

**FACTORS THAT CONTRIBUTE TO THE SELECTION PROCESS  
OF MEETINGS FROM THE PERSPECTIVE  
OF THE ATTENDEE**

by

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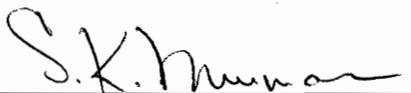
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(ABSTRACT)

Despite the prevalence of articles concerning meetings in the literature, no major studies have investigated the importance of this activity from the perspective of the attendee (Price, 1993).

This research is a replication of part of Dr. Catherine Price's dissertation study "An Empirical Study of Professional Association Meetings from the Perspective of Attendees" (1993). The paper presented is a research study in the area of meeting/conference attendee preferences. This research tested which attributes of meeting selection were of importance to a particular population. Dr. Price (1993) identified four variables as important attributes for attendees in their selection of a meeting. They were: a) education, b) leadership, c) networking, and d) professional savvy. The primary hypothesis was directed at confirming the validity of these attributes. Four factors emerged in the analysis of this study. Three factors were identical to the Price (1993) study. These factors were: a) education, b)

leadership, and c) networking. The fourth factor that emerged was named potpourri. Ultimately, this study attempted to be significant in assisting meeting planners in the preparation of more effective meetings.

## DEDICATIONS

This research project is dedicated to my grandfather, Mr. Timothy L. Burno, Sr., for his silent strength and perseverance and for showing me that all things are possible.

To my parents, Oscar and Carol, my siblings, Vanessa, Keith, Eric, Cheryl, Randy, and their families, for their spiritual guidance, counseling, motivation, constant love and support.

To Ronald, my partner in all endeavors, for believing in me.

And thank you to He who makes all things possible through faith.

"But seek first the kingdom of God and His righteousness, and all things shall be added unto you."

Matthew 7:33

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## CHAPTER ONE

### Introduction

Many questions have been raised concerning the meetings management industry. For example, what constitutes a meeting; what is meeting planning; what are the functions of a meeting planner; and what attracts individuals to particular meetings? Meetings have become a perfunctory part of society. Whether these meetings were small, informal gatherings or large scale, multi-media extravaganzas, during some part of their adult life, most individuals attended a meeting. Understanding the components of a meeting was important for this research.

Webster's Dictionary (1974, 883) defined the word meeting as "a coming together of persons or things (or) an assembly; gathering of people, especially to discuss or decide on matters." To more accurately define the modern meetings management industry, one must pay attention to the fact that these assemblies often include other aspects such as facilities, food and beverage, technical support, audiovisual equipment, transportation, housing, and entertainment (Rutherford, 1990).

According to James Jones (1976), meeting planning is the organization of an association or corporate session. These sessions can take the form of trade expositions, sales meetings, training sessions, annual affairs, and many others.

The role of the meeting planner is conceptualized as that

of a financial manager with the responsibility for two types of investments. The first investment is a direct dollar investment. This money is used, for example, to pay for accommodations, food and beverage, and registration. The second investment is an indirect intangible investment of time. The attendees and the planner must invest time for travel and attendance at sessions. Time is a valuable resource (Jones, 1976).

The literature indicated that the planner is involved in many of the activities which constitute the responsibilities of a manager. These activities included planning, organizing, leading, coordinating, communicating, and controlling. Based on these links to management, the planner can also be referred to as a meetings manager.

According to Jennifer Juergens (1991), it takes a unique kind of person to become a planner. The work is stressful and filled with details. One must be a staunch negotiator as well as a caretaker with tremendous people-oriented skills. Because the meeting planner serves as coordinator and manager of so many diverse and varied activities relative to a meeting or convention event, perhaps this working definition will assist in the understanding of what a planner does:

A meeting or convention planner is an intermediary in the travel distribution system who links business travelers with travel services, and coordinates the details of that linkage to produce a successful meeting or convention (Rutherford,

1990:23).

### Justification of the Study

In order to justify this study, a framework that leads into the necessity of this study was constructed. Leslie This (1979) suggested that in order for a meeting to be successful, one must be aware of the participants' needs and address them accordingly. With this thought in mind, it was important to chart the waters surrounding meeting and conference attendance. Examine for one moment the possibility of preparing a meeting with no target audience and no idea as to what motivates an individual to attend this meeting. There would be no focus for the meeting.

In 1993, Catherine Price highlighted Helen Schwartzman's statement:

I argue that because meetings are so basic and pervasive a part of social life and so prevalent as well as ordinary in American society, that their significance as a gathering in these settings has not been recognized. For these same reasons they have been overlooked by researchers (1989:74).

Price (1993:1) went on to make her own deduction that:

Despite the prevalence of articles concerning meetings in the literature, no major studies have investigated the importance of this activity (the meeting) from the perspective of the attendee.

Price (1993) utilized Schwartzman's statement to introduce her dissertation study on professional association meetings from

the standpoint of the attendee. Price's (1993) study is one of the few empirical studies concerning the meetings management industry. The industry is constantly changing and what is important today may not necessarily be important tomorrow. There is one aspect that will remain consistent throughout; this is the "attendee." The burden is placed on the planner to develop effective meetings to attract people. This can only be done if the planner has some insight into the following: a) his/her target group, b) what motivates attendees, and c) what are the benefits/outcomes for attendees. It is because of the above mentioned reasons that the following topic was selected for this study: meeting/conference attendees and what influences these individuals to select a particular meeting.

### **Background of the Study**

This study was a replication of part of the dissertation study "An Empirical Study of Professional Association Meetings from the Perspective of Attendees" (Price, 1993). In the Price (1993) study, four factors were identified as attributes used by attendees in selecting particular meetings. These attributes were: a) leadership, b) networking, c) education, and d) professional savvy. Price (1993) then went on to investigate whether there was a predictable pattern, in the perceived importance of the attributes, that is related to the attendees' career stage. This study attempted to recreate

the factor analysis segment of the Price (1993) study to determine if a different population of meeting attendees identified the same factors as important attributes for meeting selection.

### **Statement of the Problem**

The following problem was identified: Are factors contributing to the meeting selection process identical for various populations?

### **Purpose of the Study**

The primary purpose of this study was to test whether the factors emergent in the targeted population were identical to the factors identified in the Price (1993) study. The literature in the Price (1993) study indicated that various people will utilize three attributes in selecting a meeting. The findings of the Price (1993) research identified four attributes. The results of the present study was compared to the Price (1993) study results to determine if these attributes were the same for persons in different professions. Ultimately, this study disclosed information that industry personnel can use in order to prepare more effective meetings.

### **Objectives**

After careful consideration, the objectives of the study

were determined to be the following:

- 1) To determine whether or not the factors of attributes contributing to attendee selection process of professional meeting identified in the present study are the same as those identified in the Price (1993) study.
- 2) To provide information that planners can use in understanding participant needs.

### Research Questions

The primary research question for the study has been identified as the following:

- 1) What underlying factors exist for the Council of Hotel, Restaurant and Institutional Education (CHRIE) conference attendees in their selection process to attend a professional meeting?

There were two addition questions more specific in comparing the Price (1993) population to the targeted population. These questions were:

- 1) Are there similarities or differences in the meeting attributes identified in the Price (1993) study and the present study?
- 2) Are there similarities or differences in the amount of total variance explained by the attributes identified in the Price (1993) study and the present study?

## Chapter Summary

In summary, one can see that in order to understand why meetings are essential to society, one must also understand why people select particular meetings. For planners, understanding the attendee will assist them in preparing a more effective meeting. This study attempted to assist planners in preparing such meetings.

