department in the business, but the business itself because the entire team markets for the restaurant. As the “face” of the company, the MUM needs to make it a priority

for the company to be delivering its best service quality as part of a daily routine. (Sullivan, 2008). The big picture of a MUMs' characteristics is being a goal getter who achieves results, not just an A for effort (Sullivan, 2008, p. 281). Only in Pee-Wee football and Little League baseball do they celebrate the effort alone. Goals should be challenging, and development incidentally occurs in obtaining these goals. People tend to fear the unknown and resist change; however change is what is needed to get the results along with discipline and focus (Sullivan, 2008).

In order to create a successful business, a company must commit to developing their people to exceed their customer's expectations; training can greatly assist with this process. Involving a learning management system complete with courses and an agenda with rubric will allow for a structure to facilitate the learning. Once the structure is complete, performance management will track just how well the manager is handling the development through 360° reviews (involving peers, subordinates, and upward supervisors), annual reviews, mid-year reviews, and self-assessments. Finally, succession planning is the "secret sauce" that brings it all together (Mansbach, 2012, para. 1). Within the plan are goal setting, skill analysis, and additional learning plans. Development of MUMs can have opposing outcomes from an organizational perspective. A positive outlook would be that the newly developed MUM could bring fresh alternatives to how business is done, thereby challenging the organization to attain new goals. A risk in development would be that a developing manager who believes he or she does not need to be developed; the company could conceivably lose on the investment. (Dixon, 1994).

There are many reason why managers may decide to take a career changing opportunity, a large factor typically is the desire to control their own development (DiPietro, 2007). A study completed by Murphy et al. (2009) states the largest reason MUMs leave their positions is due to a “lack of necessary managerial knowledge and skills” (p. 212). Managers want to mature in their existing positions through opportunities and challenges. Employees have a more positive response to their job when presented with different challenging opportunities. Once assignments become ambiguous, managers fall into conflict and excessive role stress with more ease (Mowday, Porter & Steers, 1982). It is expensive for a company to lose a MUM, in monetary and proprietary terms. In monetary value, the cost of losing an executive level manager is equal to one year of pay (DiPietro, 2007) which was between \$91,440 and \$114, 490 according to the report from the Bureau of Labor Statistics (2011, May). This amount includes lost revenue from the absence and coinciding low morale of the staff, as well as the contracting and preparation of the replacement manager. MUMs have a unique knowledge of the business which makes their skillset difficult to replace. Helping existing managers find their own vision within the company’s belief system and the development of an implementation plan will combat the desire of managers to abandon their post as MUM (Gupta & Chen, 1995).

Training is pertinent to maintaining the competitive edge (Powell & Yalcin, 2010). There are many restaurants in the country that have similar menu items; however where they differ is the people and service provided. Therefore, people backed by resources of the organization, are the competitive advantage (Suboleski et al., 2009; DiPietro et al., 2008). On the executive level, the reflection of the organization is in the actions of its top managers. This should show



within individual practices of the company (Stern et al., 2004), such as training programs relevant to the industry and positions. While learning new traits and skills are essential, they are a waste of resources unless the skills can be united into their daily routine (Barrett, 2003). If companies properly train their managers, managers properly train their staff, the staff will properly care for the guests and the guests will take care of the bottom line. It all starts from the top and the person in charge dictates the tone for the business. W. Edwards Deming once said. "It is not enough to do your best; you must first know what to do, and then do your best" (as cited by Egerton-Thomas, 1995). All too often training is an afterthought to a situation instead of a precursor.

## 2.7 Limitations of Previous Research

While previous studies have focused on the changing workplace (Cho & Schmelzer, 2000), new products and technology (Stern et al., 2004), managers' personal learning curve (Muller & DiPietro, 2006), fresh management talent (Mansbach, 2012), and hourly employee turnover (DiPietro & Condly, 2007), the gap exists in the measureable outcome of the training completed by the executive level managers in accordance with attaining business sustainability with the people aspect as the central factor. DiPietro (2003) did her dissertation on the effectiveness of managerial training in business outcomes. While this dissertation was thorough, it was centrally focused on fast-food restaurant managers in the Nebraska region within one restaurant chain. Murphy et al., (2009) worked together on a research project on the concerns of managerial turnover; however they did not include training the MUMs accordingly in order to maintain business sustainability of the people. Their focus was simply on

job satisfaction and if that was enough to encourage the managers to stay. Muller and DiPietro (2006) created a theoretical framework for the development of MUMs; however it was not able to be quantifiably tested due to finances. Training of these vital key players in the business is pertinent to the growth in the restaurant; whether that growth is in number of locations or revenue amounts. Therefore, in order to produce these positive results, training of MUMs needs to occur.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Overview

The purpose of this study was to explore the need for individual training of restaurant multi-unit managers in human capital development in order to facilitate a smoother transition between executive level management positions. The study employs a qualitative approach, because it is more difficult to understand the phenomenon of training strictly through quantitative methods, and how it is viewed between the higher levels of restaurant management (Trochim & Donnelly, 2008). This study expands on the ideas discussed by Suboleski (2006) and Muller and DiPietro (2006), by exploring what is important to the multi-unit manager in terms of job customization and development. This study gathered data in order to examine how restaurant multi-unit managers are prepare in order to develop their teams. Interviews with MUMs in the industry provided the necessary data to answer the research questions. “Interviews pervade and produce our contemporary cultural experiences and knowledge of our authentic personal, private selves” (Thorpe, 2012, p. 56). The managers selected held either the position of MUM or were part of the training team for multi-unit management, therefore possessing the appropriate knowledge about the expectations of the position.

#### 3.2 Research Design

Due to the exploratory nature of this research, a pre-existing theory or model was not employed, specific hypotheses were not included. This study answered research

questions formed from the review of literature surrounding the theme, idea, and topics documented. This study also used qualitative methods of interviewing to collect the data. Suboleski (2006) focused on the training of MUMs and found people skills and leadership, specifically, were a major concern for MUMs during their training. This study explored that particular finding in more detail in the successful assimilation of job positions.

Due to the similar vein of exploration, the interview questions from Suboleski (2006) were used as a foundation to create the interview questions for this research. Suboleski (2006) concentrated on training programs needed, provided and considered. Additional questions were included to point the focus in the direction of the research, concentrating on the human capital development skills, and to guide the participant to express his or her point of view on the subject matter in depth. Interviewing is more widely used in social sciences due to the nature of the research (Marshall, Cardon, Poddar, & Fontenot, 2013) and is considered very time consuming and expensive (Onwuegbuzie & Leech, 2007). Interviewing requires “a respect for and curiosity about what people say, and a systematic effort to really hear and understand what people tell you” (Qu & Dumay, 2011, p. 239).

### 3.3 Data Collection

The population for this study consisted of MUMs from MUR chains within the United States. There are approximately 25,385 MUMs working in the restaurant industry as of year-end 2014 (National Restaurant Association, 2014). Since all 25,385 MUMs could not be interviewed due to logistics, a random sample population was taken from multiple restaurant

organizations in the United States. Random sampling was employed to ensure different participants were selected purely by chance based on the chosen criteria.

Sampling involves more than just the number of participants included in the study; sampling is a process that incorporates the number of participants, the number of contacts with each participant, and the length of each contact. It is important for researchers to consider how much contact will be required in order to reach saturation. (Onwuegbuzie & Leech, 2007, p. 117)

This sampling method, used frequently in qualitative investigations, was chosen due to the focused interest of the specific group using social media networking site, LinkedIn. This particular site was instrumental because this research was about awareness of the surroundings as well as using the tools available in order to obtain as much information as possible. In a review of interviews done by Marshall, Cardon, Poddar, and Fontenot (2013), it was found that more time was spent with interviewees in smaller sample sizes; in 45% of all studies researched, approximately 20 interviews were held to reach the saturation point of data added to the body of knowledge. Saturation is defined by Gibbs (2010) as the point at which new information does not provide further insight into the family or coded category in the research. These interview sessions generally lasted less than one hour (Onwuegbuzie & Leech, 2007).

Through the LinkedIn platform main page, a general search was made using titles of multi-unit managers discovered in the review of literature, such as area manager, director of operations, and senior manager. LinkedIn claims to be “the world's largest professional network on the Internet” as well as the site that “connects the world's professionals to make them more productive and successful” (LinkedIn, 2014). A request was sent to all parties matching the criteria to be connected to their network, for a total of 246 requests between the dates of

February 13, 2014 and March 2, 2014. Out of those 246 connection requests, 157 accepted the request by March 2, 2014 to join the researchers' network.

As connections were granted, an individualized LinkedIn message was sent to each person asking for his or her participation in the study (Appendix C), where the only qualifications set forth were to be a multi-unit manager with a nationally-based restaurant company at the time of the interview. Out of the 157 messages sent out, 42 people responded as possible participants. From those respondents, 32 people agreed to participate in the study. Once participation was accepted, the interview questions (Appendix B) and consent forms (Appendix A) were then both emailed to each participant via the requested email. The letter contained all contact information for the researcher and university if needed by the participant. Phone interviews were arranged at the participants' convenience and consent forms were returned via email pdf file, email jpeg file, and fax. After some cancellations due to hectic schedules and personal reasons, 17 MUMs participated in the study. In order to reduce sampling error, previous qualitative studies were examined for sample size: 7 participants (Suboleski, 2006); 10 participants (Kalargyrou, 2005); 12 participants (Aiello, 2008); 20 participants (Butcher, 2012). Creswell (2008) indicated that qualitative research has typically small sample sizes.

The interview questions were prepared in a semi-structured format, which is "the most common" type of interview format in all qualitative research methods (Qu & Dumay, 2011, p. 246) in order to capture the "thick descriptions" from participants (Lincoln & Guba, 1985). The questions were open-ended in order to elicit responses in their own jargon (Lincoln & Guba, 1985; Qu & Dumay, 2011), share intricate and perspective portrayals of the phenomena, and be

“based on the meanings that life experiences hold for interviewees” (DiCicco-Bloom & Crabtree, 2006, p. 314). While the reasons for using interviews in a qualitative setting are numerous, the disadvantages cannot be ignored. Qualitative interviews lack specific control, are at risk of research subjectivity as well as the data collected being in overwhelming amounts (Patton, 2002).

Demographic questions were included in the study to identify characteristics of this unique population. The open-ended interview questions were set as a guide to help direct the conversation and to “ensure the same thematic approach is applied during the interview” (Qu & Dumay, 2011, p. 246). The semi-structure also allowed for freedom in answers to occur throughout the interview, enabling the participant the capacity to add extra information as well as respectfully decline to answer questions they either cannot answer or do not know the answer to. The questions were approved by professionals in the academic hospitality industry, and a pilot study was utilized to examine the timing of the interview as well as clarity of the study questions.

All interviews were conducted in a 30-45 minute time period over the phone by the researcher and then were digitally recorded in MP3 format in order to capture the entire interview clearly and concisely. The devices used for the recording were an Olympus VN-702PC Voice Recorder and Olympus TP-8 Telephone Pick-up Microphone. It is important for phone interviews to fully capture the voice of the interviewee, since the thoughts, feelings, expressions, etc. will not be able to be recorded. “Words that arise from a study participant serve as sample units of data that represent the total number of words existing from that sample member” (Onwuegbuzie & Leech, 2007, p. 107). For confidentiality purposes, the

participant did not state their name or company name for the recording and was informed that if they did voice any company names, proprietary descriptions, or personal names, those items would not be a part of the transcript.

Immediately following each interview, the session was downloaded onto a password protected computer and personal backup hard drive, both in the possession of the researcher, and then erased from the recording device for security purposes. The session was transcribed by the researcher into a MS Word document, changing all identifying markers. Filler words such as “um,” “uh,” and others were not included in the transcription to allow for clarity with the analysis. From previous studies, the transcription was expected to take five to six hours per one hour of interview time (Gibbs, 2011) and this study averaged about the same timing. The transcribed documents were then uploaded into the Hermeneutic Unit (HU) set up in ATLAS.ti for coding and analysis. The HU stores all the data as a single entity, streamlining the pathways to the source data (ATLAS.ti, 2010). After the study was complete, all documentation was stored at the University of North Texas for confidentiality of the participants.

### 3.4 Analysis of Data

The data was prepared, coded and analyzed through a CAQDAS, computer-assisted qualitative data analysis software, program called ATLAS.ti. CAQDAS has been used in social science research, since the early 1980s (Qu & Dumay, 2011). Becker, Gordon and LeBailley (1984, p. 32) claimed that "we have reached the stage of hardware and software development where a well-conceived computer assisted strategy can expedite and enhance each step of the qualitative research process." Friese (2012) developed a methodology for coding, NCT – Notice,



Collect, Think – which was used to create the hierarchy of coding for all documents. The software allows the researcher to be in control while assisting with the analysis. The ultimate purpose is to close the gap between the original text and interpretative text (Wolcott, 1994). This study used such tools as word cruncher and queries that gathered together words and phrases used often and categorized them into families allowing for rich comparative analysis.

The transcribed primary documents were uploaded into the software and separated into families to allow for comparison across broad topics and themes. The analysis started with a general framework of codes gathered from the review of literature such as training, leadership, development, communication, time management, and goal setting. As the data was analyzed in ALTAS.ti, emergent codes were added to the general framework, through open codes, in-vivo coding or researcher-created codes. Coding is defined by ATLAS.ti as “the process of assigning categories, concepts, or “codes” to segments of information that are of interest to your research objectives” (Friese, n.d., p. 6) Assigning open codes to correspond with their appropriate quotations required another read-through (Friese, 2012). Codes showed how the quotations were grounded in the evidence and how they were connected to other codes and quotations. All of this data was stored in the Hermeneutic Unit (HU) MUM Analysis, which acted as ground zero for all files associated with the project.

## CHAPTER 4

### RESULTS

#### 4.1 Overview

This chapter describes how the data was coded and processed within network families of the HU. The sample size was 17 participants who answered demographic and open-ended questions in a semi-structured phone interview with the researcher. The anonymity of the participant pool, contributed to the validity of this study. The average interview lasted 25:49 minutes with the range from 12:32 minutes to 45:17 minutes. Lengths of interviews were completely determinate on how descriptive the participant was in their answers. The recorded interviews were then transcribed into a Microsoft Word document, taking about five to six hours of transcription time per one hour of interview for a total of 44 hours of transcription time utilized for the 55, 000 total word count. Interviews are considered very time consuming and expensive (Onwuegbuzie & Leech, 2007). All interviews were personally conducted and transcribed by the researcher to allow for the depth of knowledge into the responses. The 109 pages of transcribed documents were uploaded and analyzed through ATLAS.ti as one project. The software enabled key terms to be focused on and collected together in a linked network, which in turn, created a full hierarchy of codes that enabled the researcher to collectively interpret the data. The tools and functions within ATLAS.ti allow coding and analyzing of data all on one screen in order to provide productivity of thought from the researcher.

#### 4.2 Participants' Responses

After all the transcribed interviews were uploaded into the Primary Document Manager,

the Word Cruncher tool was used to pool all the primary documents verbiage into one collection. This collection was viewed in an Excel spreadsheet as well as a format called Word Cloud. This Word Cloud has the options of fading out infrequently used words as well as limiting the top words found. Upon review of the primary documents in this study, the top ten words the Word Cruncher discovered in order of frequency were: training, manager, development, restaurant, promoted, company, people, leadership, team, and time. Since this study is focused on training, development, and restaurant managers, the code words chosen for the documents were promote, people, leadership, team, and time. While these were not used to head up the major code hierarchies, these words provided a foundation for themes to be built from the findings. Memos containing reflective thoughts were used with specific quotations from the documents within programs which allowed for higher throughput.

#### 4.2.1 Coding and Themes

Words defined as being used most often throughout the primary documents were then broken down into descriptive words being associated with the research questions since the interview questions were created from the literature review. The first research question was: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete? In order to answer this question from the findings, it was broken into specific questions using the frequent code words as a foundation and the interview questions as a guideline, as shown in Table 4.1. These questions created the major category codes for ATLAS.ti as well as the themes for the results chapter and the subsequent discussion chapter.

Table 4.1

*Research Question 1 Segmentation for Coding*

Categories	Research Question 1 Segmented to Create Hierarchy Within ATLAS.ti
Best Training	If MUMs were aware of the responsibilities, what specific training helped prepare them for the role?
Desired Training	If MUMs were not aware of the responsibilities, what training or development were they lacking to prepare them for the role?
Responsibilities	What are the actual tasks they are expected to undertake and complete?
Characteristics	What type of manager has the competencies to complete these tasks?

The theme to these questions was an overall descriptive of awareness. Awareness is defined as “knowing and understanding a lot about what is happening in the world or around you” (Merriam-Webster, n.d.). The first tier of codes in the hierarchy created for the first research question contained: desired training, responsibilities, best training, and characteristics. Within ATLAS.ti, this created our HU Family – Awareness shown in Figure 4.1.



*Figure 4.1. Research Question 1: HU family – awareness & 1<sup>st</sup> tier categories.*

The second research question was: Are restaurant multi-unit managers being trained specifically in human capital development? In order to answer this question, the same

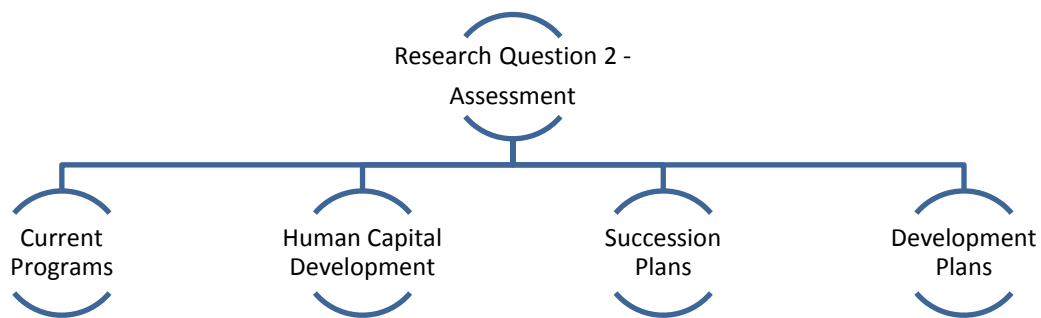
segmentation process was utilized and shown in Table 4.2.

Table 4.2

*Research Question 2 Segmented for Coding*

Categories	Research Question 1 Segmented to Create Hierarchy Within ATLAS.ti
Current Programs	How does the human capital receive training?
Human Capital Development	What does human capital development look like?
Succession Plans	If multi-unit managers are being trained in human capital development, how is the knowledge validated?
Development Plans	If multi-unit managers are not being trained in human capital development, what is being done to create the appropriate environment?