## CHAPTER TWO

### Literature Review

In the previous chapter, an overview of the study was provided. The literature review yielded an in-depth look at the meeting planner and meetings, growth in the meeting industry, motivations for making decisions, meeting planner and attendee expectations and the factor analysis results of the Price (1993) study. The following discussion attempted to develop a foundation for this research by relating the importance of these issues.

#### The Planner

##### Types of Planners

Meeting planners can be identified by the following four generic categories: a) corporate meeting planners, b) association meeting planners, c) government meeting planners, and d) independent meeting planners.

Corporate planners are employees of businesses who have as one of their responsibilities (but not necessarily their primary responsibility) the planning and execution of the details of meetings for the corporation's employees, management, and owners. In the early 1980's, the trend for corporate planners was to be placed in a centralized planning department to maximize productivity in the establishment

(Ghitelman, 1988). The trend today is to have the planner work in other departments to justify maintaining a full-time planner (Crystal, 1990).

Association planners are usually full-time, paid employees of professional, trade, industry, scientific, and other types of associations. Association planners are involved in the execution of board meetings, educational seminars, professional and technical meetings, local and regional meetings, as well as any other meeting that may be required by the executive board, staff, or membership.

Government planners exist at all levels of government and are a new category of planners. These planners act in the same way as a corporate or association planner, except the government planner operates under many more budgetary constraints. This does not diminish the scope of the job, but amplifies the necessity of having management skills.

Independent planners are usually individuals or small firms that provide meeting planning services directly to corporations, associations, or other groups for a fee. Independent planners are entrepreneurs with their own business (Bastian, 1989).

### Functions

As a meeting planner, it is important to be extremely versatile. The meeting planner should know a little bit about each area of hospitality. This will assist planners when they

begin to negotiate for accommodations, food, discount transportation, and facility usage. Each planner must budget funds and manage group billing accounts (Chamberlain, 1991). The planner must be able to manage material resources and human resources in order to accomplish a task. Rutherford (1990) listed the functions of the meeting planner as the following: Site Selection, Controlling, Food and Beverage, Planning, Entertainment, Leading, Speakers, Communicating, Transportation, Organizing, Lodging, Budgeting, Registration, and Coordinating.

Each component is an interdependent part working together to create a system. The numerous functions of a planner discourage the misconception that planning a meeting is easy and the myth that meeting planning involves only parties and fun (Juergens, 1989).

### **The Meeting**

#### Purpose, Objectives, and Needs Assessment

The development of a meeting is a tedious process. The planner must be physically and mentally aware in order to handle the rigors of the job. Each meeting must have a purpose and an objective. Literature proposed that meetings perform the following purposes: motivation, education (training), information, or a combination of two or more of these factors (Jones, 1976).

The objective of the meeting must be specific and should

be measurable by some tangible means. The planner should have objectives for the attendees as well as what should be accomplished at the meeting.

Once clearly defined, the purpose and objectives will be tools for managing the other components of the meeting. They must be in order before preparation can begin. The purpose and objectives will put the meeting in motion.

Before the meeting's plan of action can be developed, the planner must determine if the meeting is actually necessary. The process by which one determines in advance what the meeting must cover to fulfill the needs of the attendees is called "needs assessment" (Letich, 1991). A complete needs assessment will determine three things: the issues the meeting must address, the perceptions of the attendees, and the impact the meeting is intended to have (Letich, 1991).

The needs assessment works with the development of a purpose and the objectives. Meeting planners must consider themselves contributors to the bottom line instead of a deduction from the bottom line. This requires the management of money and time. It may be the case that a full scale meeting is not necessary and the information could be disseminated by another means, for instance, a conference call. The planner must be willing to take on the responsibility of a decision maker and step away from the stereotype of coordinator. The purpose, objectives and needs

assessment influence the outcome of meetings and who attends them.

### Growth in the Meetings Industry

The meetings industry is becoming a growing force in the hospitality industry. In 1989, total expenditures for the meetings industry reached \$43.7 billion. This is a 37% increase from \$31.9 billion in 1987. In 1989, attendance rose 26% from 74.4 million people in 1987 to 93.74 million people in 1989 (Lieberman, 1990). One million four hundred thousand meetings were held in 1989; 22% of these meetings were education and training; 20% were technical and professional; 13% were management. Thirty-three percent of the 1.4 million meetings were marketing related. The marketing meetings included national and regional sales meetings, new product meetings, and incentive meetings (Lieberman, 1990).

In 1991, the meetings market showed a slight downturn as a result of the United States' economy being battered by a prolonged recession and the effects of the Persian Gulf War (Daurte, 1992). Corporate meeting attendance fell to 49.6 million people, but the association meeting attendance rose to 22.6 million people. Total attendance fell from 93.7 million people in 1989 to 80.8 million in 1991 (Daurte, 1992) (See Figure 2.1). Approximately 1.2 million meetings were held in 1991 (Figure 2.2); 26% were training meetings, 21% of these

# OVERALL GROWTH OF MEETINGS INDUSTRY 1987 TO 1991

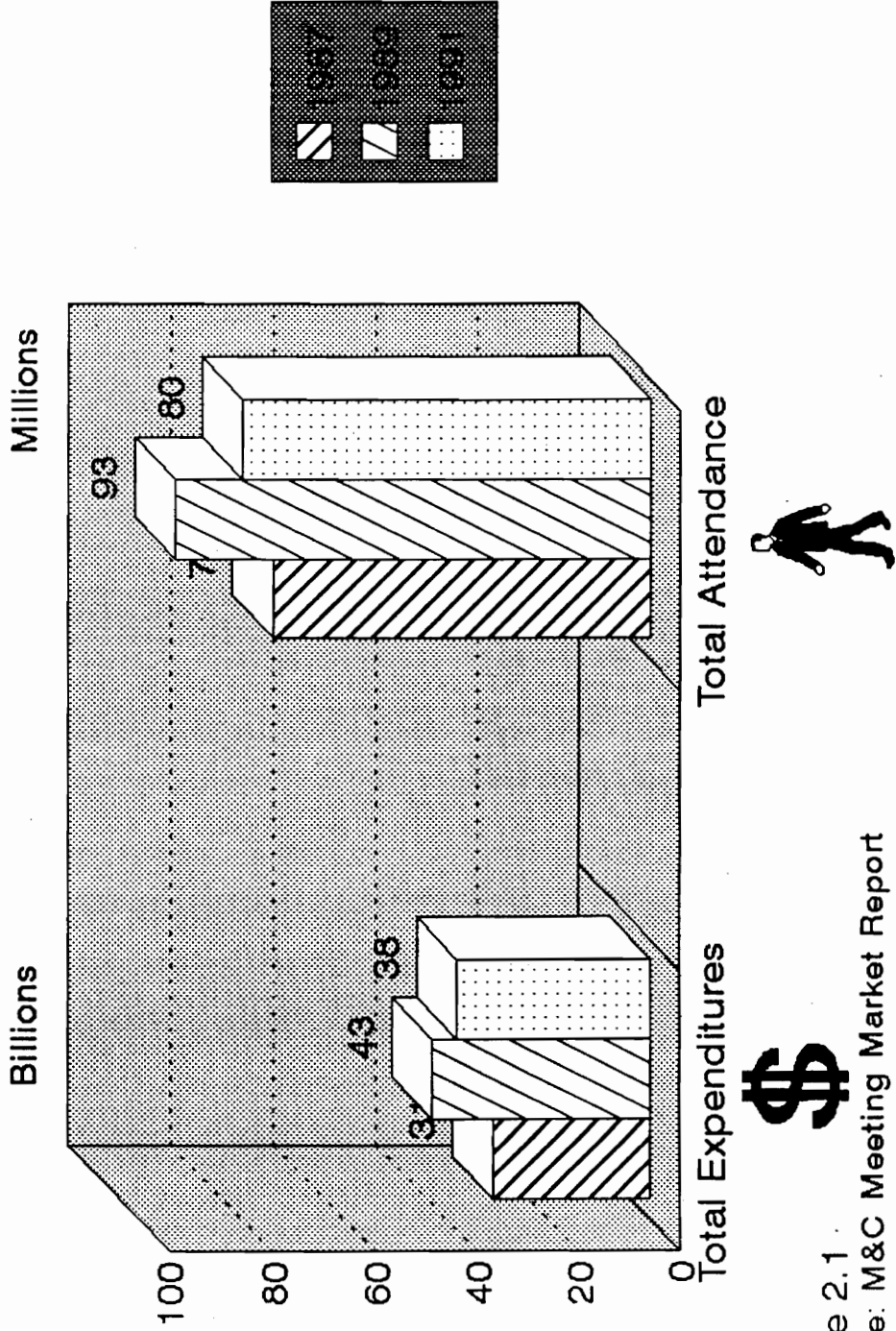
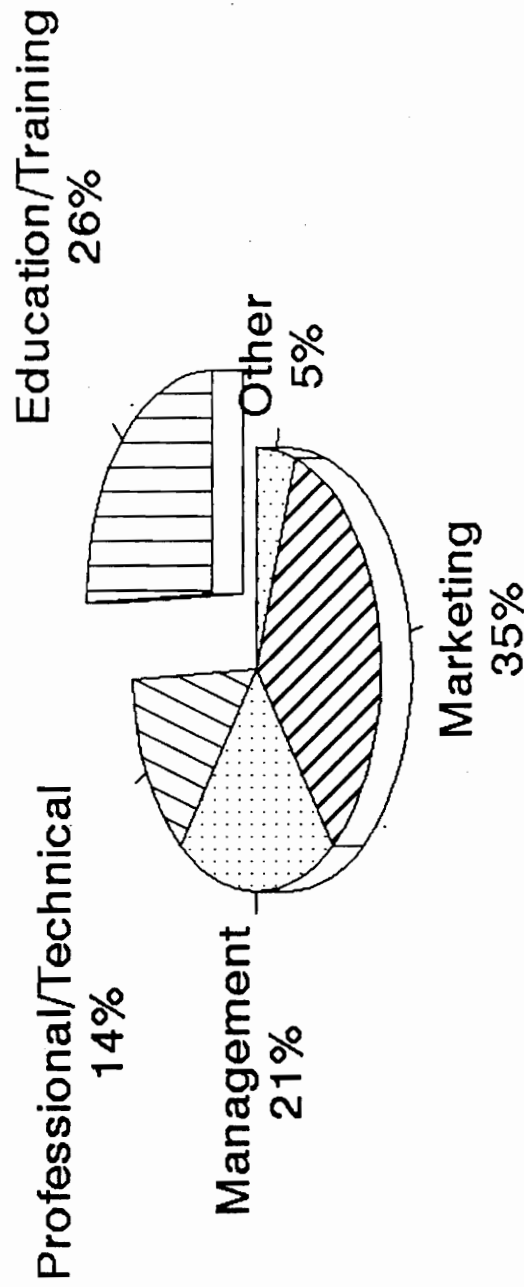


Figure 2.1  
Source: M&C Meeting Market Report

# CATEGORIES OF MEETING BREAKDOWN FOR 1991 IN PERCENTAGES

---



## 1.2 Million Meetings Held

Figure 2.2  
Source: M&C Meetings Market Report

meetings were management meetings, and 35% of the meetings were marketing related. The marketing meetings included regional and national sales meetings, incentive meetings and new product meetings. Total expenditures for meetings in 1991 dropped to \$38.8 billion, a decrease of \$4.9 billion. Despite the decrease in the industry, International Conference Resorts (ICR) expects the economy to recover sufficiently for the meetings market to reach \$50 billion in 1995 (Daurte, 1992).

At one time, the meetings business was considered filler business for the hotel industry. Over the last ten years, corporation and association meetings have contributed approximately 45% of total lodging revenues (Figure 2.3).

Currently, the meetings market represents approximately 50% of the lodging industry's total receipts. A shift towards a global economy has accounted for much of the increase. The need for education and training as well as making new contacts are also major contributors to the boom in this industry (Chipkin, 1990).

At a round table discussion of industry personnel, Helen Moskovitz of Meeting Services and Convention Consultants responded:

The attendee is much more aware and more articulate than ever before...His time is valuable and he is going to make greater demands on the planner (Huestis, 1990:9).

In the same discussion, Nancy Lian of the Society of

# MEETINGS MARKET HOTEL EXPENDITURES COMPARED TO TOTAL LODGING INDUSTRY REVENUE \$ In Billions

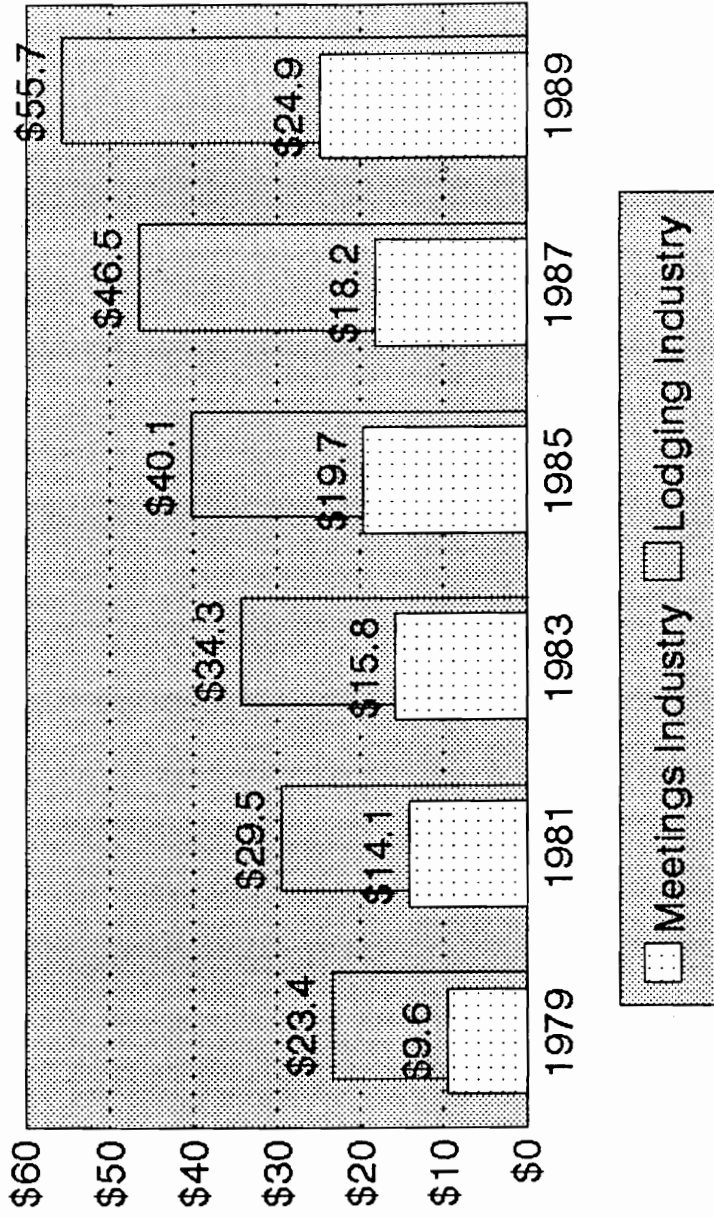


Figure 2.3  
Source: M&C Meetings Market Report

Incentive Travel Executives remarked that "planners must provide more opportunities at networking" for the attendee (Huestis, 1990).