The theme to these questions was an overall descriptive of assessment. The first tier of codes in the hierarchy created for the second research question contained: human capital development, current programs, succession plans and developmental plans. Within ATLAS.ti, this created our HU Family – Assessment shown in Figure 4.2.



*Figure 4.2. Research Question 2: HU family – assessment & 1<sup>st</sup> tier categories.*

The third research question was: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position? In order to answer

this question, the same segmentation process was utilized and shown in Table 4.3.

Table 4.3

*Research Question 3 Segmentation for Coding*

Categories	Research Question 1 Segmented to Create Hierarchy Within ATLAS.ti
Ongoing	What does training look like after the initial program is complete?
Changes	If the training offered initially and after does not fully prepare them, what changes should be made?
Follow-up	If the training offered initially and after supposedly prepares them fully, how is it being validated?
Vision	How should training and development evolve to ensure future multi-unit managers are fully prepared?
Measure	What does it look like when a multi-unit manager is fully competent in their role?

The theme to these questions was an overall descriptive of their future in training, which was coded as next steps. The first tier of codes in the hierarchy created for the third research question contained: ongoing, changes, follow-up, vision, and measure. Within ATLAS.ti, this created our HU Family – Next Steps shown in Figure 4.3.

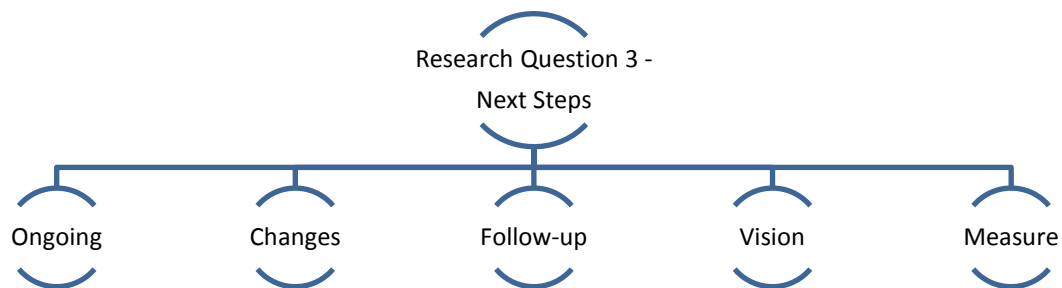


Figure 4.3. Research Question 3: HU family – next steps & 1<sup>st</sup> tier categories.

#### 4.2.2 Interview Questions

The transcribed documents were an average of 6.41 pages with an average of 3,271 words. The interview questions were separated into two groups, demographic and open-ended. In order to maintain confidentiality of the participants, their employers, and markets, all identifying and descriptive markers were removed from the transcriptions. The documents were saved as “Participant” in the order in which they were transcribed. Throughout the chapter, interview quotes will be marked “M” with the corresponding number of the participants’ coded document. This is not true with the demographics to preserve the anonymity of the participants’ background.

#### 4.2.3 Demographics

The demographic questions permit a sense of grounding within the interview answers. Table 4.4 displays the demographics pertaining to the companies who employ the MUMs according only to the area the MUM is responsible for and are listed in descending order in terms of number of units.

Among the participants, two were involved with training and development for the entire company, possessing titles of Senior Manager Learning and Development and Director of Training; one person wearing the Vice President title; one manager in the process of being promoted to Regional Manager; and one MUM who was the support liaison between the corporation and the franchise. These five participants’ unit amounts were not considered in the average number of units held by the multi-unit managers due to the vast amount of restaurants

within their area of control, ranging from 49-900 units. The average number of restaurants for participants was then calculated out to be 12 units.

Table 4.4

*Multi-Unit Managers' Company Demographics*

<b>Units</b>	<b>Region</b>	<b>Market Segment</b>
3	East	Casual dining
4	South	Casual dining
4	Northeast	QSR
5	Northeast	Casual dining
6	South	Casual dining
8	Midwest	QSR
8	Northeast	QSR
11	South	QSR
11	South	QSR
15	N America East	Casual dining
16	South	QSR
18	South	QSR
49	Nation	Casual dining
60	South	Casual dining
94	Northeast	Casual dining
125	Nation	Casual dining
900	Nation	Fast casual

*Note: n = 17.*

Demographics also showed these restaurants were all located in either the South, Midwest, and the Eastern coast, with the exception of five of the participants with locations nationwide or encompassing half the nation. The market segment was split nearly even between quick service restaurants (QSR) and casual dining with some casual dining style restaurants being referred to specifically as family dining, family casual, casual themed, and grill and bar. The other market segment participating was one fast-casual restaurant.



Table 4.5

*Multi-Unit Manager Demographics*

<b>Gender</b>	<b>Age</b>	<b>Hired/ Promoted</b>	<b>Years in Position</b>	<b>Years in Industry</b>	<b>Education</b>	<b>Current Title</b>
M	42	Hired	0.5	24	Bachelor's	Area Manager
M	51	Hired	0.7	15	Bachelor's	Regional Manager
F	37	Hired	0.7	19	LVN Certification	Market Partner
M	43	Hired	1	34	Master's	Director of Operations
M	53	Promoted	1.5	20	Bachelor's	Senior Manager
M	33	Promoted	2	15	Some college	Area Director
M	44	Promoted	2	25	Associate's	Franchise Area Director
F	58	Hired	3	40	PHR Certification	Director of Training
M	49	Hired	4	34	Some college	Vice President
M	32	Promoted	4.5	17	Some college	Operations Advisor
M	33	Promoted	7	15	Associate's	District Manager
M	43	Hired	7	13	Bachelor's	District Manager
M	50	Promoted	9	35	Associate's	Director of Operations
M	43	Hired	11	22	Some college	District Manager
M	45	Promoted	14	31	Bachelor's	Area Director
M	48	Promoted	15	25	Bachelor's	District Manager
M	57	Hired	26	37	Some college	Director of Operations

*Note: n = 17.*

Table 4.5 shows the demographics specifically about MUMs who were called a plethora of names, such as market partner, area director, district manager, director of operations, area manager, regional manager, and operations advisor and are listed in descending order in terms of “time in position” in order to ensure confidentiality of the participants. The average age of the participants was 44.8 years old and there were two females, and 15 males who participated. The average time in their current position was 6.41 years, which was less than the average time in the industry of 24.76 years. Nine of the participants were hired into their current position while eight were promoted. All of the participants had been to college at some

level working on various degrees such as business administration, political science, and chemical engineering; one participant had completed their first master's degree and is currently working on a second, while another participant was in active pursuit of their master's degree. About half of the participants had bachelor's degrees in various fields from various universities and two of the participants had vocational certifications in human resources (PHR) and nursing (LVN). Although research already concluded that formalized learning was only the tip of the learning needed, the demographics of this study proved that a vast majority of executive level managers have had some types of formal development to put them on the straight and narrow path to wear their titles.

#### 4.2.4 Open-Ended

The second part of the semi-structured interview focused on open-ended questions, allowing the MUMs to discuss the topic in their own jargon as well as providing examples and explanations. In ATLAS.ti, all documents are analyzed by the same set of research questions within the HU; therefore, families were created containing the interview questions that corresponded to the research questions. Major themes that arose were classified as awareness, assessment and next steps. This chapter contains a minimal amount of responses, while the remainder can be found in Appendix D – Awareness, Appendix E – Assessment, and Appendix F – Next Steps. Figure 4.4 portrays a summary of the first tier categories that are related to the corresponding research questions, with intensity of the answers derived from the participants' responses. The tables are quantified in terms of how many individual and generalized items were extracted from the response and classified under the first tier of

categories. The cells left blank does not constitute for a lack of an answer, but for more of a specific answer which would be classified under the sub-categories and not included as a part of this summary.

#### 4.2.5 HU Family - Awareness

Research Question 1: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete? In order to answer this research question, the participants were asked the following open-ended interview questions:

- Describe in detail the tasks and responsibilities of your position.
- What was your best training practice encountered up to date?
- Please complete this statement: I wish my training had...
- What specific characteristics would an ideal multi-unit manager possess?
- When you were promoted from a general manager, were you aware of what was expected of you as a multi-unit manager when you were offered the position?
- What do you consider as being ready for the position for new multi-unit managers?

From the interview questions, categories were created for the first tier of code hierarchy which included desired training, best training, responsibilities, and characteristics. Sub-categories arose within the first tier to create the second tier of the code hierarchy. These sub-categories were different ways to classify the responsibilities, which were systematic according to Rivera et al. (2006): restaurant operations, finance and control, marketing and promotions, human resources, and facilities development; types of characteristics such as servant leader, informal leader, leadership styles, gut instinct, influence and assumptions about

the position; and the sub-categories for best training were hands-on and on-the-job. There arose no sub-categories for desired training. Figure 4.4 portrays a summary of the first tier categories that are related to the corresponding research questions, with intensity of the answers derived from the participants' responses. The table was quantified in terms of how many individual and generalized items were extracted from the response and classified under the first tier of categories. The cells left blank does not constitute for a lack of an answer, but for more of a specific answer which would be classified under the sub-categories and not included as a part of this summary.

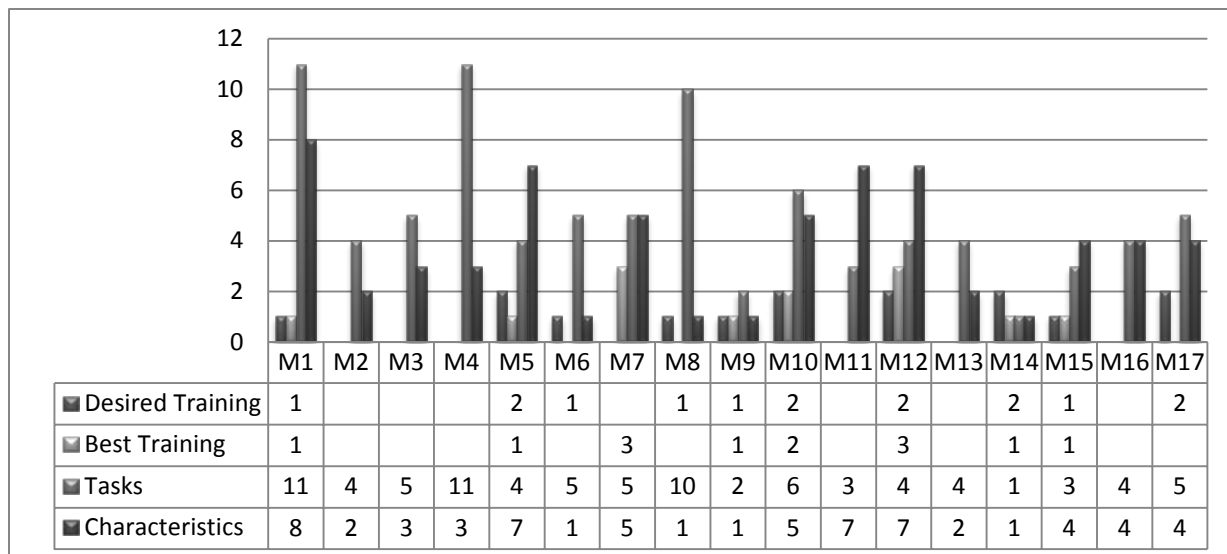


Figure 4.4. Quantity of generalized answers derived from responses for HU family - awareness.

For all responses noted within this section, please refer to Appendix D. With the central focal point of this question being awareness, when asked if they were aware of what their position entailed prior to accepting the position, eight of the participants said they were unaware of what lay ahead of them, and their answers were an emphatic “no.” Some of the answers received from the participants who were not as aware were (M1, M3, M4, M7, M8, M9 and M10).

Absolutely not and almost quit. The awareness for us begins at the high level...We literally now are starting at the top and working our way down; we have found by creating that awareness at the highest level, and funneling into the organization, that is how this education permeates the entire organization. (M7)

There were five responses to the awareness question that were a definite “yes,” while three participants had responses of “I don’t think I was surprised” (M6), “I don’t think you can ever really be aware until you are really in it” (M14), and “I saw them on a piece of paper” (M17).

The participants were asked to complete the sentence: “I wish my training had...” Some of the answers were similar in scope, while others had unique ideas attached to them. Three participants desired for “time” with their boss or fellow seasoned managers (M12, M1, and M6). Others wanted “a good mentor” (M8), “more real life experiences” (M9), and “feedback” (M14).

Within the research question pertaining to awareness, participants described their tasks and responsibilities as it related to their position, market, and company standards. Two participants described their duties as “soup to nuts” (M6) and “a jack of all trades” (M14) with the concern that they were responsible for everything.

They were also more detailed in their descriptions of their responsibilities concerning human resources; including eight specific responses about “coaching” (M1, M2, M3, M5, M8, M12, M13, and M15). After human resources, MUMs are then responsible for operations on the list of their tasks from Rivera et al., (2006) and the participants gave some detail as to just what that topic entails. Three of the participants cited some sort of “visit” to the restaurant according to their routine calendar (M1, M2, and M9). Three other participants spoke of “standards”, “systems” and “service” (M1, M9, and M13).

Finance and controls are what most MUMs included in their list of responsibilities which falls directly in line with previous studies. Although the majority of the participants stated responsibility for the profit and loss statement in every sort of verbiage, M13 stated “we very rarely talk about numbers when it comes to his development” with the reasoning that the general manager should already be very familiar with the financials and this MUM was more concerned with the people development.

Respondents conveyed their duties concerning facilities development as “...maintaining the repair and maintenance of the buildings...” (M17). Four participants also touched on some of their marketing duties (M3 and M12) specifically including “how we are using social media” (M8), and “...any marketing promotions that are coming up, any food orders we may have to move based on marketing agenda that is going on.” (M4)

The question concerning their best training practice was posed to the participants and after many moments of thinking done by the majority of the participants, seven answered specifically “hands-on.” Others had unique experiences that molded them into the manager they are today and cited such experiences as “stretch assignments” (M10 and M17).

Participants were asked to describe the ideal MUM in terms of specific characteristics, and they were very pointed about what they look for and confessed it was hard to find. Six of the participants look specifically for informal leaders who have a wider sphere of influence or know the art of influencing their teams. Three other participants used the term “servant leader” which was described as “someone you look up to, that you really want to be like because you are wanting to help others” (M8). Three participants referred to using their gut

instinct in many areas of the business as if it was a program in their training system; “In this business, go by our guts a lot” (M14).

Another sub-category that arose under the theme of characteristics was leadership style of MUMs, from both a positive and a negative standpoint. Jim Sullivan (2008) explains how MUMs should practice the “Rule of 7.” He states that Each MUM should train and develop two people who, in turn develop two people who, could step up into their position in a moment’s notice. M13 characterized this as “job security” and M5 said, “...it’s something you have to customize your own style to; you have to mold around your team; almost like a chameleon in your environment.” The remainder of the characteristic traits was more specific to the particular season the MUM was in at that point in time and the experiences they have gone through themselves and with their teams.

Flexibility, I think that you have to understand that every manager that works for you is their own individual little snowflake. You have to be motivational. You have to know how to motivate every one of those people differently. You have to know from going from restaurant to restaurant things are going to be a little bit different. I think the other thing is you have to be results driven...there’s a result tied to everything – whether it’s financial or a people number... (M16)

#### 4.2.6 HU Family – Assessment

Research Question 2: Are restaurant multi-unit managers being trained specifically in human capital development? In order to answer this research question, the participants were asked the following open-ended interview questions:

- Describe in detail the current methods of training that are in use for you, as a multi-unit manager.
- What type of training is done for human capital development or conflict management?

- What methods of assessment are in place for evaluating general manager's preparedness for success?
- Describe the succession plan your company uses.
- How does your company measure success in the area of people development?

From the interview questions posed to participants, categories were created for the first tier of code hierarchy which included current programs, human capital development, succession plans and development plans. Sub-categories arose within the first tier to create the second tier of the code hierarchy. These sub-categories were different ways to classify current programs as new hires/promotes, time management, situational leadership, customizing, learning curve, and workshops. The human capital development category had sub-categories of coaching, super general managers and the workforce; while succession planning contained sub-categories of bench planning and candidates. Lastly, goals, training plans, and unique action plans made up the sub-categories of the development plan major category. Figure 4.5 portrays a summary of the first tier categories that are related to the corresponding research questions, with intensity of the answers derived from the participants' responses. The table was quantified in terms of how many individual and generalized items were extracted from the response and classified under the first tier of categories. The cells left blank does not constitute for a lack of an answer, but for more of a specific answer which would be classified under the sub-categories and not included as a part of this summary.

For all responses noted within this section, please refer to Appendix E. The current programs category had the most segmentation due to the variety of answered from the participants. From the demographics, the amount of MUMs who were hired as opposed to being promoted into their position was about equal. Either way, all had to go through some



type of MUM training which participants echoed each other with similar answers of working with their peers (M5, M6, M8 and M9). One of the responses had to do more with human resources training and staying updated with legal information than in developmental training (M9).

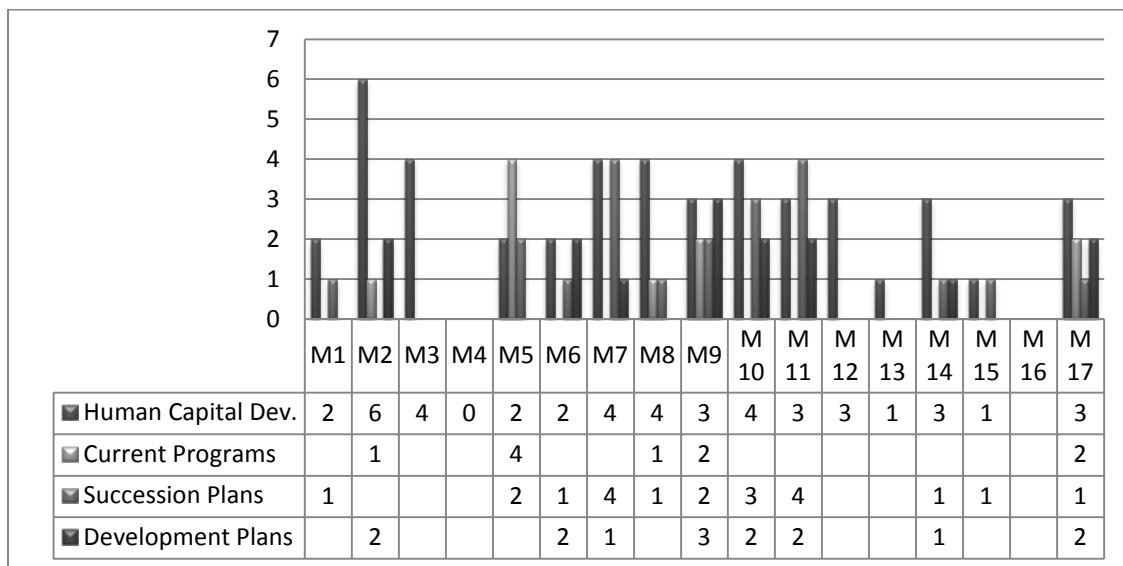


Figure 4.5. Quantity of generalized answers derived from responses for HU family – assessment.