The planner has become a change agent in an effort to increase meetings. At the forefront are computers and telecommunications as well as global meetings and rapid mass transit. All these things contribute to constant change in the meetings industry. The challenge for planners in the 1990's is to manage their human and economic resources wisely in order to produce more effective meetings (Keluche and Joaquim, 1990).

### **Motivations to Decision Making**

In tourism research, the factors that influence decision making are termed "push and pull factors." Push factors are:

Sociopsychologic motives that predispose the individual to travel and are internal to the individual and deal with motivations (Gailliard, 1993:8).

Examples of push factors in selecting to attend a meeting would include: the educational benefits of the meeting, the opportunity to network with others, the opportunity to learn from those more advanced in a particular field, and the possibility to become a leader within the association.

Pull factors are:

Those that emerge as a result of the attractiveness of a destination as perceived by those with the

propensity to travel and include both tangible resources as well as travelers' perceptions and expectations (Uysal and Jurowski, 1993:6).

Examples of pull factors in selecting to attend a meeting would include: the attractiveness of the location and possible shopping or site-seeing available at the location. The term "motive" has been used to refer to internal forces and external goals and incentives that guide, direct, and integrate a person's behavior. Therefore, motivation is an interpersonal phenomenon. This fact has led researchers to examine this activity (motivation) as a psychological experience (Uysal and Hagan, 1992).

The above examples of motivations based on push and pull factors are not exhaustive. There are other motivations such as cultural conditioning, the relative point in the life cycle of the traveler or destination, and social influences (Uysal and Hagan, 1992). For the purpose of relating these motivations to the hospitality industry, the motivations were explained in terms of push and pull factors and expressed in examples geared at the meetings industry.

#### **Site Selection - Meeting Planner Expectations**

In 1987, a study was conducted by Renaghan and Kay (1987) to determine what planners find important when selecting a meeting site. The researchers utilized a conjoint analysis approach to determine what tradeoffs meeting planners make as

they decide where to host a meeting. Conjoint analysis is a research technique that simultaneously assesses the relative weights of different product attributes. In this study, the researchers identified the actual attributes a planner found important. These results can be seen in Table 2.1. Renaghan and Kay (1987) determined that planners were willing to trade off important items during site selection for negotiating reasons. This study informed properties of the facilities and amenities necessary to meet planner needs (Renaghan and Kay, 1987).

Lee and Weaver (1992) conducted a study in which planner needs and expectations were again addressed. The researchers discussed the growth in the corporate and association meetings market. They also solicited from planners what items were most important in site selection for a meeting. The items identified in the Lee and Weaver (1992) study were very similar to those identified in the Renaghan and Kay (1987) study. Lee and Weaver (1992) reported that there are basic facility and service needs that every planner will look for as well as particular needs to accommodate specific groups. See Table 2.1 for the results of this study.

In the dissertation study conducted by J. Dana Clark (1993), Clark (1993) examined the process organizations go through when deriving evoked sets for selecting a meeting site and the role situational variables play in that process. For

Table 2.1: Site Selection - Meeting Planner Expectations

Renaghan & Kay (1987)
1) Main meeting room size
2) Soundproof meeting rooms
3) AV capabilities
4) Climate and light control
5) Price
6) Location of breakout room
Lee & Weaver (1992)
1) High price value relationship
2) Accurate billing system
3) Efficient hotel staff
4) Proper sleeping accommodations
5) High quality food and beverage
6) Rapid check-in/check-out
7) AV equipment
8) Adjustable temperature and lighting

the purpose of this study, the organization which Clark (1993) mentioned represents the meeting planner or the association in which the planner represents. The evoked sets would be the possible sites that the planner could choose based on the particular needs of the association. The situational variables that Clark (1993) examined included: buyclass, risk, and power.

### **Attendee Expectations**

In a study conducted on the expectations of attendees for a meeting (Midgal, 1990), the respondents identified several items as important for a meeting. The results of this study were as follows:

- 1) The attendee felt that time management was most important. The modern attendee is constantly rushing and constantly trying to fit numerous activities into a tight schedule. The planner must utilize the meeting time wisely to get things accomplished as quickly as possible.
- 2) The meeting must have value for its dollar. In addition to effective time management, the meeting must be worth the money spent to attend the various sessions.
- 3) The content of the meeting must provide some educational/professional gain. The sessions,

breakouts, or seminars should assist in increasing knowledge or business opportunities.

- 4) Along with the educational gains, the attendees want time to meet and network with new people.
- 5) To relax the attendees need some sort of recreational or entertainment activities.
- 6) Finally, the quality of service of the property must be of high caliber.

It is evident from the single study presented that there is room for continued exploration into this field of attendee needs. There is limited research available from which to give an in-depth literature review of the motivations linked to the selection process for meeting attendees. Price's (1993) study began to open the doors for this study.

#### **Results of the Price (1993) Study Factor Analysis**

Forty questions in the Price (1993) study survey were directed at influences on the meeting selection process of the attendee. Price (1993) hypothesized that thirty five of these items would fall into three attributes: education, leadership and networking. Price (1993) specified the remaining five items as control variables or variables unrelated to the hypothesized attributes. Even though these variables may

influence the selection process of the attendee, they were not included in the hypotheses.

The factor analysis technique was selected because it reduces and summarizes data. Factors were extracted using the orthogonal method which provides a solution in which the factors are independent. The extracted factors were then rotated using the varimax method to simplify the solution and add clarity to the interpretation (Price, 1993). From this test, five factors were identified; these were very similar to the hypothesized attributes. A conservative benchmark of 0.35 was used to determine if the factor loadings were significant (Price, 1993). Please see Table 2.2 for the items that loaded on each factor.

The five factors explained 17.4% of the total variance. Four attributes emerged with a fifth factor that contained items from the control or unrelated variables. Thirty five of the original forty variables loaded on the four factor/attributes. Eleven items loaded on the first factor; eight items loaded on the second factor; eight items loaded on the third factor; eight items loaded on the fourth factor; and eight items loaded on the fifth factor. The four factors identified included the original hypothesized attributes: education, leadership, and networking and the fourth factor was named "professional savvy." The fifth factor was unrelated variables.

<b>Leadership</b>
Q57. Serving on committees and supporting association goals.
Q42. Participating in policy development for the association.
Q52. Encouraging members to serve on association committees/boards.
Q30. Influencing the future direction of the association.
Q41. Serving as a chair or moderator of educational programs.
Q36. Showing my commitment to the association.
Q49. Helping younger members advance in their profession.
Q34. Encouraging members to support projects of general value to society.
Q55. Participating in national and global policy development for the field.
Q39. Setting standards for professional practice.
Q58. Identifying future leaders in the profession.
<b>Professional Savvy</b>
Q45. Learning more about the professional such as salaries, opportunities, ethics.
Q44. Getting to know the services of and opportunities available within the association.
Q48. Making contacts that increase my employment opportunities.
Q43. Developing new business/professional relationships.
Q53. Learning how to manage my job responsibilities better.
Q46. Exchanging ideas on work related issues.
Q56. Satisfying job requirements/expectations.
Q37. Evaluating the competition.

**Education**

Q28. Keeping up with changes in the profession/field.

Q50. Hearing speakers who are respected experts in fields related to mine.

Q25. Increasing my knowledge of the technical aspects of my job.

Q23. Hearing speakers who are practicing members of my profession.

Q27. Attending sessions allowing open discussion.

Q40. Learning new skills.

Q54. Hearing speakers of national prominence (e.g. politicians or best selling authors).

Q31. Attending sessions with a traditional lecture - scientific format.

**Networking**

Q21. Attending all day workshops.

Q32. Meeting with vendors/suppliers/exhibitors.

Q35. Seeing people I know.

Q26. Associating with professional leaders.

Q24. Knowing the types of people who will be in attendance.

Q29. Establishing a reputation in my profession.

Q33. Representing my company/organization.

Q60. Receiving continuing/professional education credits.

<b>Unrelated variables</b>
----------------------------

Q47. Traveling to a desirable location.
---

Q59. Getting away from the office.
------------------------------------

Q38. Being able to visit family/friends.
--

Q51. Participating in informal social and recreation activities.
--

Q22. Presenting papers to colleagues.
---------------------------------------

Leadership, the first factor, explained 5.54% of the total variance extracted by the factor solution. Professional savvy, the second factor, explained 3.59% of the total variance extracted by the factor solution. This factor included variables that were originally hypothesized as education and networking. Education, the third factor, explained 3.53% of the total variance. Two items in this factor had a factor loading too low to consider; hence, they were discarded. Networking, the fourth factor, explained 2.72% of the total variance extracted by the factor solution. One item in this factor had a factor loading too low to consider; hence, it was discarded. The unrelated variables comprised the fifth factor which explained 2.01% of the total variance. One item in this factor was discarded because the factor loading was too low to analyze (Price, 1993).

The results of the Price (1993) study presented the opportunity for additional research in the area of meeting attendees, more specifically, what influences their selection process when choosing a meeting. The Price (1993) study provided a framework within which to pursue a replication of part of the study to determine if these factors were similar across various populations of meeting attendees.

## Chapter Summary

The literature review presented issues that support the research of the meetings industry from the perspective of the attendee. An introduction was presented on the meeting planner and the meeting. The growth in the meetings industry highlighted the importance of this industry from a tangible dollar investment and revenue receipt. The discussion of push and pull factors explained the logic behind an individual's choice of travel. The previous research presented on site selection, the expectations of the planner, and the attendee emphasized the necessity for more empirical studies to be conducted in these areas. The presentation of the Price (1993) study results provided a structure in which to develop the proposed study.

## CHAPTER THREE

### Research Design and Methodology

As stated earlier, the following primary research question was identified as the premise for this study:

- 1) What underlying factors exist for CHRIE conference attendees in their decision to attend a professional meeting?

The secondary research questions were identified as the following:

- 1) Are there similarities or differences in the meeting attributes identified in the Price (1993) study and the present study?
- 2) Are there similarities or differences in the amount of total variance explained by the attributes identified in the Price (1993) study and the present study?

Based on these questions, the design of the study was developed.

### Research Design

#### Population

The population selected for this study was the Council on Hotel, Restaurant, and Institutional Education (CHRIE). CHRIE was founded in 1946 as a non-profit organization with the mission to foster the international advancement of teaching,

training, learning, research and practice in the field of hospitality and tourism management and to encourage and facilitate the professional development of its members (Riegel, 1992).

CHRIE has two primary categories of membership: a) individual, and b) institutional/corporate/organizational. The members are diverse in background and include individual educators; hospitality and tourism executives; colleges and universities granting baccalaureate and graduate degrees; institutions granting associate degrees and certificates/diplomas; industry corporations; hospitality and tourism related companies, associations, and organizations; graduate students and retirees of the industry. The CHRIE members are dedicated to educating students and the public concerning the hospitality and tourism industry (Riegel, 1992).

This population was selected because of the emphasis the organization placed on continuous research in various fields of hospitality and tourism. The purpose of this study, as stated earlier, was to test the identified factors of Price's (1993) study on a different population. The population in Price's (1993) study was the American Association for the Advancement of Science (AAAS). This population represented a wide range of disciplines, from basic science to the social sciences and diverse occupations including students, industry

scientists, academicians, medical doctors and K-12 teachers and administrators. The targeted population, CHRIE, was vastly different in focus from AAAS, hence allowing a comparison of two different samples.

CHRIE has been in existence for less than fifty years whereas AAAS has been in existence for over 150 years. Each group has a diverse membership ranging from students to academicians to industry personnel. The outlined differences of the populations provided more justification to test the factors identified in Price's (1993) study on another population to see if the factors that emerged were consistent. This study attempted to add to the academic literature available in the meetings and conventions management field.

The sampling frame for this study included those members of CHRIE registered for the annual conference scheduled in Chicago, Illinois on August 4-8, 1993. The number of registered members for the conference was approximately 800 people.

Once the population was selected, a miniature proposal was developed (Appendix A) in hopes of encouraging funding for this research by a trade magazine or a meeting planner (independent, corporate or association). This proposal was distributed by Howard Feiertag, a Lecturer at Virginia Tech, to various industry personnel. The editor of Meeting News magazine agreed to fund the cost of the data collection

process in exchange for publishing rights of the data.

After obtaining a funding agency, the remainder of the research design was constructed.

### Meeting Attribute Variables

There were four attributes identified in the Price (1993) study as influential in an attendees' meeting selection process. These attributes were: a) education, b) leadership, c) networking, and d) professional savvy. These attributes were the core of this researcher's analysis. Two hypotheses were developed to compare the targeted population to the population in the Price (1993) study. The second hypothesis was contingent upon the results of the first. It is important that the attributes be discussed briefly in order to introduce the survey development, data collection and analysis segments. These attributes will be discussed in the same terms as the Price (1993) study so as not to distort the original meaning of each.

#### 1. Education Attribute

Education, in general terms, referred to the acquisition of information. This can be through formal training, discussions or other means. The education of an audience can be achieved through the content of the session, the presenter

of the topic, and the format in which it is delivered.

## 2. Leadership Attribute

Leadership referred to being in a position of influence rather than being in a position to be influenced. Leadership does not have to be a formal position; moreover, it is a state of mind. The leader has personal influence, is respected among colleagues, and provides support to those in need.

## 3. Networking Attribute

Networking referred to individuals interacting for personal and professional benefits. People network for various reasons. These include self-establishment/promotion, business opportunities and getting to know others in attendance.

## 4. Professional Savvy Attribute

This attribute was defined by Price (1993) as actively pursuing education in a chosen career by watching and learning from those more established in the industry. Professional savvy was not one of the attributes originally hypothesized in Dr. Price's (1993) dissertation. This attribute emerged from Price's (1993) data analysis; it drew from items that were identified under education and networking in Price's (1993) original hypothesis.

### Development of the Survey Instrument

Because this study was a replication of part of a larger study conducted on a different population, the American Association for the Advancement of Science (AAAS), the survey instrument from the previous study was adopted for usage. This decision was made, with the assistance of committee members, because both studies attempted to capture similar information concerning the attributes of meeting selection and general demographical information.