Three participants mentioned a learning curve of time during the transition from single unit manager to multi-unit manager (M1, M9 and M11). The time management sub-category was participant response driven about current training from five of the participants (M1, M4, M5, M11 and M13). Situational leadership is a particular class that was mentioned by name from seven of the participants as a class they partook in or would have liked to have attended. “We also use electronic learning, situational leadership, depending upon time and level in the organization...” (M5).

There were other workshops that were mentioned by participants that they completed or desired to complete and were held either in-house or away in order to receive training

outside of the company's standard programs. Some were targeted meetings with their peers and many mentioned books being turned into workshops (M1, M2, M3, M7 and M8); "...executive leadership program...partners in leadership..." (M8 and M17) and "...The Oz Principle..." (M7, M8, M16 and M17). The final topic from the theme of programs was the request to have the programs customized or companies already customizing the programs. "Not everybody is like instant oatmeal; just add water and they come out fine" (M17).

Participants had specific phrases when referring to human capital development. While coaching was a word used in nearly every interviewee's response; a select few spoke of the super general manager (M5 and M10) or the workforce in general. The super operator was something Muller & DiPietro (2006) describe in their phases a multi-unit manager goes through. Three participants mentioned the word "generation" specifically when talking about their workforce (M9, M11 and M13). One participant referred to the generation gap being between those who wanted to do everything in person and those who communicated everything in 140 characters.

Other responses within workforce were about previous leaders' influence and training and how the participants learned what to bring into the routines and what to leave out (M4, M6, M8 and M9). Other workforce answers were more generalized about what they would like to be or are doing with the next generation of MUMs. The coaching section was separated into two sections: upward coaching and downward coaching. Upward coaching was identified as being received by the MUM by their boss or their peers (M2, M4, M6, M9, M10 and M11). For executive leadership, researchers ascertain coaching and mentoring are the best suited environments for knowledge building and sharing, since the skills they will need in their area of

responsibility are broadly based (Cho & Schmeltzer, 2000; Bassi, Cheney, & Van Buren, 1997). Downward coaching was everything that was in the vicinity of the MUM coaching their teams to be more efficient and effective (M4, M5, M8 and M13). Currently, MUMs train in the school of thought to either sink or swim (Rivera et al., 2008). General comments to the question regarding overall development of leaders spoke of the years that were spent in the business. Two participants specifically mentioned performance evaluations or appraisals that are done yearly (M3 and M10).

The next major category was succession planning and the MUMs interviewed referred to each unique plan by different names, such as “talent pipeline” (M10) and “9-grid” (M11). Participants also went into detail to describe the process of succession planning as well as who is involved such as a review board (M7) or board of directors (M11). The phrase “bench planning” was used by four of the participants in describing their succession planning process (M1, M3, M4 and M13). The candidates who go through the talent pipeline, or sit on the bench are scrutinized thoroughly by the company in several ways. Some use more acumen than others when going through the process such as “are they in the business of building people?” (M7).

The last theme of the second research question is the developmental plans. The MUMs referred to the plans with numerous names such as individual development plan, personal development plan (M1) and training plan; wherein they all began with setting goals as confirmed by the responses (M2). The developmental plans all had the same basic structure to them; along with the goals, there were due dates and competencies to master. MUMs revealed there was a multitude of tools available to assist in the developmental planning process that differed between market and preference. Some were completely unaware about

the assessment tools: “I’ve never really seen an assessment tool for somebody ready for the next level” (M14).

#### 4.2.7 HU Family – Next Steps

Research Question 3: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position? In order to answer this research question, the participants were asked the following open-ended interview questions:

- What does ongoing training look like at your level?
- What changes would you like to make to the training programs?
- After the training has been given, describe the follow-up for the multi-unit managers.
- Describe your vision of the training and development programs for multi-unit managers in your organization five years from now; if it could be ideal, what would it be like?
- What is the relationship between the actual amount of time spent in training and an individuals’ success in the business?

From those questions and answers, the main theme of next steps emerged with five categories within it which created the first tier in the code hierarchy: ongoing, changes, follow-up, vision, and measure. Sub-categories were created from the participants’ responses which constitute the second tier of the code hierarchy. Within the ongoing category, the second tier was coded as outside and internal influences; category of developmental follow-up had sub-categories of collaboration, feedback, validate and mentorship; program planning had no sub-categories; vision was divided up into technology and experience; and measure had a second tier of disagree, agree, and stipulations. Figure 4.6 portrays a summary of the first tier categories that are related to the corresponding research questions, with intensity of the

answers derived from the participants' responses. The table was quantified in terms of how many individual and generalized items were extracted from the response and classified under the first tier of categories. The cells left blank do not constitute for a lack of an answer, but for more of a specific answer which would be classified under the sub-categories and not included as a part of this summary.

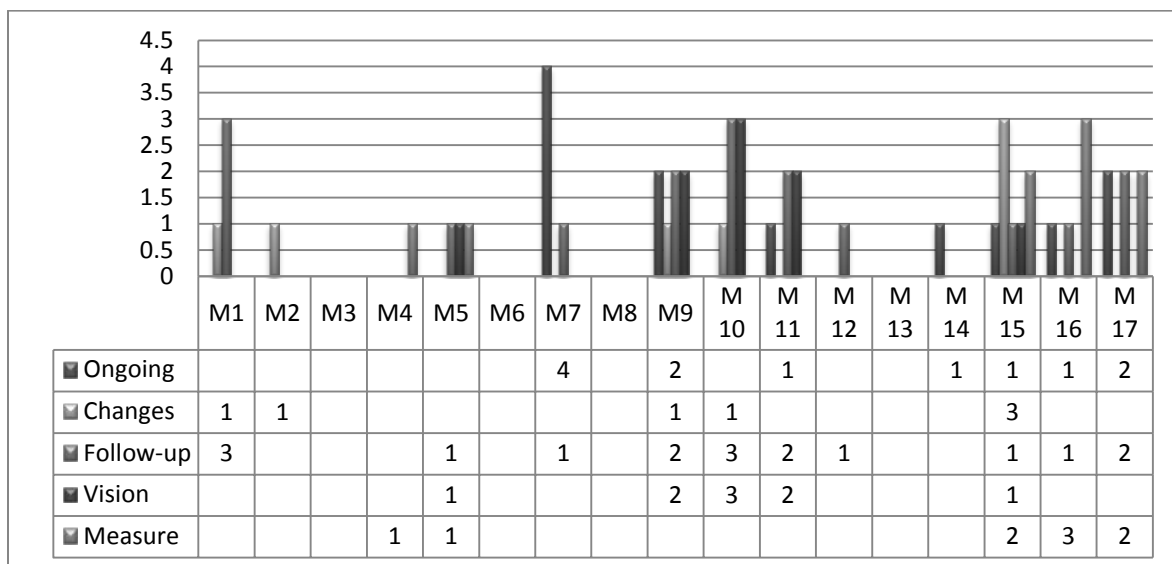


Figure 4.6. Quantity of generalized answers derived from responses for HU family – next steps.

For all responses noted within this section, please refer to Appendix F. This study is concerned about the training the MUMs are receiving while maintaining their current position, which the literature reveals large amounts of informal training occurs out in the field under the circumstances. MUMs described some on their ongoing training as done internally with peers (M3, M4, M9, M10, M11 and M16). MUMs also expressed different ongoing training experiences that happened outside of the classroom, before and during their current position (M3, M4, M5, M7, M8, M10, M12, M13, M15 and M17).

...a lot of my development I get now I actually do it myself by reading books, listening to audiobooks as well – since I spend a lot of time on the road. And then seminars, I

attended a couple seminars at SMU about management and leadership. So, you know, my plan is to continue moving up. So, the better prepared I am, the more chances I have. (M1)

The next category that emerged from the interviews was in the area of changes to the training programs. Participants were asked if there were any changes they would like to make to any of the current training programs (M7, M8, M9, M10 and M14). "...more consistency in the part of the program..." (M5). The third category under the theme next steps was follow-up. Since participants were specifically asked about their personal follow-up, their answers are targeted for two participants in the area of meetings in person (M9 and M11) and four spoke about meetings over the phone (M1, M5, M9 and M11).

Nine of the participants included some sort of collaboration within their interview answers, whether it is with peers (M8, M9 and M11), from their support centers (M2, M3 and M5), or tactics they use in training their own internal candidates (M4, M6 and M12). Mentorship is something the MUMs talked about frequently and in length in terms of "peer mentors" (M9) and "accountability partners" (M8). Mentors were not something brought up in the interview questions; the participants were very expressive when it came to having or wanting a mentor and in one participants' way of saying it: "I still wish I would've had a good mentor." (M8). An additional sub-category arose out of the answers for follow-up which was in the area of feedback, either given or received (M1, M4, M10, M12 and M14). "...ask for feedback and kind of work on what's to come next" (M5). The final sub-category within the feedback theme was validation, used more often in a downward motion from the multi-unit manager to their managers and team members (M7 and M12).

The participants were asked a question about how they envisioned an ideal training and development program in their organization and their visions included an idea of spending quality time in the position prior to them advising the area solo (M10 and M11). Technology also played a part in their responses and three of the participants had some brilliant ideas that just haven't happened as of yet, but they said advances would make their job much more streamlined (M4, M7 and M17). The work is intellectually more demanding as time progresses forward (Stern, Song, & O'Brien, 2004) and some managers will get behind if they aren't willing to be trained.

I think what would be the most ideal, I probably think it would be less than 5 years, mobile apps – programs of development that could be run on your phone, because I think...to be able to have some of these programs in an app form would be kind of neat, especially...we're on Amtrak or up in an airplane...it's hard sometimes to get to those courses, to be honest, because there are always so many things going on and at times; it's the thing that gets shelved the quickest because you have other things you have to get to. It's actually that moment in time where it would be kind of neat to flip open an app on your phone and just start taking one of these development type training courses that way. (M12)

The final theme within the next steps family is measure, as in measuring the success of their people, their managers. When asked if they believed there was a relationship between training and success, there were mixed answers; people either were in total agreement or had stipulations surrounding the possibility (M3, M4 and M5). One participant was completely against the idea, "I don't think there is any relationship...you can't take it as a multi-unit manager going in, like a genius and say I got it. You have to be in there in the trenches and learn it and know it so you can transfer that knowledge" (M6). The participants with middle ground answers backed up their answer with reason; "I think it depends a lot on the individual" (M8) and "I think it depends if you have been in multi-unit before" (M14). Some of the participants

who agreed with the positive relationship of training to success were more definitive with their answers (M1, M5, M7, M13, M15 and M17); such as “I think the practicality of it has been what’s benefitted us” (M8).

#### 4.2.8 Words of Wisdom

With the information all gathered to answer the research questions, the MUMs left some parting words of wisdom for upcoming MUMs that has been gleaned through years of experience and hard lessons while in the field (M3, M5, M6, M8, M9, M10, M11, M12, M13, M14, M15, M16 and M17).

The success of this job is finding the right people. (M1)

...wear your title lightly, and commit to mastering the development of your people and be willing to be surprised at the places you can find wisdom. (M7)

...results matter... (M16)

#### 4.3 Summary

The purpose of this study was to explore the need for individualized training in restaurant multi-unit managers in order to facilitate a smoother transition between executive level management positions. The interview questions were centered on personal development of the multi-unit manager as opposed to strictly what the company offered. The use of a semi-structured interview format allowed the participants to answer in the industry jargon as well as from their own personal experience from their time in the field. The participants used this outlet to be frank with their answers and really describe how their training and development has either been impacted or fallen stagnant.



Whether the MUMs were quick and to the point with their responses or more detailed and thoroughly explaining their answers with industry examples, they all painted a clear picture as to their development for the next generation of MUMs. The next chapter will allow for a deeper analysis of the results conveyed.

## CHAPTER 5

### DISCUSSION AND CONCLUSIONS

#### 5.1 Overview

This chapter explains how the data gathered was interpreted through ATLAS.ti using code hierarchies and network mapping. Although the analysis was done with ATLAS.ti, the process of interpretation was managed using the network views as a workflow. The participants included in this study were randomly selected based on the criteria of being a current restaurant MUM within the United States and as such, they provided a comprehensive representation. This exploratory study provided unique insights into the development of the MUM in order to facilitate a smoother transition for upcoming MUMs in the industry and those aspiring to be multi-unit leaders in the industry.

The study aimed to answer three research questions that were posed from the review of literature and to close the gap of previous studies in restaurant multi-unit management.

- Research Question 1: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete?
- Research Question 2: Are restaurant multi-unit managers being trained specifically in human capital development?
- Research Question 3: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position?

Each research question was coded as a HU family within ATLAS.ti in order to provide clarification between the responses. There was a surplus of information gathered in this study and ATLAS.ti was able to work with all the interview documents as one unit while keeping them separated in their own networks. ATLAS.ti allows the researcher to import the “neighbors” of the code words. This creates a more in depth view shown in Figure 5.1 with an example of the

desired training network view map.

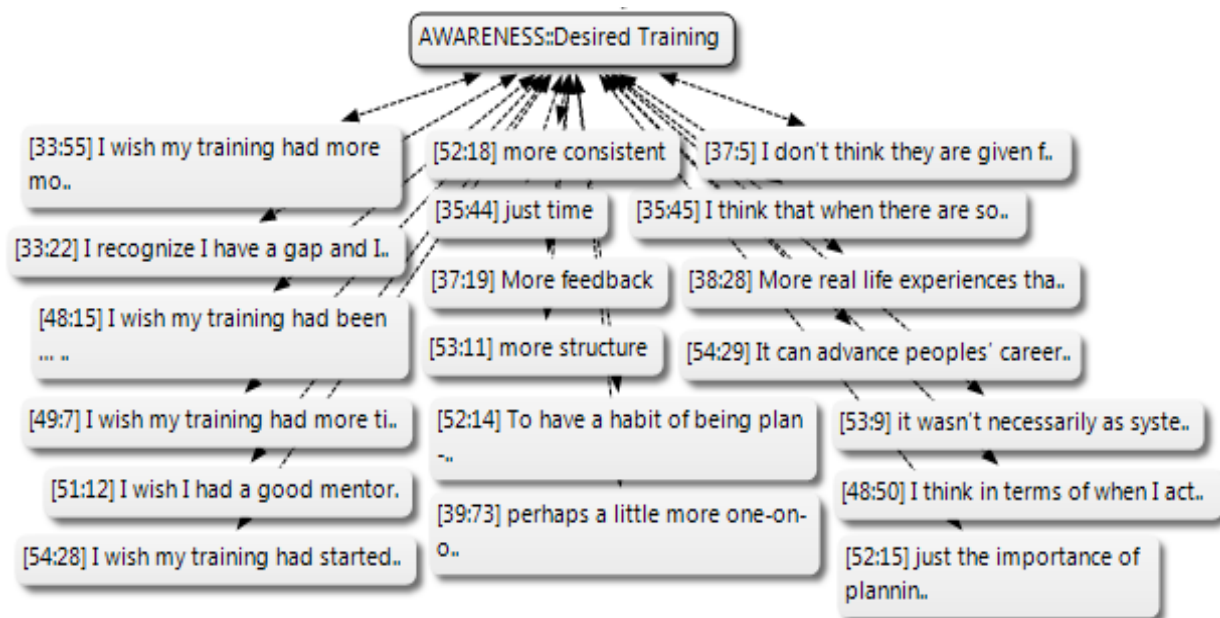


Figure 5.1. Network view of awareness::desired training example.

## 5.2 Demographics Discussion

Participants were asked to connect through the researcher's LinkedIn account in order to have a random sample. Of the 246 attempted connections, only 22% or 55 of the attempted connections were females; consequently this division of the genders complies directly with other studies showing this is a male-dominated workforce. Heilman (2012) described how the world of management is male-centered and females are perceived as less apt in the management positions. Participating in the study were two females and 15 males, bringing the gender response rate down to 11% for the females.

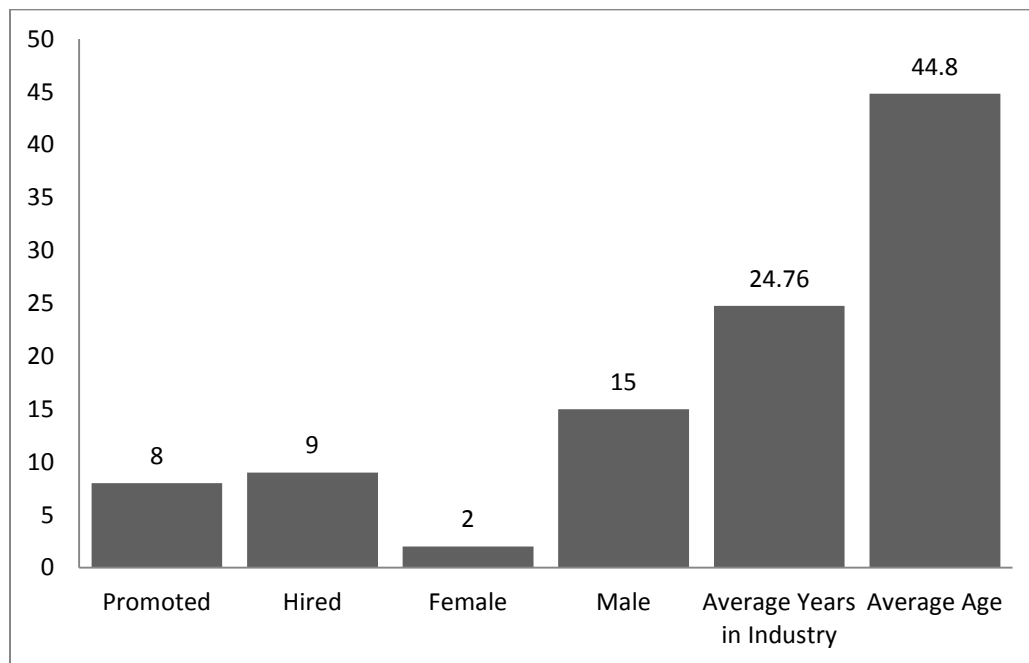
Half of the participants were hired into their current position, which contradicts prior studies' research of multi-unit managers being promoted internally into the position with one

company and only move laterally throughout the remainder of their career. DiPietro (2005) and Suboleski, Kincaid, and DiPietro (2009) both stated that filling executive manager positions is most often done through in-house promotion of managers. With executives moving around for a mere title change, companies need to identify the next generation of leaders to then develop a succession plan to be their “secret sauce” (Mansbach, 2012). Going through the process of leaving one company for another is not an unconscious impulse, but a process full of preference factors such as ability, personality, and health. Participant M4 clarified it with, “My last couple years with [Company name] I was a general manager moved into a multi-unit manager and from that point on I’ve been a multi-unit manager. I then moved to a couple different brands; but since my first promotion to multi-unit manager I’ve always been a multi-unit manager.”

The age range of multi-unit managers, 32-58 years old, confirms that this position is not an entry-level position, but one that they worked toward for many years. While the average time in this industry was 24.76 years, one participant stated they had been in the restaurant industry in one capacity or another for 40 years. Several of the participants started out as a “dishwasher” (M2, M5, M6, M12, M16, M17), “the guy that unloaded the truck” (M4), or a “waiter/waitress” (M7, M10). In multi-unit restaurant chains, multi-unit managers are known as area manager, area director, or district manager (Suboleski et al., 2009), with this study providing additional confirmation. Turnover rate for each of the MUMs individual areas within their company came to an average of 17.2%, with the range from 0% to 30%. The Bureau of Labor Statistics (2014) portrayed the hospitality industry as having the highest amount of separations (turnover) over every other industry at 5.2% under the North American Industry

Classification System (NAICS) code for Leisure and Hospitality. The next closest statistic was in the industry of Professional and Business Services at 4.3% (Bureau of Labor Statistics, 2014).

Figure 5.2 highlights the demographic discussion in visual form.



*Figure 5.2. Demographic discussion highlights.*

### 5.3 Research Question 1 Discussion

Research Question 1: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete? Figure 5.3 shows how the main themes within HU Family–Awareness are connected through a basic network view. The sub-categories on the 2<sup>nd</sup> tier use phrases from the participants such as “Jack of all trades” and “soup to nuts” which both are industry jargon for “anything and everything.”

From the results, it was discovered that only half of the participants knew what was expected of them prior to taking the position. For the participants who were aware of the

expectations, seven out of the 17 MUMs stated their best training practices were always hands-on. They concluded that when they were able to actually experience the position, they were subsequently more successful therein. This is in alignment with previous studies' stating this role is a hands-on type of career (Cho & Schmelzer, 2000; DiPietro, 2005; Suboleski, Kincaid, & DiPietro, 2009). However, these studies were referring to the general manager position, since they were used to training this way as a general manager, then it's not surprising that they desire to learn in this same way when becoming a MUM. The MUM role is quite different from the general manager position, however and most MUMs reveal they were not trained for the position they now hold, nor are they ready for the next level of authority (Rivera et al., 2008).

What was not conclusive in previous studies was what they believe was lacking in the preparedness, either on their part or the company's. When participants completed the sentence of "I wish my training had..." the majority of the answers were divided between two core groups: time and content. Time was defined as with their boss or peers; while content involved consistency, structure, resources, feedback, and experiences.

Combining these answers, if the training programs were complete and carried out as designed, more MUMs would be prepared for their role. Participant M12 summarized it well with the statement, "it's the thing that gets shelved the quickest because you have other things you have to get to." Companies are not putting training as a high priority and it was reflected in this study. DiPietro (2003) suggested treating the managers as individuals as opposed to treating them as a communal group, which aligns with the desired customization..

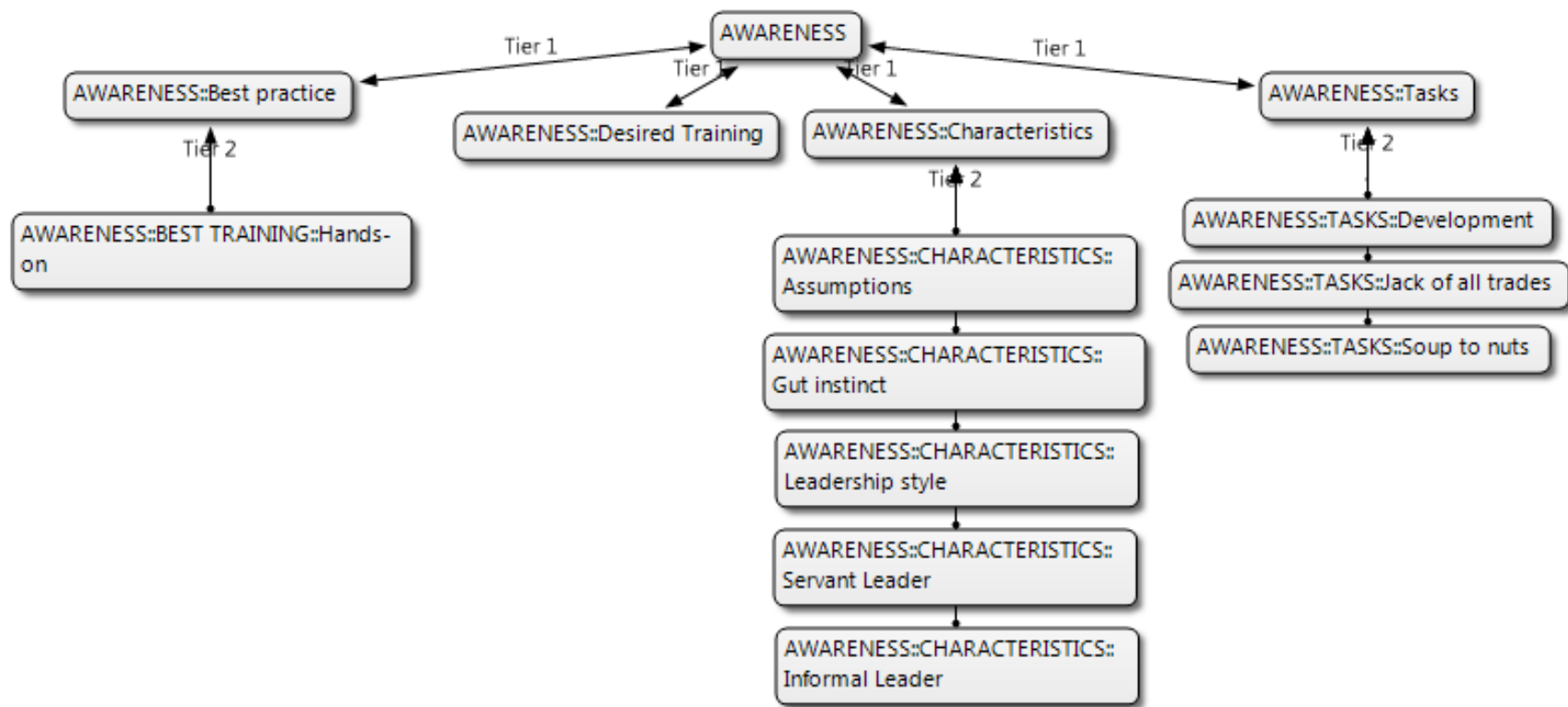


Figure 5.3. HU family – awareness relationship network map.

Figure 5.4 coordinates the desired training activities (customized, mentor, real-life experience, feedback, consistency and structure) to the best practices (hands-on, stretch assignments, working with others, planning and on-the-job training) for any new MUM. For example, MUMs stated a way to customize their training would be with on-the-job training, stretch assignments, hands-on training and real-life experience.

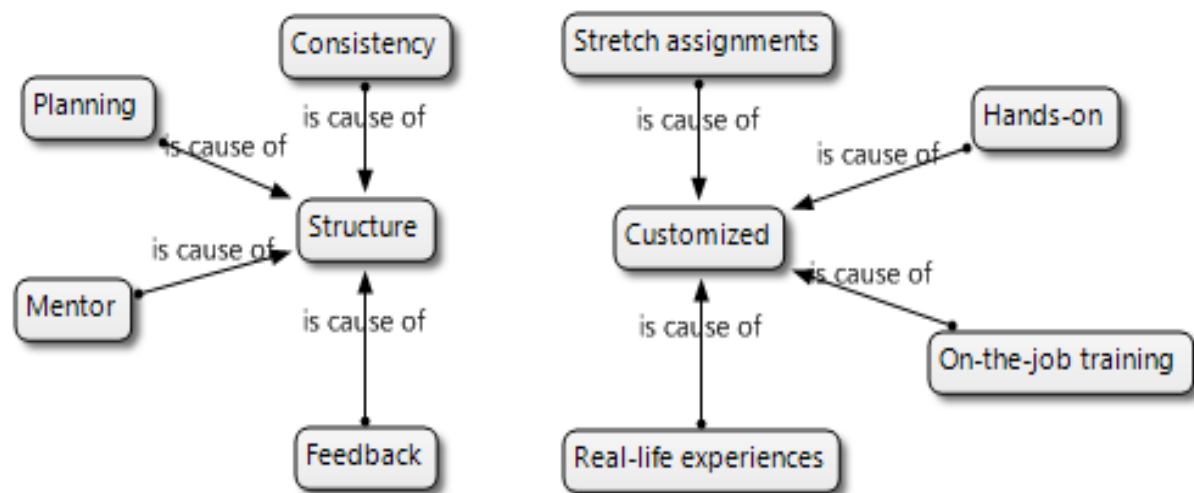


Figure 5.4. Matching desired training to best practices.

Studies have also concluded that the MUM role is hard to define (Muller & DiPietro, 2006; Suboleski et al., 2009). The puzzlement lies in how to develop someone into a role that is not defined. Rivera et al. (2006) quantified the basic duties into five main categories: restaurant operations, finance and control, marketing and promotions, human resources, and facilities development. The tasks and responsibilities described by the participants can all be accomplished through the characteristics of the ideal multi-unit manager. Table 5.1 portrays an example of how the ideal characteristics of a MUM, as defined by participants, are connected to the completion of tasks also described by participants.



Table 5.1

*Matching Ideal Characteristics To Tasks*

MUM	Characteristic	Task
3	Leadership	Influential
		Identifying problems
5	Build great teams	Lead by example
		Create culture
		Delegate
		Coach through the challenge
12	Relatable	Remove developmental obstacles
		Be aware of the needs of your team
		Be approachable
	Protect the company	Uphold the culture
		Act with urgency
		Communication
16	Flexibility	Restaurant visits
		Motivating each individual differently

The MUMs believe they know what characteristics or traits they need to possess in order to fully complete their job duties, but it is in the process of obtaining the desired knowledge, where the disconnect is discovered. Specifically, the disconnect is they acknowledge what is needed to be successful in the position, but they have yet to know how to obtain said knowledge.

#### 5.4 Research Question 2 Discussion

*Research Question 2: Are restaurant multi-unit managers being trained specifically in human capital development?* When respondents answered the interview questions corresponding to the development of human capital, the most widely used word was “coaching,” cited specifically 25 times by participants collectively.

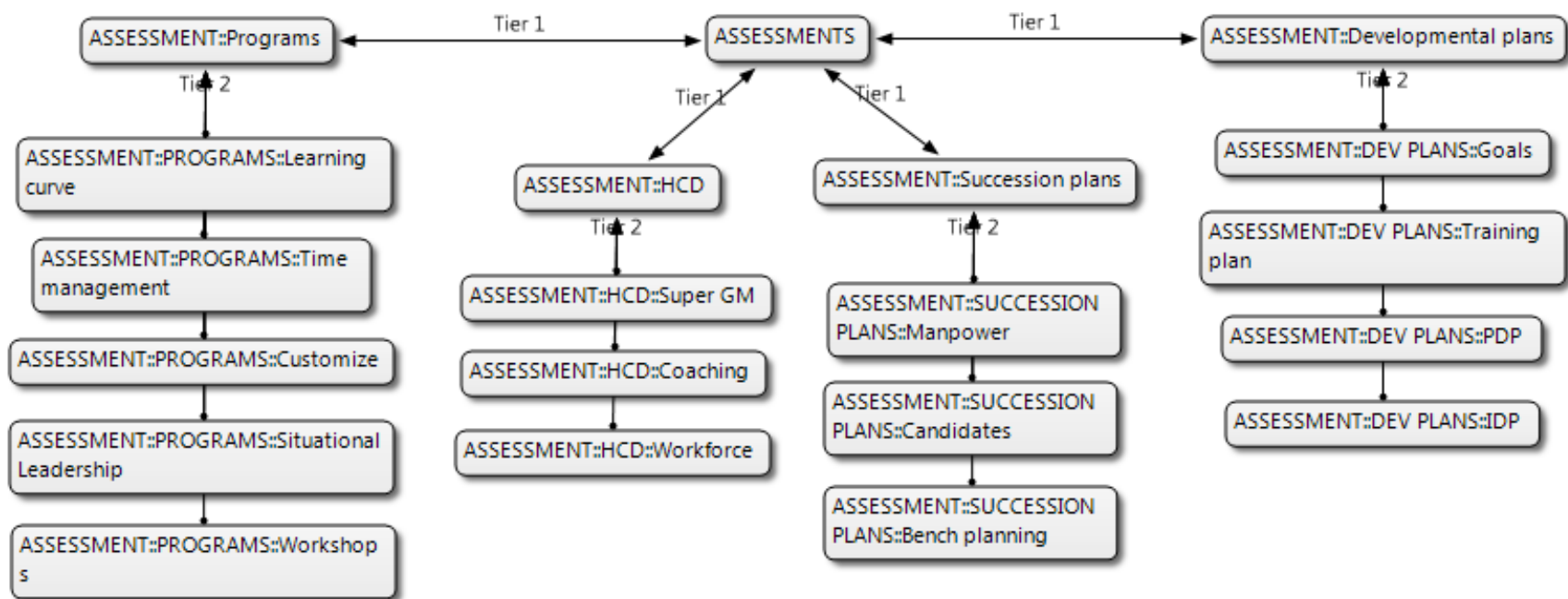


Figure 5.5. HU family – assessment relationship network map.

Training can come in many forms: classroom, on the job learning, and coaching by a mentor are the more popular types (Broadwell, 1995). From the literature review, it was stated that MUMs needed to be a motivational coach, and the role model of the company's culture (Muller & DiPietro, 2006; Suboleski et al., 2009; Sullivan, 2008). Figure 5.5 shows how the main themes within HU Family–Assessment are connected through a basic network view.

Besides coaching, human capital receives development via training programs.

Participants mentioned certain programs by name and Figure 5.6 provides a chart comparing the programs and how many times they were stated within the interviews for all programs cited more than twice. What the chart explains is that MUMs are bring trained, especially in the program of situational leadership, areas such as leadership, organization, accountability and communicating were not mentioned as often as a part of the current training for MUMs.

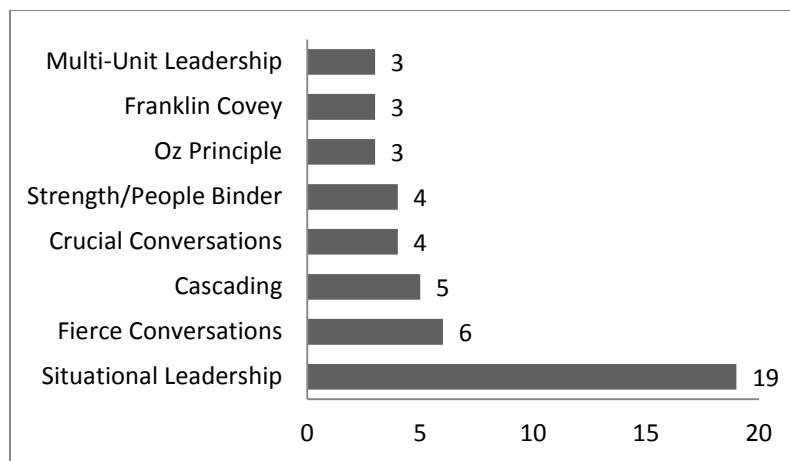


Figure 5.6. Training programs cited by participants density chart.

*Multi-Unit Leadership*, authored by Jim Sullivan (2008) covers many general aspects of the multi-unit role and M13 stated he always references that book. The Franklin Covey program covers leadership, execution, productivity, trust, sales performance, customer loyalty and

education (Franklin Covey, n.d.). M7 identified that it was one of the programs within their training department. The Oz Principle program includes workshops on “accountability, accelerating culture, change, employee engagement, execution & implementation, executive team alignment, it culture, leadership development, M & A cultural integration, performance improvement, personal development, product development culture, sales performance, teamwork & trust, and turnarounds” (Partners in Leadership, 2011). Participants used both Strength Binder and People Binder when referring to cataloging to build the strengths of their team members.

*Crucial Conversations* is a book authored by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler. Vital Smarts is offering training from this book encompassing topics that are “high stakes, emotional, or risky” (2014). Cascading was a term used by M7, M10, and M16 concerning how information was distributed. Instead of bringing everyone into headquarters, the training team taught the regional vice presidents, who taught their regional managers, who taught their area managers, who taught their general managers, who taught their teams. This form of training was termed by the participants as cascading. *Fierce Conversations*, a book by Susan Scott, and the corresponding training program “ensures conversations drive results, inspire innovation, and support necessary change” (Fierce Inc., 2014). The program most often mentioned by participants was Situational Leadership. This program is derived from a book by Ken Blanchard and the training program states “foundation lies in teaching leaders to diagnose the needs of an individual or a team and then use the appropriate leadership style to respond to the needs of the person and the situation” (Situational Leadership Development, 2014).

The last part of the interview questions focus on succession plans and developmental plans. The majority of the participants said they had some type of plan and process for validating the training if complete or providing a plan of action if not complete, except for M14, “I’ve never really seen an assessment tool for somebody ready for the next level.” Table 5.2 provides the types of plans used by MUMs currently. This information provided the foundation to state that the training and development was validated in 14 out of the 17 companies. In addition, 12 out of the 17 participants state that their company provided an action plan with goals and areas for follow-up. The second research question was answered from the data: 94% of participants stated they have received training in human capital development.

Table 5.2

*Succession and Development Plans within Different Companies*

	<b>Succession Plan</b>	<b>Development Plan</b>
M1	Bench Plan	PDP
M2	Manpower Meetings	Development Plan
M3	Bench Plan	Non-specific
M4	Bench Plan	Weekly Plan
M5	Performance Potential	Development Plan
M6	Non-specific	Non-specific
M7	Review Board	Competency Map
M8	Succession Plan	Development Plan
M9	Formal Interviews	Success Profiles
M10	Talent Pipeline	People Binder
M11	Board of Directors	Extreme Checklist
M12	High Potentials	Development Plan
M13	Bench Plan	Non-specific
M14	none	none
M15	Key Metrics	Competencies
M16	Non-specific	Development Plan
M17	Value Capacity	Non-specific

## 5.5 Research Question 3 Discussion

Research Question 3: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position? Any type of development after the initial orientation and training is considered ongoing development. Participants in this study cited outside influences as a part of their ongoing development such as workshops, courses, seminars, and books. Two of the participants were continuing their education in a more formal, collegiate setting by first and second master's degrees. Internal developments were ongoing through meetings and phone calls done on a scheduled quarterly, monthly, weekly, or daily basis. Figure 5.7 shows how the main themes within HU Family–Next Steps are connected through a basic network view.