### Price (1993) Study Survey

The original questionnaire was a two page, 60 question survey using an optical scan format (Appendix B). The survey contained 40 questions (questions 21-60) that attempted to operationalize the intangible attributes of leadership, networking, education, and professional savvy. Thirty five of these questions were directly related to the attributes of leadership, networking, and education. The remaining five questions were control variables or variables that were unrelated to the hypothesized attributes. The attendees were asked to determine the degree of importance of each item listed (questions 21-60). A five point Likert-type scale was developed as the appropriate response format. The points on the scale were: 1=of no importance, 2=slightly important, 3=somewhat important, 4=important, and 5=very important.

Questions 1-20 dealt with general demographics and career stage variables. Some questions were used to explain any moderating results. For example, the first question asked which day the survey was completed. The purpose of this question was to isolate bias and identify significant differences as the meeting progressed. Other questions such as who paid for the meeting and the experience level of the attendee were also included.

A pilot study was distributed to approximately fifty professors representing diverse disciplines at Virginia Tech and Radford University. The survey was adjusted based on the pilot test results. The pilot study served as a validation instrument for the actual survey used.

Appendix C contains tables of Price's (1993) original survey questions categorized by the hypothesized attributes.

### Present Study Survey

The questionnaire constructed for the present study consisted of two pages, and 57 questions (Appendix D). The optical scan format was used for accuracy in data entry. Minor adjustments were made to the survey to highlight the main research hypothesis and represent the population. The survey consisted of twenty nine of Price's (1993) thirty two items that loaded onto the four factors/attributes (networking, leadership, education, and professional savvy).

The remaining three items were not specific to the proposed population.

In the questionnaire, the education factor/attribute had eight items based on the Price (1993) solution; the leadership factor/attribute had nine items based on the solution; the networking factor/attribute had five items based on the solution. An additional item was added to the networking factor/attribute that was specific to the proposed population. The professional savvy factor/attribute had seven items from the Price (1993) solution.

The present survey also included eleven items unrelated to the hypothesized factor/attributes but may have had an influence on the attendee's selection process. Five of these items were identical to those listed in the Price (1993) study as unrelated variables, two items did not have a factor loading high enough to be considered, and five items were specific to the population. Please see Table 3.1 for the survey questions categorized by the factors/attributes identified by Price (1993).

The meeting selection items were placed in the beginning of the survey (questions 1-41). This was done so that the most relevant information was responded to first. It was also felt that these questions were less intimidating than the demographics questions, hence making the respondent feel more comfortable in filling out the survey. The five point Likert-

Table 3.1: Meeting Attribute Survey Questions

<b>Leadership</b>
Q20. Participating in policy development for the association.
Q31. Encouraging members to serve on association committees/boards.
Q10. Influencing the future direction of the association.
Q19. Serving as a chair or moderator of educational programs.
Q15. Showing my commitment to the association.
Q28. Helping younger members advance in their profession.
Q13. Encouraging members to support projects of general value to society.
Q17. Setting standards for professional practice.
Q35. Identifying future leaders in the profession.
<b>Professional Savvy</b>
Q23. Learning more about the profession such as salaries, opportunities, ethics.
Q22. Getting to know the services of and opportunities available within the association.
Q27. Making contacts that increase my employment opportunities.
Q21. Developing new business/professional relationships.
Q32. Learning how to manage my job responsibilities better.
Q24. Exchanging ideas on work related issues.
Q34. Satisfying job requirements/expectations.

<b>Education</b>
Q8. Keeping up with changes in the profession/field.
Q29. Hearing speakers who are respected experts in fields related to mine.
Q5. Increasing my knowledge of the technical aspects of my job.
Q3. Hearing speakers who are practicing members of my profession.
Q7. Attending sessions allowing open discussion.
Q18. Learning new skills.
Q33. Hearing speakers of national prominence (e.g. politicians or best selling authors).
Q11. Attending sessions with a traditional lecture - scientific format.
<b>Networking</b>
Q14. Seeing people I know.
Q6. Associating with professional leaders.
Q4. Knowing the types of people who will be in attendance.
Q9. Establishing a reputation in my profession.
Q12. Representing my company/organization.
Q40. Pursuing my professional success through attendance at this conference.
Q37. Receiving continuing/professional educational credits.
Q1. Attending all-day workshops.

<b>Unrelated variables</b>
Q25. Having the opportunity to travel to the meeting site.
Q36. Getting away from the office.
Q16. Being able to visit family/friends.
Q30. Participating in informal social and recreation activities.
Q2. Presenting papers to colleagues.
Q26. Sharpening my interpersonal skills (e.g. problem-solving, group interaction).
Q38. Taking spouse/family on a vacation.
Q39. Traveling for the aesthetic beauty of the location.
Q41. Attending the conference because my co-workers were attending.

type scale was again used to measure the relative importance of these variables. Some of the questions relating to career stages were removed because they were not of interest to the present study. The remaining variables originally identified as career stage variables were placed in the category of general demographics. Please see Table 3.2 for the demographic questions. The demographic questions attempted to acquire information about the attendee's background, work/employment, education level, salary, experience and conference participation history.

Since the survey was tested earlier, a pilot study was not necessary for this study. The survey was self-administered; in other words, the respondents filled out the questionnaire by themselves. Respondents were asked to return the surveys to designated areas at their own convenience.

### **Data Collection**

The revised survey, developed for this study, was sent to the headquarters of CHRIE where staff members placed the surveys in conference participant registration packets. Six hundred and seventy five surveys along with No. 2 pencils were mailed to the headquarters and placed in packets and an additional 125 surveys with pencils were carried to the site of the conference. On site, the remaining surveys were distributed personally by the researcher with the assistance

Table 3.2: Other Survey Questions

General Demographics
Q42. Day survey completed (1) Wednesday (2) Thursday (3) Friday (4) Saturday
Q43. Birth year (1) before 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
Q44. Race (1) Caucasian (2) African-American (3) Hispanic (4) Native American (5) Asian (6) Other
Q45. Gender (1) Male (2) Female
Q46. Do family responsibilities affect your ability to attend professional society meetings? (1) No (2) Somewhat (3) Yes
Q47. Highest educational level completed (1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) Doctoral
Q48. Current Salary (1) Under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999 (4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) above \$70,000
Q49. Costs of attending this meeting was paid for primarily by (1) Self (2) Corporation/Company/Institution (3) Shared approximately 50/50 (4) Other
Q50. Number of years employed in present profession (1) less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
Q51. Age first employed in present profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45
Q52. Number of years with present employer (1) less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
Q53. Did you have a major change in job responsibilities in 1992? (1) No (2) Yes
Q54. Which best describes your registration category? (1) Individual member of CHRIE (2) Representative of member Institution, Organization, or Corporation (3) Nonmember of CHRIE (4) Retiree (5) Graduate Student

Q55. Which best describes your work situation (1) Industry (2) University/College (3) Government (4) Non-profit Org (5) Ind Consultant/Private Prac (6) Between jobs (7) Retired (8) Graduate student (9) other

Q56. Number of years you have attended one or more professional association meetings, including this year (1) 1-5 (2) 6-10 (3) 11-16 (4) 16-20 (5) over 20

Q57. In the last year, how much has new developments in the hospitality industry affected your job? (1) Not at All (2) Minimally (3) Somewhat (4) Greatly

of two graduate colleagues. The data was collected over a five-day period (Wednesday through Sunday), August 4-8, 1993. This researcher solicited the participation of attendees through announcements about the survey during conference sessions as well as verbal solicitation during the registration process, between sessions, and at social functions. Memorandums were sent to all Virginia Tech Hospitality and Tourism Management faculty and graduate students who were scheduled to make presentations at the conference asking for their assistance in soliciting respondents during their sessions. Flyers were distributed and posted to remind the participants to fill out the survey. Marked boxes were set up in the registration area in order for participants to return the survey.