Participants were also asked about changes they would like to make to the current training programs in order to get the most out of the development available. One participant spoke about adapting a collegiate model so the MUMs would be like students again, although no official degree is earned (M7). Another participant stated their training program is getting accredited so as the managers completed the training sessions and the knowledge was validated, they would actually earn college credit hours towards a degree (M16). Table 5.3 explains the relationship between changes MUMs want to make in the current training programs and the desired training they wish they would have received prior to accepting their position. The changes to improve the programs, along with the experiences of the MUMs, will help guide the next generation more smoothly into their position.

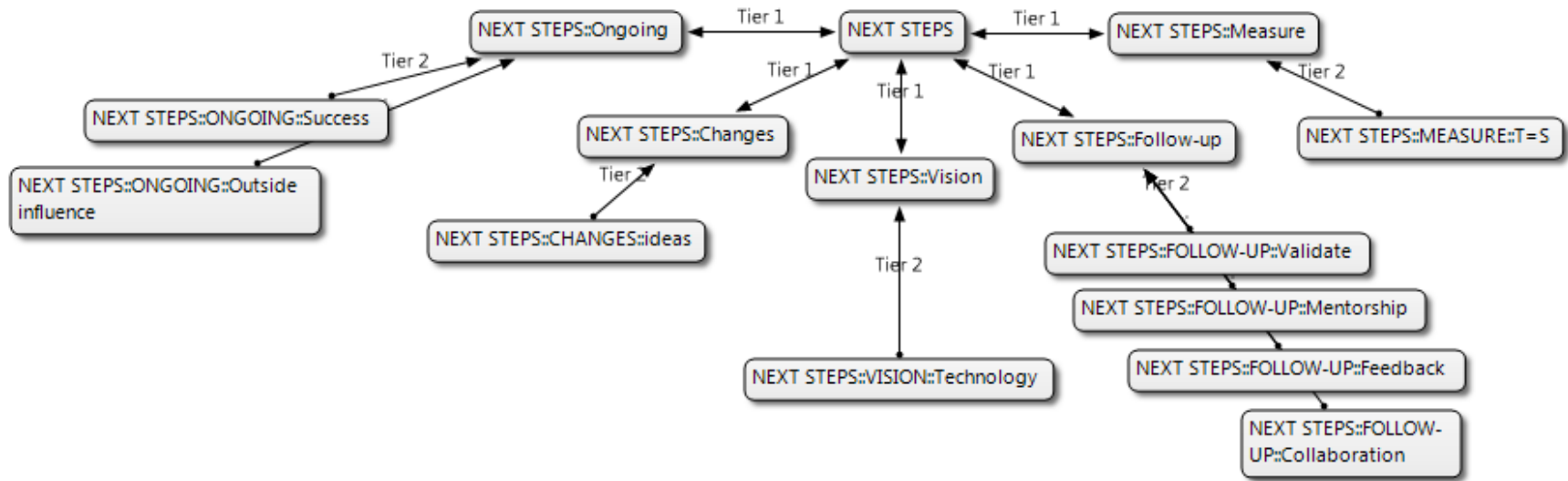


Figure 5.7. HU family – next steps relationship network map.

Table 5.3

*Changes in Current Programs to Accomplish Desired Training*

Desired Training	Ideal Changes
Customization	Update the management development program
Real-life experience	I want them to supervise 1 or 2 other restaurants besides their own...my belief is that they will be more indoctrinated and understand their position more
Mentor	Have a mentor to guide you through the rest of the process when you actually hit the ground
Structure	...a collegiate model...it would start with basic organizational integrity...those fundamental and foundation pieces...and it would build out.

When asked about follow-up to training, many participants answered concerning how they validate training, not how their training is validated. Upon redirecting them to follow-up for their development, they spoke vaguely on follow-up concerning phone calls, but two participants communicated about their development being their own and their superiors letting them own the entire process and ask for help when it's needed.

...the follow-up is a more formal scheduled time together. The regional director is a little vague on that and part of it is tactical and they'll see if the DM will reach out to them, aside from scheduled times. They want to see how motivated the DM is around their development, how much importance they are placing on it, the priority level they are placing on it. Some of it definitely there are some tactics to it. (M15)

...it's about my development so if I'm not doing it...the development plan tends to be less about business and more about you. If I'm not doing it, it's probably hurting the business less and hurting myself more. It's something that I'm self-motivated to do, so I check in and inform my bosses what I am doing. As a better way to say, I almost tell him how he needs to support me. How he has to help me achieve those things on there. (M16)



Participants were asked to verbalize their idea of the training and development program in their company five years from today. After having more experience involved in the training, technology was one of the responses. Whether the technology was centered on everyone being up to date, getting information out to a wider audience, or how they use current technology, participants articulated this vision in detail. One participant had the vision of mobile apps for the MUM who was traveling and had some time to work on training. "It's hard sometimes to get to those courses, to be honest, because there are always so many things going on and at times." (M12) This confirms what was uncovered in the literature review of the focus on doing it right the first time was essential because a manager does not have extra time in their busy schedule to repeat the training (Gupta & Chen, 1995; Egerton-Thomas, 1995).

Success in the restaurant industry is measured in terms of collected data, not on human capital development. Participants were asked about ways of assessment of their own training to be able to quantify the return on investment. The restaurant industry spends approximately one billion dollars a year on training for all levels (Romeo, 2000). Companies need to know that this is money well spent. Conventionally, managers have to leave their restaurants or area for many days in order to obtain the necessary training to be more effective in their positions. In the age of organizational learning, this is happening less often for many reasons including budget cuts and denial of the importance of training (Dixon, 1994). Three participants were passionate about how much the success of a person depends on the training they receive on a consistent basis (M5, M13 and M17).

We've always stayed with that [never cutting training short] and we have reduced our turnover by doing so. (M5)

When the training stops, the business fails. So many people say training is an expense, but training is really an asset to the company. (M13)

The people that quit learning or training grow stagnant or leave the business. (M17)

Petrie and Roman (2004) along with Commeiras and Fournier (2001) stated that training increased employee retention and job performance. Participant M3 says “sometimes a person can be too trained” and they won’t know what to do when they fail because it’s so far to fall. Three participants stated that it depends on the individual and the skillset they have coming to the position as to whether or not the training will bring a return on the companies’ investment (M4, M8 and M14).

Gathering all the results will allow the third research question to be answered. The training and development to be received by restaurant MUMs should be never ceasing, customized to their skillset, and they should adhere to a development plan in order for them to achieve success in their position. Studies have found that if managers are given the appropriate training, those managers will possess the understanding and talents to improve the scope of business where they were trained as long as they were trained to apply techniques diligently (Powell & Yalcin, 2010).

## 5.6 Summary of Conclusions

The purpose of this study was to explore the need for individual training of restaurant multi-unit managers in order to facilitate a smoother transition between executive level management positions. The exhaustive literature review aided in the creation of three research questions to be answered through the interpretation of collected interview data from

17 participants. The interpreted results were able to succinctly answer each research question as presented in this summary of conclusions.

- Research Question 1: Are restaurant multi-unit managers aware of the training necessary for the actual tasks they are expected to undertake and complete?
  - 47% of participants stated they were not aware of various responsibilities prior to stepping into the position.
- Research Question 2: Are restaurant multi-unit managers being trained specifically in human capital development?
  - 94% of participants stated they have received training in human capital development.
- Research Question 3: What training and development should restaurant multi-unit managers receive in order to be fully competent in their position?
  - The training and development to be received by restaurant MUMs should be never ceasing, customized to their skillset, and they should adhere to a development plan in order for them to achieve success in their position.

## CHAPTER 6

### IMPLICATIONS

#### 6.1 Recommendations in the Marketplace

An exhaustive review of literature allowed development of specific research questions in which participants provided data through semi-structured interviews. The data was analyzed via ATLAS.ti to extract key themes. This study is meaningful because it provides insights of MUMs opinions regarding current training they have been offered and in turn, what they still need from training. As a result of this study, the following four recommendations are offered.

- Restaurant owners/operators: training and development for managers' has long-term implications; invest in the future of the human capital.
- Industry training professionals creating the programs: more customization is required and must be based on each individual's developmental needs in order to be effective; innovative planning is paramount.
- Current MUMs: use resources such as The Oz Principle, Franklin Covey, Crucial Conversations, Fierce Conversations and Situational Leadership in order to grow knowledge base and advance the career.
- New or aspiring MUMs: be aware of the responsibilities required in the MUM position; ask questions and have a constant developmental plan in place in order to succeed.

#### 6.2 Limitations of the Study

While this study was in depth on its focused purpose, there are limitations to the generalizability. Only the pure restaurant sector was targeted and within that sector and only one fast casual restaurant MUM participated. Additionally, only a small sample of 17 MUMs was gathered although the saturation point for interview structures is approximately 20 interviews. Another limitation for this particular study was in the demographics. Although the

sample was random, there were no participants from the Mountain or Pacific Standard Time zones of the United States, so this study cannot fully encompass the general population of restaurant MUMs across the nation. As well, only two females participated in the study creating a limitation to all MUMs. The social media site, LinkedIn was used to reach out to possible contacts, which created a limitation for the MUM who wasn't on LinkedIn and didn't have the opportunity to participate.

### 6.3 Suggestions of Future Research

This study was designed as a building block for future studies involving a restaurant MUMs development. MUMs were willing to share a large amount of information concerning their personal development. Suggestions for future research would involve using an existing model and/or theory or expand the sample size and be more representative of the corporate segments and genders. Another suggestion would be to do a 360 degree evaluation, involving three consecutive levels of management, regional, area, and general all centered on the role of the MUM. After the initial evaluation, implement customized training programs and then do another 360 degree evaluation to provide documentation of successful application and outcomes. While this research was able to clearly answer the exploratory questions, more questions arose from the gathered data. Possible questions for future research are:

- How can restaurant multi-unit managers be held more accountable if they are in a mentoring position for a newly promoted multi-unit manager?
- Where is the disconnect in development between the training departments of companies and the management whom the training is designed for?
- How can training and development programs be tailored to each manager without losing the overall effectiveness of the program?

- Is there a relationship between the amount of time in the industry, formal education, and a managers' success, measured in terms of the profit and loss?
- Are managers in remote areas not as likely to be promoted?
- To what level are MUMs trained in human capital development?

APPENDIX A

INFORMED LETTER OF CONSENT

My name is Kathryn Lentz. I am a graduate student at the North Texas University; the Department of Hospitality and Tourism Management. Dr. Lisa Kennon is my advisor where I am conducting a research study exploring the need for individual training of restaurant multi-unit managers in order to facilitate a smoother transition between executive level management positions. This study will aid in the creation of effective training programs in the area of multi-unit leadership in which there are currently very few studies. The study will focus primarily on multi-unit managers across different market segments; including quick service, fast casual, and casual dining.

I appreciate you considering participating in my study. The expected length of the interview is approximately 45-60 minutes. Your participation in this project is completely voluntary. You don't have to answer any questions you don't wish to answer. You are free to withdraw from the study at any time and for any reason.

In order to ensure that I record your comments accurately, I would like to record the interview digitally with your permission. The information collected will be kept confidential and the only people who will have access to the interview files will be my advisor and I. The files will be destroyed within two months of the interview and a pseudonym (fake name) will be used on any written notes and transcripts so that the interview cannot be traced back to you or your business.

Participation in this study may provide you an opportunity to openly discuss and reflect on the feelings that you have about your company and position. You will be provided with an opportunity to express your thoughts about training and development concerning the role of the multi-unit manager. A broader benefit of your participation in the study is that it is expected to help to develop tools to aid in the training and development of current and future multi-unit managers who, in turn, will be better able to train their teams. The findings from this study are expected to provide significant information for more sustainable training classes and knowledge about what the need for training is in the restaurant industry.

I sincerely thank you for your help with this study. The results of this research (with the use of pseudonyms) will be disseminated to researchers in the field of food services development via conference presentations and journal articles or book chapters. If you would like to receive a copy of the results or if you have any questions or comments, please contact me.

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If you have any further questions regarding your rights as a project participant, you may contact the University of North Texas Institutional Review Board at 940-565-3940. The Institutional



Review Board is the university office responsible for protecting the rights of human subjects involved in studies conducted by University of North Texas researchers.

Please check “yes” or “no” to the right of each of the following statements:

I certify that I am at least 18 years of age. Yes ☐ No ☐

I have read and understand this consent letter and voluntarily  
agree to participate. Yes ☐ No ☐

The information on this form was explained to me. Yes ☐ No ☐

I grant permission for my interview to be digitally recorded. Yes ☐ No ☐

\_\_\_\_\_  
Participant’s Signature

\_\_\_\_\_  
Date

APPENDIX B

INTERVIEW QUESTIONS

## **Demographic Questions**

Please state your title and mention how long you have had that title.

Please provide a brief background of your time in this industry.

Please state the market segment and district/state your restaurant is in; for example, quick-service, fast-casual, or casual dining.

What is your highest level of completed education?

What year were you born?

Were you hired or promoted into your current position?

How many units are under your jurisdiction?

How many general managers, other managers, and staff are in your area of control?

What is the average turnover rate for salaried managers in your area?

## **Open-Ended Questions**

1. Describe in detail the tasks and responsibilities of your position.
2. Describe in detail the current methods of training that are in use for you, as a multi-unit manager.
  - a. Exploratory Question: What does ongoing training look like at your level?
    - i. Exploratory Question: In the training programs mentioned, what type of training is done for human capital development or conflict management?
    - ii. Exploratory Question: What changes would you like to make to the training programs?
  - b. Exploratory Question: After the training has been given, describe the follow-up for the multi-unit managers.
3. Describe your vision of the training and development programs for multi-unit managers in your organization 5 years from now; if it could be ideal, what would it be like?
  - a. Exploratory Question: What was your best training practice encountered up to date?
  - b. Exploratory Question: Please complete this statement: I wish my training had...
4. We have discussed the training multi-unit managers have gone through; what specific characteristics would an ideal multi-unit manager possess?

a. Exploratory Question: When you were being promoted from a general manager, were you aware of what was expected of you as a multi-unit manager when you were offered the position?

b. Exploratory Question: What you consider as being ready for the position for new multi-unit managers?

5. What methods of assessment are in place for evaluating general managers' preparedness for advancement?

Exploratory Question: Describe the succession plan your company uses.

6. How does your company measure success in the area of people development?

Exploratory Question: In your professional opinion, what is the relationship between the actual amount of time spent in training and individual success in the business?

7. What additional comments would you like to add or words for wisdom for upcoming multi-unit managers?

APPENDIX C  
LINKEDIN SCRIPT

[Personal salutation],

As a student of the University of North Texas, I am completing my thesis with research from multi-unit managers from the restaurant industry. My research concerns multi-unit managers and their personal training and development. The purpose of this study is to learn about what these specific managers need to know in order to be successful in their positions as well as upcoming new multi-unit managers having a smoother transition into the multi-unit management field. I am reaching out to multi-unit managers to participate in a phone interview lasting approximately 30-45 minutes. There is a consent form that will need to be signed stating that personal or company names will not be used in the recorded interview and that questions may be skipped over if you do not feel comfortable answering them. If this is something you would be willing to participate in or could recommend someone, I would greatly appreciate it. I look forward to hearing back from you soon; Kathryn.Lentz@unt.edu. Thank you.

Katie

## APPENDIX D

### RESPONSES FROM HU FAMILY – AWARENESS

*Interview Question: When you were being promoted from a general manager, were you aware of what was expected of you as a multi-unit manager when you were offered the position?*

I know that when I was a general manager I had no clue what the district manager's job was like... once I started going through the process of how to become a district manager in my current position, it was a little shocking. (M1)

...you didn't know if you were ready or not. You just start doing it. (M3)

For me, when I came out quite a few years ago, I was still worried 6 weeks out of training, weeks 7, 8, and 9 when I'm in my market by myself, you really wonder if you are doing everything the right way. There really isn't a measuring stick or somebody there with me making sure I am. (M4)

Make money. I mean, I would say yes, but I don't think it was as clear then. We were making money and growing restaurants and that's what was important and that's what they wanted. 14 years ago, it was like "get in there and make some money boy, we are going to grow some restaurants." So, that's what I did; it wasn't as clear then. Maybe to others but at the time when I got promoted, that's kind of how I felt. (M8)

I think I was aware of what the multi-unit manager called for; specifically to the QSR, I was new to the food safety and health standards that are required in this industry, obviously going into it, so I don't think I was fully knowledgeable about that going into it. (M9)

I think as most multi-unit managers, when they make that leap, for a period of time act as super general managers; they go in their restaurants in their area and behave as the super-boss. The role requires some different behaviors; when you're a general manager, you're very action-orientated, results-orientated and focused on the influencing the people in your restaurant and actually doing things yourself to make it right for the guest. When a manager gets promoted to a multi-unit manager, they need to influence more instead of do. That is a really big challenge and it takes them time for them to make that adjustment. It takes coaching; we have them travel with their boss, we have them travel with their peers, and work side by side with other multi-unit managers so they can get the exposure to the learning from the best practices that their peer group has developed of time to help them make that leap...When you make the leap into the next role, you're required to be much more analytical, you suddenly don't have a restaurant to go to, you have a home office and how do you set that up? Actually in some cases, computer literacy is a real challenge. So, it's a struggle. (M10)

*Interview Question: Please complete this statement: I wish my training had...*

...more customized to the market I was going to manage or work with. I think in terms of when I actually came through training I trained with a lot of folks in seasoned and developed markets, and I was going into open a new market. So a lot of things I didn't



encounter in training, for example opening restaurants, hiring a whole new team and brand a market from a marketing standpoint, I had never seen; a lot of that I had to figure out on my own. (M5)

...more money behind [the training department]... (M10)

...more consistent... (M15)

...more structure... (M16)

...started when I was in high school; I think that training and development of leadership is not taught as a part of education per se. (M17)

*Interview Question: Describe in detail the tasks and responsibilities of your position.*

...I advise operations, and really all things at the restaurant level. (M5)

...basically the list can be endless. (M8)

...more or less everything within the four walls... (M14)

...staffing to partnership to financial responsibilities... (M11)

...fully overseeing each of these restaurant businesses, but of course it's one big business, but then broken out into [many] different businesses... treating each business [separately], although it's one company, each business operates differently in its own demographic area...we have to be able to do quite a bit from a distance. (M12)

...to know how to fix things and shovel shit and manipulate, and manipulate is not always a bad thing, it can be used for good. (M14)

...there's a million things that fall in my scope. (M16)

*Human resources:*

...make sure all my restaurants are staffed with a plus 100% A-players... (M1)

I'm held accountable for the level of training that is completed within the organization. (M4)

...there is a strong emphasis on letting people know where they stand, and that's critical for people development...staff the restaurant with the best possible candidates...company culture... (M6)

...facilitator...build relationships (M7)

...chief-reminding officers – we really are continually reminding the field what the expectations are...communication...All the hiring for all management positions, all the development for team members...responsible for development from managers to general managers and general managers to on up to area directors and multi-unit supervisors...It's a lot of strategy and ensuring you're building the right teams. You've got to have the right leader in each restaurant, that's really guiding and leading the team that doesn't really need a lot of supervision...Every day it's definitely very different based on the targeted visit that we are going to have. Throughout the day there are phone conversations from my direct reports and what's going on in their own areas with their area directors or what's going on with one of my general managers and things going on in their restaurants and any questions they might have or guidance or help. I really look at this position as being servant leader and a business partner with them. (M8)

I'm responsible for designing and developing learning programs for our managers...overseeing development of new store growth...developing trainers who help us open new restaurants...designing and developing and implementing management development programs for entry level managers and their ongoing training and development...company communication...we prepared multi-unit managers for their role in anticipation of their arriving there...(M10)

...being able to bring talent into the organization... (M11)

...staffing the management team...putting the management team in place...keeping moral at a good pace...keeping up with the company culture... (M12)

I do a lot of employee development, human capital development with them, discussing the importance of it, we talk about turnover, and we talk about consistency of training...focusing on the training, providing bridge gaps from the various levels. (M13)

...develop my store managers, to determine which areas they need developed or what areas they would like developed; then to help them build action plans around it. (M15)

I think the development of people is the number one driver of my responsibilities. I tried running a restaurant without people, it doesn't work very well. I've tried running it with poorly trained people, it doesn't run very well. If you hire the right people and coach and teach and train them the job becomes much easier, you become much more effective. (M17)

#### *Restaurant operations:*

...review projections and schedules...make sure the restaurants are ready for business...call the general managers and follow up with them and see what we could have done better and what we can do to prevent any mishaps from happening again. (M1)

...spend a lot of time just managing performance. (M3)

...store performance in general...once a quarter, a complete open to close in a restaurant, we call that a quarterly business review. The manager is obviously with me; we spend that time diving into employee files, employee operations, sometimes we will mystery shop our competitors, really it's the managers' time in the store to spend 12-14 hours with me in a day. Really dig into everything; they have my full attention, which is pretty rare. (M4)

I would say my role is about 60% hands-on in the restaurant, and about 40% administrative duties, via email, documents, reporting...I would say we go into a day planning for one thing and planning for certain emails, phone calls, restaurant visits, and one thing can easily change that for us. (M5)

...if you have great leaders, those great leaders end up taking care of the team members, so the team members have a great experience and they are going to take care of our guests. (M8)

...validating that systems and procedures and running and in place, managers are compliant with any federal, state, and local government requirements that might be in place in each of the different states and areas; full compliance with the company standards. (M12)

...day to day operations... inspection scores...company and brand standards...food safety... (M14)

...my job is to make sure they run their restaurants as close to our brand standards as possible. (M16)

#### *Finance & Control:*

...compare to the budget to see how we did financially... (M1)

...labor control, sales, discount percentages, food cost... (M2)

...I'll dig into sales versus last year; how their labor performance was; cash controls; food cost; speed of service; customer satisfaction measures...food cost opportunities... (M4)

...how they are at handling and controlling costs... (M8)

My job is to make sure that I protect the brand from the decision that are made within the 4 walls of the restaurant when it comes to people systems, everything that we do... (M11)

...meet the annual financial goals of the company... (M12)

...forecasting... (M13)

I meet with my supervisor once a week to go over numbers and what is happening in my stores and planning for the short term future as well as long term future... (M14)

*Facilities Development:*

I ensure that everybody operates to the high levels of standards as far as cleanliness, sanitations, and food safety. (M2)

...complete walk-through of the facility to check on the standards. (M6)

...new store site selections...help them design a kitchen, remodel a restaurant... (M16)

*Interview Question: What was your best training practice encountered up to date?*

...one of the things I found most efficient and what I did was the hands-on part of the job. (M1)

...for me, it's always hands-on. (M3)

So in terms of content, a lot of that for me at least, has been kind of learning that and seeing that in a hands-on approach to it...when I came up was to spend time with my peers to see their approach to the restaurant and if they have a sales-struggling restaurant, financially-struggling restaurant, or an operationally-struggling restaurant, how they approached it, what their touch-points, follow-ups and conversations looked like... (M5)

...to have the depth of knowledge and the breadth of knowledge because a lot of what we do is based and the foundation of the work of others...we go and look at what the giants who went before us have gone and done, and we get grounded in their accomplishments; then standing on their shoulders we say wait a minute, why don't I do this to add to that... become grounded in the leaders who went before you what they developed and what their thought is don't try to just start from scratch. (M7)

...working side by side with thought leaders, and having the opportunity to be exposed to people inside and out of my organization. Through attending conferences, and being provided opportunities to learn...we have them travel with their boss, we have them travel with their peers, and work side by side with other multi-unit managers so they can get the exposure to the learning from the best practices that their peer group has developed of time to help them make that leap. (M10)

Taking them to another property, exposes them to another property, exposes them to new best practices, new ideas, new things that they see...they're taking notes the whole time they are there and then when you see them back in their business you follow-up with them 'hey, how did that trip go – did you get anything out of it' ...I think it has been

the years of working with a lot of different people...these are the things I would want to do if I ever got to that level and these are the things I would never do if I ever got to that level because I don't think that's good. (M12)

...it was just a really good, hands-on, interactive program; it was a very intense 5 days but it was very interactive and it's really what started the molding of what I am today. (M13)

...to have a habit of being 'plan-ful' ...if you wait to plan your day that morning, you're behind, was what my mentor would tell me. (M15)

I think that is on the job training and knowledge you get by being as a part of the action. I think what you learn in books is important, but it's the practical application is where the true training comes into play....I believe a lot of that stuff is on the job training and I think in many positions, whether it's in the home or their personal life, or it's in their company, a lot of leadership is a skillset that people need to have...when the action happens when the true evaluation – how does that person handle pressure. There is no great deal of skill when things are going well. (M17)

*Interview Question: What specific characteristics would an ideal multi-unit manager possess?*

*Informal leader:*

I look for any individuals, I call it wing span, and their wing span is much bigger than what they do. They have the influence over individuals. I also call them informal leaders. We have people that have formal titles, but in every group whether you go into a restaurant or a meeting with a bunch of area directors, there's always the kind of informal leader. That's the person that everybody kind of listens to, looks to; get advice or direction from, in the absence of formal leadership. I look to those informal leaders because they have a lot of power and their wing span is much greater than, you know, I look at how they spend their time, how they prioritize their time, how do they identify problems, are they able to get to the root cause of the problem, or are they just attacking the symptoms of the problem. (M3)

...we put them through the multi-unit stages and look at some of the more subtle and nuance learnings and really look at do they have basic or fundamental, not basic, but do they have advanced leadership competencies. How do they interact with their peers? At city meetings, when they are in a group of their peers, do they demonstrate a leadership role or not...that someone with their peers, their colleagues, they were able to mentor and develop them not relying purely on authoritative power, but they were able to use personal influence. (M7)

When a manager gets promoted to multi-unit manager, they need to influence more instead of do. (M10)

...they have to have an informal leadership in the group they are already in. They have to get respect from their peers already in the right way. They have to get great results from what they're doing, but also be able to coach and teach a group of people how to get those great results, not just by muscling it. (M11)

...how can they influence the results of those around them...that influencing side basically comes down to I have to influence on brand standards...as a single-unit manager going to multi-unit, when you can expand your influence around your area, that shows you can basically be multi-unit. (M16)

I realize that that leader is going to affect anywhere from 75-100 people who work for them and probably, their circle of influence is larger. (M17)

#### *Servant leader:*

A servant leader is someone you look up to, that you really want to be like because you are wanting to help others... that's very similar to what you try and do as a servant leader, try and help your people get it...you're not going to be afraid of me; I'm going to show you how to do it. Then knowing that creates vulnerable trust where people won't hold back; they'll tell you their true beliefs about things; they'll let you know what really is holding them back personally, professionally, so you can help them (M8)

...every employee should be on your team...you should be working towards that employee's goal. Whether they want to work for a hundred bucks a week for beer money while they are in college or maybe to pay their mortgage and feed their kids, you need to be helping them achieve that goal. (M16)

The first time you come to the conclusion and have the wisdom to know that putting great people and leaders in place, to lead these 800-900 people, those decisions you make, who you put in charge matters to a bunch of people; if you get that through your head right now, you will be really successful. It's not about you; it's about those people working in your restaurant. Those people matter more.' That's probably some of the best advice I've ever gotten was about servant leadership and so when I decide who to bring on board and who to make a manager, a leader in each one of my restaurants. (M17)

#### *Gut instinct:*

Operators are really good at identifying problems, but they are also really bad at using their gut or instinct; and although sometimes they are right, heck a lot of times they may be right, but using your gut or your instinct doesn't always help train other people. You can't always teach gut...we rate them based on their skill level and using the gut instinct...we use our gut in that sense. There are times when, you can walk up on, I can walk up on a restaurant and I can tell you in 30 seconds whether it's been a great day there or not, just by a feel that you get. It's hard to racket pass that. (M3)

It's kind of a gut you have to go with...when I sit down and do an evaluation or a review, and part of that has to go off what my guts says. (M4)

#### *Leadership style:*

...a lot of that is about the leadership style of the individual... (M2)

...I've watched some really good general managers just implode as a multi-unit manager and I don't think it was the expectations not being set correctly, but more of the style of management that that person used as a general manager and tried to use as a multi-unit manager. (M6)

...we don't train people anymore; we develop people. We're in the process of developing; the reason we say that is because developing is a commitment to a process whereas training is a commitment to an event. (M7)

...when you're sitting in a group of people, the collaborative thought has to be there or it just doesn't work; the kind of militant leadership style doesn't work with this generation anymore. You really have to be able to be open to new ideas and other people thoughts and thinking and if you think you're closed minded, you wouldn't be successful in the role. (M11)

...a person needs to have is to not be afraid to teach the person coming up under them more than what they know. Don't be afraid of teaching a person so much that you're afraid of losing your job. I call that job security. I think everybody under me should know what I do if there's a position that ever opens up above me I know I have people that can come up and do my job. (M13)

#### *General characteristics:*

...innovation...the ability of a person to come up with different things  
...leadership...integrity... (M1)

...understand their role...available for their people...make sure that if they don't know the answer, be honest and be like "I don't know the answer, but let's find out." (M2)

...you either have leadership abilities or you don't. (M3)

...being able to handle a high-stress level...multi-tasking...there's an organizational skillset that sure makes your job a lot easier if you have it and not everybody has that. (M4)

...make a high impact in a low amount of time...time management...when a multi-unit manager walks in, they are that company...to create the culture, you want people to work for you, not out of fear, but out of support...their capacity to take on more...their

potential to grow and change and mold...flexibility with change...flexibility with travel... (M5)

...they have to have...a little birdie on their shoulder... (M6)

...demonstrated proficiency in their responsibility...above average in the execution in the responsibility that they are now going to manage... (M7)

...strong business background...highly respected...track record of building a great team...need to demonstrate very consistently a guest focus and making decisions that are in the best interest of the guest...business maturity...long-range thinkers...outgoing...strategic...think outside the box...self-starters...high sense of awareness. (M10)

A strong personality, but more of an influential personality, not an 'I'm the boss and you're going to listen to me' personality...have the desire and the want to for the right reasons...humble...just because it's the next position, doesn't mean they are going to be good at it. (M11)

You have to react quickly...you are the eyes and ears on the ground...you have to have credibility...if you don't and it's always take, take, take, they are not going to have respect for you...you have to be a great listener; you have to listen to what people are telling you...you have to be honest, you have to be a great communicator, the communication goes back to the listening...communicating is always listening too. We're taught as young individuals, they teach you to talk first, but they never really teach you to listen. Listening is an important thing. (M12)

...kind to people, good people skills, someone that coaches, someone that knows the importance of coaching, someone that understands there has to be a bottom line, but they also understand that in order to make that bottom line, they have to build it from the top down...very even keeled. (M13)

Organization, patience, punctuality, empathy, sympathy, understanding... (M14)

...it's really up to the district manager to be able to filter incoming communications from our corporate office...a lot of determining priorities... (M15)

You have to have the wisdom to know when to talk and when to shut up and be a really good listener...you control conversations when you listen. (M17)

...you have to master your current position because you cannot inspect what you don't know...you have to be able to think to the next level...how can we impact the whole area, what's going to help the whole brand...you have to have the ability to lead others and others have to be able to follow your lead. (M1)



...they got to be able to pick the team up, be a positive leader, be able to multi-task and give that positive feedback and know when the absolute right timing is to come in and give the corrective feedback and coach the team up. Definitely has to be more of a cheerleader, more of a coach, than they have been in the past...it's more of lead by example, follow me. (M4)

...they have a vision for development, that they aren't just someone who becomes great at putting the bean in the jar, and can put the bean in the jar quicker than anybody else out there, but they can also start to look at well, other than a jar what can a bean go in. What perhaps is a better receptacle for a bean than a jar? To have a vision and the ability to execute and move toward that vision. (M7)

...they need to be a strong leader, they need to be a great communicator, they need to be human, or have a holistic view of people, they need to be caring, they need to be strategic, and just really kind. (M8)

...to have great talent assessment and be able to assess talent with conversations, with personalities, the talent assessment piece of it is key to being a great multi-unit because that's really what you do – you put together teams. You have to know people's personalities so you can mesh teams together well and not have a lot of conflict when it comes to the way that people lead... (M11)

You have to be lot of things to a lot of people...you have to be able to have the respect of the team, but you can't bull through there either, you have to have a solid personality that people can relate to you and feel that you are approachable and I think that's one thing. Integrity, certainly, is a big thing. You are responsible for a lot of people, for a lot of things, you have to protect the company and protect the companies' assets. So you have to be careful about what you do every day. You can't be out there doing things you shouldn't be doing; you have to uphold the culture and the standards of the company. You have to protect the company; if you see something that's just not right, you have to jump in. You have to extinguish things that might be happening that shouldn't be happening. You have to be a great listener; you have to listen to what people are telling you. You have to listen to what people are saying to you and you have to act with a sense of urgency to move on things quickly...you have to be a great communicator; the communication goes back to listening. A lot of people think that communicating means you are always talking, but it's not. Communicating is always listening too. We're taught as young individuals, they teach you to talk first, but they never really teach you to listen. Listening is an important thing. (M12)

APPENDIX E

RESPONSES FROM HU FAMILY – ASSESSMENT

*Interview Question: Describe in detail the current methods of training that are in use for you, as a multi-unit manager.*

...you actually spend time with each one of the other operations advisors from the company; you go to some of our more older, seasoned restaurants; you'll come into our newer developing markets...and spend time with us as well...they actually give each one of your peers' services or topics they're known for or do well to work on you with and you'll be able to model that behavior. (M5)

...tour with the VP, or another regional manager, spend time with them, and give you your credit card, let's meet your employees, then it's all yours...they were giving someone 40 million dollars' worth of responsibility after they've had 3 ½ months [of training]; they probably should have some formalized training...there's a lack of real training programs for multi-unit managers... (M6)

...spending time with other area directors and going in their restaurants, touring with them, getting their thoughts and philosophies on their position with the company and then eventually you are set free into your own area. (M8)

Spend time with other disciplines in the business... (M9)

There's a website that we have to go and complete formal training usually related to disclosure agreements and confidentiality...online training we have to complete about partner and sexual harassment...disclosure of financial information, and confidentiality usually about email information, social media. (M9)

#### *Learning curve:*

Once you do get promoted there are still things, I mean there's a learning curve and you have to...it all depends on your company and how steep that learning curve is. (M1)

It was unique for me because I had come from a completely different industry and going into the QSR is dramatically...so the learning curve was substantial...being able to experience that position...I think that training would be invaluable and the learning curve for that new district manager going into position would be substantially better than what I've seen. (M9)

I think the learning curve is about 6-12 months going from single unit to multi-unit role... (M11)

#### *Time management:*

...more emphasis...on time management...I know some of the new guys that are coming on board...they struggle with the time management piece. (M1)

Once a quarter we have an area managers' convention where we get together and there'll be topics like conflict resolution, time management, developing your people... (M4)

In general I think multi-unit managers, myself included, struggle with time management because there is so much going on... (M5)

It was a 5 day program...which talks about team building, time management, human capital... (M11)

The multi-unit manager program would be something that encompassed operations obviously, but also talked about time management, philosophies of training and coaching. (M13)

#### *Workshops:*

At the company I work for, we are very lucky that they spent a lot of resources training us in conflict management, situational leadership, different personalities...perhaps a little more emphasis on situational leadership... (M1)

We use situational leadership, we use fierce conversations, and we have some of our own in-house developed classes... (M7)

HR workshops, or leadership workshops, or even next level workshops...we may have a conference here and there...mock trials and mock interviews... (M1)

...leadership meetings...ServSafe... (M2)

...leadership courses... (M3)

...fierce conversations, trust workshops...we have leadership development classes and that's like the seven habits of highly effective people, we do from the 5 choices, which is a productivity class [the 5 choices of extraordinary productivity by franklin covey], we do the 4 disciplines of execution based on Ram Charan's book of a decade ago [Execution: The Discipline of Getting Things Done by Larry Bossidy and Ram Charan, and those are all targeted to leadership teams that have specific development needs...we do all kinds of individual development classes, specifically around how to manage their capital assets, their human assets...They would attend the class and be exposed to the learning but then part of their ongoing development, part of the obtainment of the mastery is they have to become a mentor and a teacher of the content... (M7)

...we have a thing called the Verge program that develops people that are the verge of being a multi-unit supervisor... (M8)

### *Customized training:*

I think there are things that certainly everybody has to go through...some things that have to be tailored to an individual...I don't try and be a blanket manager...one training course for everybody whether you needed it or you didn't. I'm against that type of blanket training, but certainly I think there is a correlation between training and performance if training is pointed at things they needed to know or specific needs they have that we are trying to strengthen... (M3)