### **Hypothesis Testing**

There was one major hypothesis guiding this study, with four sub-hypotheses. The major hypothesis had a second hypothesis contingent upon its outcome. The second hypothesis also had four sub-hypotheses. Each sub-hypothesis in hypothesis two corresponded to a sub-hypothesis in hypothesis one. The first hypothesis was directed at confirming whether or not the factors identified in the Price (1993) study would be identified in the present study. If the two populations identified the same factors, then the second hypothesis could

be tested.

**H1: The four factor/attributes for meeting selection identified in the Price study (education, networking, leadership, and professional savvy) are the same for the present population.**

A factor analysis utilizing varimax rotation was performed by specifying a five factor solution. The results of the factor analysis was then compared to the factors identified by Price (1993). Table 3.3 displays the 35 items from the Price (1993) study used for factor comparison. This is five less items than the original Price (1993) study. The deleted items were felt to be not specific to the targeted population of the current study. Those deleted items were: questions 40, 25, 37, 38, 39, and 41.

Hypothesis one was tested using the following four sub-hypotheses.

**H1a: The education factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

**H1b: The leadership factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

**H1c: The networking factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

**H1d: The professional savvy factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

Factor analysis was used to examine the underlying

Table 3.3: Meeting Items Used for Comparison of Factors

Leadership
Q20. Participating in policy development for the association.
Q31. Encouraging members to serve on association committees/boards.
Q10. Influencing the future direction of the association.
Q19. Serving as a chair or moderator of educational programs.
Q15. Showing my commitment to the association.
Q28. Helping younger members advance in their profession.
Q13. Encouraging members to support projects of general value to society.
Q17. Setting standards for professional practice.
Q35. Identifying future leaders in the profession.
Professional Savvy
Q23. Learning more about the profession such as salaries, opportunities, ethics.
Q22. Getting to know the services of and opportunities available within the association.
Q27. Making contacts that increase my employment opportunities.
Q21. Developing new business/professional relationships.
Q32. Learning how to manage my job responsibilities better.
Q24. Exchanging ideas on work related issues.
Q34. Satisfying job requirements/expectations.

Education
Q8. Keeping up with changes in the profession/field.
Q29. Hearing speakers who are respected experts in fields related to mine.
Q5. Increasing my knowledge of the technical aspects of my job.
Q3. Hearing speakers who are practicing members of my profession.
Q7. Attending sessions allowing open discussion.
Q18. Learning new skills.
Q33. Hearing speakers of national prominence (e.g. politicians or best selling authors).
Q11. Attending sessions with a traditional lecture - scientific format.
Networking
Q14. Seeing people I know.
Q6. Associating with professional leaders.
Q4. Knowing the types of people who will be in attendance.
Q9. Establishing a reputation in my profession.
Q12. Representing my company/organization.
Q37. Receiving continuing/professional credits.
Q1. Attending all-day workshops.
Unrelated variables
Q36. Getting away from the office.
Q16. Being able to visit family/friends.
Q30. Participating in informal social and recreation activities.
Q2. Presenting papers to colleagues.

patterns or relationships for a large number of variables and determine whether or not the information could be condensed or summarized into a smaller number of factors or components (Hare, Tatum, Anderson, Black, 1992). The specifications identified for the factor analysis in hypothesis one were the same specifications used by Price (1993).

After consultation with committee members, a decision rule was developed to determine how to analyze the comparison between the factors that emerged in the Price (1993) study and the factors that emerged in the present study. The rule was: If the items loading on a factor in the present study matched 75% of the items identified in a Price (1993) study factor, then the factors were considered equivalent.

The second hypothesis was contingent upon the confirmation of at least one of the above four sub-hypotheses.

**H2: The percentage of total variance accounted for by each factor/attribute identified in the Price study is the same for the present study.**

The percent of variance for each factor/attribute in the Price (1993) study would be compared to the percent of variance for each factor in the present study.

Hypothesis two was tested using the following four sub-hypotheses:

H2a: The percentage of total variance accounted for by the education factor/attribute in the Price (1993) study is the same for the education factor in the present study.

H2b: The percentage of total variance accounted for by the leadership factor/attribute in the Price (1993) study is the same for the leadership factor in the present study.

H2c: The percentage of total variance accounted for by the networking factor/attribute in the Price (1993) study is the same for the networking factor in the present study.

H2d: The percentage of total variance accounted for by the professional savvy factor/attribute in the Price (1993) study is the same for the professional savvy factor in the present study.

The researcher used a benchmark of plus or minus 5% to compare the amount of variance contributed by each factor. For example, in the Price (1993) study, networking accounted for 5% of the overall variance; in the present study, if the factor networking accounts for anywhere between 0 and 10% of the variance, then networking will be perceived to contribute approximately the same amount of variance in both studies. This benchmark was also decided in consultation with committee members.

### **Data Analysis**

Once the data was gathered, the surveys were entered electronically through the optical scan system. The data was downloaded to a mainframe file at Virginia Tech. The survey questions were coded and a program for SPSS (1990) was

developed.

Once the data was downloaded and the program input, the researcher analyzed the data based on the techniques specified for each hypothesis. In addition to the aforementioned analysis, general descriptive statistics, such as frequencies, means, medians, modes, and standard deviations were calculated to describe the population.

## Chapter Summary

This chapter outlined the components of the research design and methodology. The population was identified as the Council on Hotel, Restaurant and Institutional Education (CHRIE). The data was collected at the organization's annual conference in Chicago, Illinois. The survey was constructed from the Price (1993) dissertation questionnaire.

The study attempted to test two hypotheses, each with four sub-hypotheses. The first hypothesis was directed at determining whether the population in the Price (1993) study and the present population identified the same factor/attributes for meeting selection. The factor/attributes tested were: a) networking, b) leadership, c) education, and d) professional savvy. The four sub-hypotheses tested each factor/attribute individually.

The second hypothesis was to compare the total variance accounted for by the different factor/attributes. This hypothesis was contingent upon the confirmation of at least one of the sub-hypotheses in hypothesis one. The four sub-hypotheses compared the variances of the factors individually. The data analysis will primarily include a factor analysis. The constructs of the present study questionnaire were visually presented in Table 3.1 and Table 3.2. The factor results used to compare the Price (1993) study factors to the present study factors were presented in Table 3.3.

## CHAPTER FOUR

### Results and Findings

This chapter presents the results of the study based on the outline in Chapter Three. The first section reports on the data collection, the second section reports on the data analysis, and the final section is the hypothesis testing.

#### Data Collection

The population consisted of the Council on Hotel, Restaurant, and Institutional Education (CHRIE) annual meeting attendees. The total attendance was 800 people; pre-registration was estimated at 675 people. A total of 750 surveys were distributed. Six hundred and seventy five surveys were sent to CHRIE headquarters and placed in the registration packets, the remaining 75 were distributed by the researcher at the site of the conference. A total of 135 attendees responded to the survey.