...we don't use anything off the shelf really; we take it and kind of customize it towards our organization...we customize to that position...I wish my training had been...probably more customized to the market I was going to manage or work with...we have some folks that come in with 5-10 years plus with multi-unit experience versus we have somebody come in that is brand new to the role. So I think the biggest thing would be customizations to those individuals on their experience and where they currently are in their careers...the way we approach the training...we give them about 75% of the material and about 75% of the expectation of what they need to do on a daily basis; the other 25% is up to them to customize. (M5)

...anything that comes out has to be customized...Once it gets diluted, it's really not a program anymore, it really becomes here's what you should do, but we want you to customize it to what you want to do, and it becomes riding around in the car with the new guy telling him your philosophies and theories about what you should do and what you shouldn't do and you are back to the same old drawing board. (M6)

I've developed a fully customizable training program that could match the tasks of the different ways we use them and the area directors are responsible for applying the program, checking the modules and customizing it to meet the needs of the individual. (M10)

I've taken a lot of the stuff that I have learned from different companies and implemented different programs. (M13)

### *Interview Question: In the training programs mentioned, what type of training is done for human capital development?*

...coach through the challenge of you can't be a super GM, you can't run all your restaurants as a GM; you have to delegate... (M5)

I think as most multi-unit managers, when they make that leap, for a period of time act as super general managers; they go in their restaurants in their area and behave as the super-boss. The role requires some different behaviors; when you're a general manager, you're very action-orientated, results-orientated and focused on the influencing the people in your restaurant and actually doing things yourself to make it right for the guest. When a manager gets promoted to a multi-unit manager, they need to influence

more instead of do. That is a really big challenge and it takes them time for them to make that adjustment. (M10)

#### *Generations:*

...adapt to the different generations you will be working with and those that will be working for you... (M9)

...that kind of militant leadership style doesn't work with this generation anymore. You really have to be able to be open to new ideas and other people thoughts and thinking and if you think you're closed minded, you wouldn't be successful in the role. (M11)

...what are we looking for in a person, what do different generations provide us, what skillsets do they bring, what challenges do they bring... (M13)

#### *Previous leaders:*

...the older multi-unit manager has more of a drill sergeant mentality, they came in, they barked, they yelled, you guys stink, this is how we gotta get better, and was very authoritative, very direct... (M4)

...if you shouldn't own it, don't own it. That means if you take on the role or the responsibility of your direct report you are weakening them which in turn weakens that store that weakens a percentage of you organization... (M6)

...you learn so much about how to be a good leader from a bad one...when you start being short in leadership in the individual units it's a hard job and they're not going to stay long if they're not going to get their time off. That's just my belief, I'm sensitive to that. I want them to have good quality of life. (M8)

In the old days, it was "you got a driver's license," "Yep." "Great, here's the keys, here's the computer, here's your car, and here's some numbers to call if you have any problems"... (M9)

...we hold their hand, stay very close to them for a long period of time after we put them in the position. For me personally, yeah I would have liked that a bit more, because I stumbled so many times. I learned a lot, you know, I have found I always learn more from my failures than my success. And truthfully, I think sometimes training is so good, or can be so good to the point that it doesn't teach them to fail. I don't want them to fail, but like I said, sometimes you gotta learn the hard way. (M3)

...a lot of that is going to go around the general manager level hiring...measure through the training process. All of our managing partners are required to be a TR, a training restaurant that trains hourly managers; or a CTR that trains salaried managers...how many trainers do you have... (M5)

### *Coaching – Upward*

I have coaching sessions with my boss where we spend the day and we tour my locations, and he gives me feedback on where I'm doing good and what I need to do better, or how I can be more effective...I think we need to get better at teaching new area directors how to handle people issues, like human resource issues. How we can teach our managers on moving to the next level better than what they do. (M2)

...my regional vice president does do one on ones over the phone once a week...I spent a week touring with my boss who was in the position I am in now... (M4)

...spend as much time with 2-3 high performing multi-unit managers and 1-2 low performing multi-unit managers; even if they might be getting replaced by the person they are traveling with. That's always a good pick me up too. And get to see the difference because it's clear. A highly successful multi-unit manager does things differently than a poor performing multi-unit manager. You can't take it – the poor performing one and the high performing one – it's so natural, they're not just putting on a show. (M6)

That coach basically walk[ed] alongside them in their day to day activities but I had a checklist of the training assignments that I had to complete in order to finish my training and be full certified as a district manager...one on ones that are scheduled with him once a month and they are usually by phone and for an hour and then I do store visits with him that are every 45-60 days... (M9)

Human capital development really is kind of one on one training with our HR director, we have a field HR director here at the office and then we have 2 HR field managers that work very closely with the multi-unit managers...that's probably the largest leap the multi-unit manager needs to make when they go from the single unit to the multi-unit level is in the arena of human resource practices and development of people; they're partnered with a human resource manager to coach and develop them... (M10)

I went through 17 weeks of training when I first came on in 1 location so I got to learn the ins and the outs of the brand in every single position...I've met with 4-5 other multi-unit director and I spend time 2-3 days with them on their philosophies and theories and how they lead; their philosophies and theories over the brand as well. Then I spend time with my boss as well as the other 2 regionals in the company and I've spent time, a week at the office, getting to know everybody that supports me... (M11)

### *Coaching – Downward*

...we have a regional training manager...she's usually in our market once a quarter...she helps with any new promotions, new product knowledge they need to have...they really understand what being a coach is and what being a leader is and it's taken through different situations and scenarios...I think it's part of our obligation to talk them out of it

and paint it as ugly as I can and go through the worst day possible, because if I don't do that, I've done them a disservice. Because you know they are going to have those days. You know, that's part of recruiting with being realistic too; otherwise you get somebody in your system that after they get out of training they think it's all honky dory – they don't have any responsibilities, they are on my bench plan and all of a sudden they are off my bench plan because they quit or this job's not for them. So I think being realistic about that – situations and accountabilities, is probably key as well and making sure that they can swim, and handle those situations...is there something that is coachable, teachable, and if it's not, it's time maybe for them to realize this maybe not a job for them. (M4)

...everything is detailed and being able to explain the way behind why we do things...the thought process is if you can get those results at the restaurant level, you can then coach your team on how to be successful at a multi-unit level basically. (M5)

...usually there is some presenting that goes on, just giving them insight into the multi-unit role...I need to change the experience for them to get their beliefs and actions to be different; because if I can get their beliefs to be different, then I don't have to manage the actions as much. (M8)

...the biggest part of my day is a lot of coaching and teaching...needs to be somebody who can coach more than run a restaurant business...they have to coach a person up to be that...the best way to build sales is to have a happy team that will work very hard to make that customer experience the best that it is...if you are doing your job appropriately with training and coaching, the P & L comes together on its own...The most important thing is to be able to coach their people; being able to listen to what they say and react to the fact of what they are saying and move off from that; being able to engage what a person needs to develop and learn; being about to troubleshoot is another big thing – being able to gather all the information, analyze it, provide a plan of action that drills down into the root causes and follow-up and make sure it's sustainable...we talk a lot about how to coach, how to treat people right...how to be a mentor... (M13)

#### *General human capital development comments:*

...I think the more someone moves up the ladder...the more experience they need to deal with people. (M2)

...it's really more around how we can approach the restaurant... (M5)

...there is a strong emphasis on letting people know where they stand...that's critical for people development...a lot of just talking to people, letting them know what they are doing well, what they need to work on... (M6)



...leading effective teams, and directing others...if you get somebody, a young manager, they could be enthusiastic, they could be high confidence level but they really don't have the ability, they really have never done it before; so you need to develop them differently than someone that is less enthusiastic but has a very high experience, has a high level of ability... (M7)

I would say we are more in the people business than in the restaurant business...help them discover their strengths... (M8)

...measured basically on the...two year stability of the store manager in their current position...whole store turnover percent... (M9)

...from a turnover perspective, or retention would be a better word for it - retaining your people, making sure they feel good about their jobs and they are able to move forward even if it's just in their current role; they're learning and developing... (M11)

...if you have a general manager that is not really big on development, might run a good restaurant, or a good business, if their time management isn't very good and you don't really see them, isn't really an over communicator, working closely with their people and giving them the ability to own their departments and run them without micromanaging... (M12)

...we kind of pick that up along the way...I think the skills are quite a bit different; I don't think that being a great GM makes for a great multi-unit or district manager. You've got to be able to juggle a lot more in multi-units than in one building; many more personalities. I feel managing managers is much different than managing staff. There's a different expectation, there's a different need, and a different understanding you have to have of your business. It's more working on your business as opposed to in your business... (M14)

*Interview Question: Describe the succession plan your company uses.*

...we actually have a review board they have to go through...If they're not the top quarter of the managers in the system then, that's just the price of admission, we won't even look at them...we put them through the multi-unit stages and look at some of the more subtle and nuance learnings and really look at do they have...advanced leadership competencies... (M7)

...they probably have developed somebody underneath them to take their role. (M8)

...based on performance and formal interviews compared to the peers and the others that want to be in that position. (M9)

...a formalized succession planning where our general managers evaluate their management team and then our multi-unit managers roll that information up with the assessment of their general managers; their results oriented based on the results...

conduct a succession planning meeting and map out where our people are and who is eligible to be promoted and who needs additional training or coaching or replacing. (M10)

In order to be considered, or the ticket to the party if you will, you have to have all your metrics in place before those discussions even begin. So your profit and loss statement has to be in good order your customer service scores has to be in good order, your turnover has to be in good order so all of those types of metrics, store is cleaned, all that has to be in good order, not perfect...there's a process that the regional directors undergo amongst themselves and we as DMs undergo as a group to determine behaviorally who they should spend time on to get them ready for the next level. (M15)

We identify people at 3 capacities; we evaluate them as adding value, value maintainer or a value detractor. Depending on where you fall in one of those 3 buckets, then we use a system that goes back to situational leadership where people are green and growing. We identify them and they go in 1 of 9 boxes. You could be a seasoned professional, you could be a star, you could be a person that's in an ongoing development box, and then we customize written plans based upon where they are to train, coach, teach, and develop them. For example, I have some seasoned professionals that work for me that are people that have been in the business a long time, that are very good, very talented; however they have no desire to go to multi-unit, but they are very good at what they do. In some organizations, you would toss those people to the side and be like "well you have to want to go to the next level to be successful." What I have learned is great GMs don't make great multi-unit. It helps but it's not a requirement. I've seen good GMs become phenomenal multi-unit because it's a different skillset in those 2 capacities. So you have to be able to recognize that some people don't have those abilities and skills. (M17)

#### *Bench planning:*

...no gaps in my bench...each district manager...has what we call a bench where we list all the general managers we have...we call them ready now or maybe even expandable...we always have that going, even if it's not part of your training its part of your job is to have that bench updated and spending time with the people who need to be developed... (M1)

...we call it bench planning- who's on the bench... (M3)

...have templates to fill out we call it a bench plan. We go through and put together a bench plan for our people individually and try and tell their development needs...once a month we go through our bench plan and check on the progress, on the development of people...we spend the bulk of our time talking about recruiting, hiring, training, how are the people we have in development doing, so I would say that one monopolizes a lot of our time on our one on ones and the bench plan is part of that and it has an ongoing ticker. Each month we can check the progress and see how they are doing and we rack

the performance with readiness and comments and we update that monthly for each employee and share with our development team. (M4)

...building a bench for upcoming future stores... (M13)

*Candidates:*

...when they're ready, you'll know you're ready... (M1)

...we go over my roster, my line up of managers by each location...we put together a specific plan for each manager in each location...the high potential candidate to take over my job and then we do what we call manpower meetings...high potential candidate...we start getting involved in training other managers... (M2)

...we promote based upon two things...performance...potential...we also look at their capacity to take on more... (M5)

...I try to stay way ahead on staffing...I want my folks to see we give them those opportunities...we have the high potential meeting, but we also have some core beliefs that we like our leaders to use. (M8)

...everyone gets on the phone and everybody is able to express their opinion of that person so that we can feel good about moving forward with them or giving them continued development or better development, different development moving forward to get them where they need to be for that role... (M11)

...we have people that we have defined as high level, high potential, we're already working on development with them...even when you have somebody in your system and you have to look 6 months down the road, 12 months down the road and you have to have constant ongoing training and development for people because you can't just go through one training programs when someone is first hired and then they're off on their own and they're good...we have very regular manpower calls...we're constantly identifying individuals who are top performers and high level potentials...when I'm looking for candidates, I'm certainly looking for a certain skillset, so I know that when I hire an individual, and everybody's different, but when you are hiring for a certain skillset that you are looking for pretty much the persons' coming with a pretty good solid resume...certainly, you are not hiring a general manager and telling them, today we are going to teach you how to do table visits, that's not something...that better be in their tool box already. (M12)

*Interview Question: What methods of assessment are in place for evaluating general managers' preparedness for advancement?*

I think one of the key parts to the PDP [personal development plan] is the goal setting...It's very easy to come up with a list of things to do, but if you don't follow up

with them; if you don't go back and set up goals, and compare you goals to your results, then it's a waste of time. (M1)

...make sure you have set goals... (M2)

...it needs to be targeted for their development and their either specific deficiencies or building on competencies that they currently have that they will need to develop even more to become masters of...for someone to become, to really be able to say, I am now a master of multi-unit development, they would have to have a portfolio and show here are the seven general managers and managers that I developed and got promoted in the last two years... (M7)

...every development plan varies tremendously. You will have individuals who will have communication, that will have organization, that will have innovation, or leadership or any of that or even integrity...not only describing what that person needs to do to improve, but also what does success look like...if somebody had a training opportunity in their development plan...the goal measure would be whether or not you achieved those two people in the next three months or something...each individual district manager has one of those to identify key factors that would allow us to move up to the next level...we identify 3 strengths of an individual and then 3 opportunities...if an individual is very good at communication, we definitely put that on the development plan. If an individual is really good at promoting people, we will definitely put that on the development plan as well. If they are not so good at it, we also put it in there as well so we can help them to identify key exercises to improve that specific behavior. (M1)

...weekly one on one's with each of my main managers...we start them on a plan for the next week. (M4)

...we have it in place for anybody who wants to get promoted; it's not a required document, but we have one for every level in the organization...It's built along our core competencies and we'll align certain tasks and goals and dates for deliverables to work towards for that. (M5)

...there's development plans that we all have that we are constantly working on... (M8)

I think that there's a lot of information that people have to absorb in their brains in a short amount of time, there's a lot coming at them; you're drinking from a fire hose almost. You have to allow the time to breathe and little more time because it'd very easy once you are in this business to get wrapped up in the day to day operations and very quickly you cannot work on future training and development. It's a learning process really. I learn new things every day. I think you have to specifically set goals, set development goals for yourself and each team member on your team...we're always identifying people's strengths and opportunities so if you have that individual that has an opportunity in a certain area you can assign that person to take one of these online courses that may help them in their development of that area...I think for my own

personal development, specifically for multi-unit, I know that if I had to identify an area of opportunity that I don't have as much knowledge, or not as comfortable in is probably more in the real estate and lease develop for properties. (M12)

...there are five leadership competencies and what we'll do is, I'll ask them to identify what they think they do well and then which of the competencies they need help in and then I'll do my own assessment and we'll sit down and share and calibrate and the differences is where, a lot of the time, where we will build the action plan... (M15)

...development is through quarterly developmental plans that I write in conjunction with my boss and my human resource manager just to make sure I'm continuing to work on my own development. We also do a lot of work on what we call the culture of accountability within our organization... (M16)

...a development plan that scales...more of exceeding expectations, meeting expectations, not meeting expectations, and you're in trouble. I'm not sure what that last ones called, but it might be your last place if you don't change. Sometimes, that hits the magic button, sometimes it doesn't. (M6)

...competency map... (M7)

...success profiles... (M9)

...people binder... (M10)

...extreme training checklist...report out on what I learned from it – “here's what you have to do, what did you get out of your experience.” (M11)

## APPENDIX F

### RESPONSES FROM HU FAMILY – NEXT STEPS

*Interview Question: What does ongoing training look like at your level?*

...I have found I always learn more from my failures than my success...we are a lot better at defining what we need to do and how...making sure they are set up for success. (M3)

...usually they are assigned a peer mentor and that peer mentor checks in with them usually on a weekly basis...had to relocate a store and open a brand new location all within about a 2 month span... that's an incredible amount of work even if you had been a DM for 10 years... there's really no training on how to do that as a district manager...there's just so many little things that come up that is not in the training...peer relationship and communication, without that you won't make it in this position. (M9)

...we establish the foundations lines and then follow-up on it and make sure a smooth transition into the role of leadership because they don't normally train in the restaurant they are going to work, then we have really good success and tenure with our people. (M10)

...we try to give them as much exposure and experience for that as much as possible, but at the end of the day you have that succession plan and that development plan really falls on the individuals' market partner and then it will go to a different level once they have talked to my boss and the board of directors. Then we kind of get them in more of a position where they are coming to meetings and they are doing some things with a higher level of exposure. (M11)

...our training program is getting accredited. They are going to be able to get assigned a certain number of credit hours based on going through all those modules and learning how to do the manager, the area director, the general manager's positions in this company. (M16)

...every couple of days there's a morning phone call with a cup of coffee where we are going through our routines for the day to make you sure don't feel lost, make sure you don't feel like what should I be doing today; and the affirmation that you are doing the successful thing to keep you on track. (M4)

...they are going through some type of development class at least once a quarter...development is not about waiting...you got to take ownership in that development and you have to take ownership in your career and future. (M3)

I encourage them to do other things to get what I call outside their box, and sometimes they'll attend leadership classes in the field. Or if they feel like they need help on computer skills than we'll sign them up for computer classes. (M4)

...created out of the box - from a marketing standpoint, operations, people development; it's based on 'here's what you have to do' and the rest of it is up to you to grow on. (M5)

...you could have someone that is developing and they could do go those same classes but they may spread that over the course of 18 months or they may go to those same classes over the course of 18 days, depending upon the level of experience, but if it's developing them then its teaching them what they need to be successful in their position; I think that's the difference. (M7)

...exposure to different leaders, different insights... (M8)

...leadership conference...Women's Foodservice Forums for women in leadership roles...ASTD is the generic training and development program...CHART, council of hotel and restaurant trainers... (M10)

...it is very rewarding being able to take the things that have been successful for you or know the things to be able to teach that to a mass amounts of people and watch restaurants grow and be successful is extremely rewarding. (M12)

I'm working on my second Master's degree. (M13)

...I have been a DM for so long I haven't gone through any formal training in 10 years. (M15)

We have a program where we pay for tuition; reimbursement for managers so they can expand their careers; I've got multiple folks who are finishing up their undergrad and others working on their Master's program. (M17)

*Interview Question: What changes would you like to make to the training programs?*

...we are beginning to test and play with adopting a collegiate model...it would start with basic organizational integrity...how to manage your emails and how to manage communications...those fundamental and foundation pieces. Then it would go to situational leadership and then fierce conversations and it would begin to build out... (M7)

...I think that I would have more of a key, a specific action plan for those people on the verge... we don't really vet it, really sell it before we put it out there because we are in a hurry to put it out there...I want to put them in the seat; if they are really on the verge, I want them to supervise 1 or 2 other restaurants besides their own. Not that the area director that is over those restaurants backs away but really sits in that mentor seat even more...my belief is that they will be more indoctrinated and understand their position more... they are going to be a lot more efficient, a lot more effective, and you are going to be able to drive results in those individual units, to a higher level quicker. (M8)

...I think [real experience is] incredibly valuable; to be able to hold the keys and operate a district and take the phone calls and be the first point of contact for 11, 12, 13 locations, because what the training program does not provide to you is that real life



experience until you actually get into a role...I would formulate a program for which a store manager who has the capabilities who has the willingness and the desire to go into the district manager position to operate in that capacity for a time limited assignment so that they can actually experience and success can be measured by the scorecard performance of that district... (M9)

...updating our management development program... (M10)

...I think from there you should run a store for at least a month, if not 2-3 to also see the struggles, the wins and losses in that position. I think you should follow one of your peers for at least 2 weeks, if not a month, to learn about those struggles also and find out about what works and what doesn't. Then have a mentor to guide you through the rest of the process when you actually hit the ground. (M14)

*Interview Question: After the training has been given, describe the follow-up for the multi-unit managers.*

...when you do it [follow-up] every other week, you allow the person to explore a little more and really focus on the weak defined behavior... (M1)

...very targeted and very aggressively for 5 weeks and then we come back and have a 90 day follow-up to be able to make sure we still, that the behavior change has been institutionalized and that we are continuing to see the results that we wanted from the training. (M7)

...they follow-up with the individuals 30, 60, and 90 days...more or less in the form of checklists...implementation chart... (M10)

...the follow-up is a more formal scheduled time together. The regional director is a little vague on that and part of it is tactical and they'll see if the DM will reach out to them, aside from scheduled times. They want to see how motivated the DM is around their development, how much importance they are placing on it, the priority level they are placing on it. Some of it definitely there are some tactics to it. (M15)

...it's about my development so if I'm not doing it...the development plan tends to be less about business and more about you. If I'm not doing it, it's probably hurting the business less and hurting myself more. It's something that I'm self-motivated to do, so I check in and inform my bosses what I am doing. As a better way to say, I almost tell him how he needs to support me. How he has to help me achieve those things on there. (M16)

We also, at the company that I work for, have a great e-learning capacity. We use it for monitoring training. What we found was a lot of people would go through training and we'd ask them 'did you do this training' and they would say yes because that was the answer they knew we were expecting to hear, but when we went back and started

testing them, we found out that they were just telling us what we wanted to hear. With the ability of the e-learning, we have the ability to track and monitor and validate that the training that they said they got is being completed. (M17)

...we spend time with each of the departments – accounting, marketing, facilities, human resources, and operations; to learn their role and how they can support us in the field. (M2)

...they spend time going through headquarters and one on one with department heads; functional department to get a better understanding of how headquarters supports them. And then they spend a lot of time with me, out in the field, looking at things from how I look at them and what I'm looking for; just setting expectations. (M3)

...it's important for us to really spend that time together and dig into their store specifically and come up with an action plan for next quarter with things to improve on. (M4)

...I also work in collaboration with other department in our restaurant support office, so we have our marketing team coming to visit a restaurant today. See how we can support our restaurant from a marketing standpoint. (M5)

...they need to understand that people are the most important aspect. They have to understand that. If they don't surround themselves with great people, sometimes even smarter people than you, you will fail miserably. (M6)

...you are tasked with a problem that the company is dealing with and you are broken up into teams and you would get 6 months of working time together, whether that's via phone or Skype because you are usually across the country...we have them with certain subject matter experts like someone who's really great at office organization, someone that is really great from the culinary standpoint as an area director, we really try to get them with them for days and then setting up mentorship. (M8)

...part of the required training was to spend time with other disciplines within the business; so human resources, our training department. (M9)

I spend time with my market partners 4 times a year, the other market partners 4 times a year, so we're always together, talking and getting ideas and so just the corroboration of thoughts is really ongoing for everyone. (M11)

...it might be just identifying people, so I'll send the people who are my top, top performers in certain areas over to other restaurants, other businesses and say 'hey, I need you to go spend time with this other person and help them out, they just came out of training, and I want to give them a little bit more exposure to this side of our business...we do have an annual global conference that pulls the entire bigger part of the company together. (M12)

*Mentor:*

...an opportunity to add a peer or a mentor when you come out of training in 'here's your laptop and the keys to your car, go ahead and tell me if you have any issues'... if you have that mentor, he doesn't necessarily have to be with you every day...share face time in the car, spend the day together, being a mentor...I think that if you know you have that system set up and in place, with a mentor or you are shadowing somebody in that position for a while, that transition is so much smoother...for me the challenges was the reports and who do I go to for this questions and who do I contact if I need to get this fixed. Some of the ins and outs of how the machine works in our organization; you don't know that unless you are already doing it...with having that mentor, if we did that together in the morning, it would have been awesome. (M4)

...it's also really good for the mentor to have the mentee, it keeps them sharp, keeps them talking about what makes a great multi-unit manager; it's a lot with them being involved as well. So the mentor program is probably the biggest, or having a mentor is probably the biggest helping guide you, probably the single most important thing that a company can do to have a successful transition from GM to multi-unit manager or from an outsider coming in. (M6)

...in the interim they have sponsors... (M7)

...I wish I had a good mentor...internally within the company, really trying to expose you more to the leadership level's and set up mentorship for those people that are high potential that we are like 'hey this person can handle more'...they will also have a mentor that will be given to them, usually an executive leader...they end up getting a mentor in their new position and helping them and guiding them in the training for that position...it's like 'oh, you're my mentor...oh, I'm your mentor'...in any mentor/mentee situation I think that you play the different roles at different times...I think that I would have liked a really solid mentor that they would have put me with, that would have helped. (M8)

...taught me some of the more specific things that I needed to know that the company specifically related to company forms and procedures...a lot of times multi-unit managers can be very entrepreneurial and they want to make decisions that are best, that are not always right but not always in line with what the exact company standard is... (M9)

I've always found that I've gotten some of my best guidance and information through people mentoring or just identifying...when I was a younger manager I would always work with different kitchen managers, general managers, operations managers, and I would see the good things and the not so good things and I would say to myself, "well, I don't want to ever do that." (M12)

...he had enough patience and wisdom to let me vomit all over myself. I must have run on for about 15 minutes. I was so wrapped up in the job was about me. He was wise enough to tell me this..."look at that young lady over there, look at that young man back there, the young man that is bussing that table, your job is not about you; I've given you 800, close to 900 people for you to see, and they depend on you to feed their families, put their kids to school, pay their car payment, pay their house payment, put food on the table so they don't live on the street; your job is not about you, your job is to give these people very good leaders to lead them so they can do that very well..." I ask people that I'm promoting into that responsibility, I say "tell me about your best teacher, coach, or mentor"...they are able to tell me the persons' name, they are able to tell me what that person did to them, and without exception, there's not been one time when I asked "was that person easy or hard on you," the answer has always been "hard" and the fact that they got the most out of me, or they drove me or they expected more from me or they asked more from me than I was capable of doing. (M17)

*Feedback:*

...crucial to the development and training of the individual... (M1)

...be able to multi-task and give that positive feedback and know when the absolute right timing is to come in and give the corrective feedback and coach the team up... (M4)

We have probably 6-7 general managers currently in our talent pipeline that are up for promotion, those that are considered for the next position are those that have taken the feedback that they have gotten on what is it that they need to actually learn and grow and takes steps to grow in that area; put themselves in challenging positions. (M10)

You look at the overall individual and certainly how they act as a general manager in their restaurant and they have a restaurant team it's all in how you see they interact with their current team, how they conduct their manager meetings, how they conduct rewarding people, how they correct people's behavior, how they are with their discipline, how consistent they are, how they treat the people, how they conduct their reviews with their managers, they weekly one on ones with their managers, their feedback, what kind of development and how their team overall, from a cultural standpoint, how that team operates together... (M12)

I don't think they are given any feedback, but I wish I had more feedback during my training experience...the feedback was not as it could have been. (M14)

...it starts with awareness, willingness, education, demonstration...reinforce...we validate that they are able to do it and we have a reinforcement out there that we do over a course of 5 weeks. (M7)

...the internal ones certainly are geared specifically for our company and then there are actual tests that we take at the end to validate your knowledge on the course you just took...There are some actual company mandated regular ones that we have to take annually, so there are so human resources courses that are specific to us that even at my level, every year we have to take that course and validate that we have taken it through this online piece to remind us that again of certain laws within the company we need to uphold...You have to validate and sometimes you can't be there every day like you were as a general manager and you have to validate people doing the right things by you. That's why it's important that you keep a lot of notes, so when you do have that time and you go visit businesses you don't have to look back and wonder what things you are specifically going there for because you always want to add value. Getting on a plane and going somewhere doesn't do anything for anybody if it doesn't add value...the biggest part is you are validating, you're validating the physical plant; you're validating the things that have been told to you over the email or over the phone, have actually been done. Those things are actually happening. You are going to sit down and order food all day long and you are going to what food coming through the window, you're going to validate that the recipes are being followed, the food quality is good, the servers and bartenders are going to be doing what they are supposed to be doing. (M12)

*Interview Question: Describe your vision of the training and development programs for multi-unit managers in your organization 5 years from now; if it could be ideal, what would it be like?*

...I think the biggest thing for us is going to be the scalability factor. (M5)

There are certain things a manager can't really learn until they are in their position, the whole compensation model and administering compensation is something they learn in role and I would like to be able to provide some online learning to give them some foundations philosophy for that so they understood it before they got into their role. (M10)

...the hardest transition to make in the industry in my personal opinion, going from a GM to a multi-unit. If we could start out really with some more development...getting some of the experience, a real life situation...is just helpful. (M11)

There are a lot of great programs out there right now, unfortunately cost and time doesn't permit us to bringing in everybody that we would like to pass that information to. 5 years from now the vision would be to find a way to electronically do that...to be able to get to a platform where we would be able to broadcast meetings electronically instead of bringing everyone into the headquarters...get that information out to larger groups faster and be able to go deeper...I think technology has played a huge role in our ability to be able to collect data and information and use that. There are some dinosaur area coaches, multi-unit managers out there that really that have been in their position for maybe 30 years, 25-30 years, longer than myself even or just as long, but have not chosen to get on that technology bandwagon and learn the things they need to help

themselves be successful...if you're not able to attach a document...if you were able to do those things, that allows you to spend a lot more time developing your people because you are not spending time learning how to open a report up or attach it or send it or look at it. (M4)

We do a lot of phone conversations and video; we use Adobe Connect Pro a lot because we all have cameras and we love their virtual meeting space, because we can capture notes we can see each other, share our desktops and documents seamlessly back and forth, and it also captures everything which is spectacular. We just opened one up so we'll make notes on deliverables and those kinds of things and get it done and automatically email the note pods to all the participants so we got a record of all the notes we made and that kind of thing. (M7)

There weren't cell phones when I started, right? If you weren't willing to adapt to that area of electronic development, then you're behind. I think the secret to success is to be able to open your mind to the possibilities that are out there, seek to find a different way. If somebody comes up with a better mouse trap, you got to be like "hey, that's a better way, let's give that a try." (M17)

*Interview Question: In your professional opinion, what is the relationship between the actual amount of time spent in training and individual success in the business?*

I think sometimes training is so good, or can be so good to the point that it doesn't teach them to fail. I don't want them to fail, but like I said, sometimes you got to learn the hard way. (M3)

I think it depends on the skillset the person brings with them already. It depends, are you going to measure crossover skillsets as they go from one brand to the next, training is not as important. I shouldn't say it's not important but I think there's a quicker response time or quicker adaption. The areas that I felt in a struggle were like behind and I don't know why are the areas that maybe are brand specific to a new job. (M4)

Typically we will always promote the high-performing operator regardless of tenure, because we are looking at your performance at the restaurant level. (M5)

It's directly related. I think that we continued training on a daily basis...you learn the best when you do things. So part of your day is doing the things you learned in training. And part of that is learning things while you are working. That goes hand in hand with training and being successful in your position. (M1)

...when you look at certain individuals in our organization that maybe their training wasn't complete or maybe it got cut short because their restaurant opening got moved and there was a need there. For those who went through that short-cut training to fill the need have not succeeded. So we learned from that over the last couple of years and we've gone to very stringent training processes and we never cut training short

regardless of the cost. We never cut training short regardless of the time or the restaurant opening date. We've always stayed with that and we have reduced our turnover by doing so. (M5)

I think there is a correlation between training and performance if training is pointed at things they needed to know or specific needs they have that we are trying to strengthen. (M7)

First of all the training should never stop. When training stops, the business fails. So there's a huge correlation there. So many people say training is an expense but training is really an asset to the company. So I just ... training is vital, that's really all I can say. It's got to continue, if it's not there, those are the businesses that are going to fail. (M13)

I think that relationship is huge. I know that any of my stores that are successful, it's because the store managers, takes everything from the teaching standpoint – every conversation, every opportunity – it's always taken from a standpoint of teaching something, constantly coaching something; finding development in whatever is being done. (M15)

I think the best way to be successful in this business is not to believe that you know it all or that you've been there, done that and you've got the t-shirt. I think you have to be able to open your mind to the fact that the business is simple, but simple is hard... I think training never stops for the successful people. The people that quit learning or training grow stagnant or leave the business. (M17)

*Interview Question: What additional comments would you like to add or words for wisdom for upcoming multi-unit managers?*

I tell my managers all the time is if they are comfortable, they are not growing. I spend a lot of time encouraging my teams, find ways to be uncomfortable, not uncomfortable in a bad sort of way but uncomfortable in a good kind of way. And if there's something they don't know, you know I think a lot of times, most people are waiting to be trained or waiting to be told, waiting to be taught, and that's not what I preach. I preach if you don't know it then raise your hand and ask it. We'll figure out how, what time, resources we need to put against that... So, sometimes that's not always professional, sometimes you are learning something about yourself personally, to make them better people in general, and that has a cool relation on how they interact with their other teams and their guests. I'm open to a lot of different things, and I don't think there is one cookie cutter, you know I'm not a cookie cutter kind of guy. What does that person need and how do we get that done. (M3)

It's definitely a unique role and it's different in any organization you go to. And I think that it's different...I've had markets with older saturated markets with not much growth and I've had newer markets with much different expectations. So I think that adaptable and ready for change is very important. I also think it's important to lead by example.

It's incredibly important, again, because I think that multi-unit managers embody what the company is and what it stands for. We can probably realize as they walk into a restaurant, as they walk into a building, they represent that organization and what they stand for. (M5)

The GM job in most companies is the best job in the company; stay with it. In all seriousness it actually is. Compensation to quality of life ratio, sure; the multi-unit job is tough for everybody. People think that if they are a good GM, they should be a multi-unit manager, and they are far from mature. That's why there's a fairly high failure rate for multi-unit managers. (M6)

...be vulnerable to your opportunities, don't be afraid to ask for help and at the end of the day results matter and to get those you have to have the right people. If you don't have the right people, you're done. (M8)

Be flexible; be willing to change and go with the times; and adapt to the different generations you will be working with and those that will be working for you. (M9)

Multi-unit managers, one of the big culture leaps for them they are making the leap from being the boss of 60-120 team members to being the company for their whole area. So, when people talk about the company they work for, they're really talking about the area director. Those people are the ones that really represent the organizations' vision, mission, and guiding principles at the restaurant levels. It's a...significant change in how the person is perceived and it comes with the role. People are always watching and when they think about the brand that they work for, it's not the logo on the building, it's the person in the multi-unit role. (M10)

I think it's a tough transition from operating 1 unit to going to multi-unit. I think you have to be patient when you first get into the role and know that you are not going to find immediate success. When you think you got it figured out you don't. I think the learning curve is about 6-12 months going from single unit role to multi-unit role. After that year is when you really start coming into yourself, because you've got the loyalty and trust of your people and that's first and foremost the most important part of it, to get the buy-in, loyalty and trust of people that work for you first and then it's much easier to get results. (M11)

Being a multi-unit operator is a great opportunity. It's a lot of work. It's a lot of balancing. It's fast moving, but it's also very exciting. You have to find the balance. (M12)

Ask a lot of questions; evaluate what the company's expectations are and make sure they are in alignment with what your beliefs are; keep in the back of your head, the P&L is important, but it's not the primary part. If you are doing your job appropriately with training and coaching, the P&L comes together on its own. It's an automatic thing.



Never build your business from the bottom up, build it from the top sales line down. (M13)

Get ready; get ready, because you're going to have a lot of responsibility. A lot going on and it all changes in a moment. (M14)

It is not enough to provide a great work environment and good pay in a cool brand recognized place to work, you have to engage them, you have to engage their minds, you have to develop them, you have to help them to see the dirt, you have to help them to identify where opportunities are in the P&L and then, when you can get to that point and they are coming to you with 'hey, I want to talk to you about opportunities in my P&L', fantastic – what do you got. That's the difference. (M15)

There's a measurement for everything, whether it's on human capital, whether it's on sales, profits, guests, anything – there's a measurement for everything and when you hit those results, you are more likely to be moved up quicker. Many years ago, this business was having...I don't know if anybody has said this to you or not, but this 'good ol' boy attitude', the best friends of the boss got moved up, got promoted. I don't know of any companies where that still exists – results matter. You get results, you continue to move up. You expand your influence and help other people move up, you move up faster. I guess, ultimately, results matter (M16)

A lot of people want instant success and you have to build a foundation through training, coaching, and developing people from a long term perspective. I think about the most successful companies and the most successful people I have been blessed to work with in my career, they taught me the value of looking at long-term as well as short-term. It doesn't take a whole lot of talent to go in and identify things that are wrong; it's pretty simple – "hey, that's wrong, that's wrong, that's wrong." The skill is identifying, I see what's wrong, how do I fix it and how do I make sure it doesn't happen again and how do I make it so I don't go back and revisit this again. I think that it's the patience and wisdom, both short and long-term. I talked to you about realizing the leaders you put in place are the most important thing in their job; hiring and training the best managers for your people, if they do that, their job will be a heck of a lot easier. They'll be a lot more successful and they'll have a greater sphere of influence with people if they do that effectively. (M17)

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