Once the data was gathered, the surveys were entered electronically through the optical scan system. The overall response rate was 18%. Eighty seven and one half percent of those that responded filled out the survey on site, the remaining 12.5% mailed the survey to the researcher. Forty four and three tenths percent of the sample responded on Wednesday, the first day of the conference. Twenty seven and

nine tenths percent responded on Saturday. Fifty two and seven tenths percent (n=129) of those surveyed were individual members of CHRIE while 35.7% (n=129) of those surveyed were representatives of member institutions or organizations. The remaining respondents were non-members of CHRIE, graduate students, or others.

### **Data Analysis - An Overview**

#### **Demographics**

Sixty eight percent (n=130) of the respondents were 40-54 years old. Seventy eight and three tenths percent (n=129) of the respondents were Caucasian while the remaining 21.7% were minorities including African American, Hispanic, Native American, Asian, and other. The male to female ratio was somewhat evenly distributed, 51.5% and 47.7% (n=130) respectively. Sixty and eight tenths percent (n=130) of the respondents felt that family responsibilities did not affect their ability to attend a professional society meeting.

When surveying education level, 46.9% of the respondents had master's degrees and 31.5% had doctoral degrees (n=130). The remaining 21.5% of the respondents had either a bachelor's or an associates/technical degree. The salaries for 66.4% (n=128) of the respondents ranged between \$30,000 and \$69,999 a year. Fifty seven and seven tenths percent (n=130) of the respondents had their registration paid for by their company,

corporation, or institution, while 28.5% paid for their registration personally. The remainder of the sample paid for their registration by other means or the fees were shared between two different parties.

Fifty three and two tenths percent (n=128) have been working in their present profession from 1-10 years. Forty eight and nine tenths percent (n=127) were 26-35 years old when first employed in their present profession. Forty six and nine tenths percent (n=128) have been with their present employer for 1-5 years. Sixty five and nine tenths percent (n=129) of those surveyed responded that there were no major changes in their job responsibilities in 1992. Seventy five percent (n=128) of the respondents were currently employed as educators in a university or college. The remaining 25% of the respondents represented industry and others, including industry, government, non profit organizations, industry consultants/private practice, students and others. Seventy two and one tenths percent (n=129) of those surveyed have been attending professional association meetings for 1-10 years. Fifty four and three tenths percent (n=129) responded that the effects of new development in the hospitality industry somewhat-to-greatly impacted their job. Please see Table 4.1 for demographic results.

#### Meeting Selection Items

The meeting selection items were surveyed using a five

Table 4.1: Demographic Information

General Demographics	
Q43. Birth year	68% - 40-54 years old
Q44. Race	78.3% - Caucasian      21.7% - Other
Q45. Gender	51.5 % - Male      47.7% - Female
Q46. Do family responsibilities affect your ability to attend professional society meetings?	60.8% - No
Q47. Highest educational level completed	46.9% - Master's      31.5% - Doctoral
Q48. Current Salary	66.4% - \$30,000-\$69,999
Q49. Costs of attending this meeting was paid for primarily by	57.7% - Corporation/Company/Institution
Q50. Number of years employed in present profession	46.9% - 1-5 years
Q51. Age first employed in present profession	48.9% - 26-35 years old
Q52. Number of years with present employer	46.9% - 1-5 years
Q53. Did you have a major change in job responsibilities in 1992?	65.9% - No
Q55. Which best describes your work situation	75% - Educators      25% - Industry
Q56. Number of years you have attended one or more professional association meetings, including this year	72.1% - 1-10 years
Q57. In the last year, how much has new developments in the hospitality industry affected your job?	44.3% - Somewhat to Greatly

point Likert-type scale (1=of no important 2=slightly important 3=somewhat important 4=important 5=very important). The respondents were asked to weigh the relative importance of each item in their decision to attend the meeting. After reviewing the frequencies, the Likert-type scale was collapsed into three categories. Points 1 and 2 on the Likert-type scale collapsed into category one. Point 3 remained the same and Points 4 and 5 collapsed into category three (1=not important 3=somewhat important 5=important). Please see Table 4.2 for the distribution of responses for meeting selection items and Table 4.3 for the means and standard deviations for the meeting selection items.

Fifty percent (n=132) of those surveyed felt that attending one or more all-day workshops was not important. Forty two and one tenths percent (n=133) of the respondents felt that presenting papers was very important; on the other hand 50.4% found presenting papers of no importance. Eighty six and one half percent (n=133) attended the meeting to hear speakers who were practicing members of their profession. Fifty five and seven tenths percent (n=131) found it very important to know the types of people who would be attending the meeting. Sixty six and nine tenths percent (n=133) attended to increase their technical knowledge. Of those surveyed, 79.7% (n=133) found it very important to attend in order to associate with professional leaders.

Table 4.2: Distribution of Responses-Meeting Attribute Items

Item	Not Important	Somewhat Important	Important
Q1. All day workshop	50.0%	18.9%	30.3%
Q2. Presenting papers	50.4%	7.5%	42.1%
Q3. Hearing colleagues	3.0%	10.5%	86.5%
Q4. Knowing people	16.0%	27.5%	55.7%
Q5. Technical knowledge	15.0%	17.3%	66.9%
Q6. Assoc. w/ leaders	6.8%	12.0%	79.7%
Q7. Open discussion	13.4%	19.4%	67.2%
Q8. Keep up w/ changes	4.5%	10.4%	85.1%
Q9. Establish reputation	14.8%	14.8%	69.8%
Q10. Influence direction	36.3%	23.0%	40.7%
Q11. Lecture format	59.4%	25.6%	15.0%
Q12. Representing company	26.9%	15.7%	57.5%
Q13. Encouraging members	33.1%	31.6%	35.3%
Q14. Seeing people	19.3%	23.0%	57.0%
Q15. Showing commitment	29.6%	22.2%	48.1%
Q16. Visit family/friends	65.2%	16.3%	18.5%
Q17. Setting standards	19.4%	25.4%	54.5%
Q18. Learning new skills	15.6%	16.3%	68.1%
Q19. Chair/moderate	60.0%	17.0%	23.0%
Q20. Policy development	56.0%	25.4%	18.7%
Q21. New relationships	3.7%	9.7%	85.8%
Q22. Org. services	18.5%	28.1%	52.6%
Q23. Prof. opportunities	17.8%	27.4%	54.1%
Q24. Exchanging ideas	10.4%	8.9%	80.0%

	Not Important	Somewhat Important	Important
Q25.Opportunity to travel	47.8%	24.6%	27.6%
Q26.Interpersonal skills	29.6%	20.0%	50.4%
Q27.Making contacts	33.3%	19.3%	46.7%
Q28.Helping young members	39.1%	21.8%	39.1%
Q29.Hearing resp.speakers	4.5%	9.7%	85.1%
Q30.Informal activities	33.8%	33.8%	32.3%
Q31.Encouraging members	60.8%	21.5%	17.7%
Q32.Manage job respon.	36.2%	16.2%	47.7%
Q33.Hearing nat'l speaker	25.6%	14.7%	58.9%
Q34.Satisfy job require.	45.4%	23.1%	31.5%
Q35.ID future leaders	37.7%	25.4%	36.2%
Q36.Getting away	71.5%	14.6%	13.8%
Q37.Receiving CE credits	72.3%	13.1%	14.6%
Q38.Taking vacation	83.1%	10.0%	6.9%
Q39.Traveling to location	79.2%	11.5%	9.2%
Q40.Professional success	20.8%	10.8%	67.7%
Q41.Attend w/ co-workers	81.5%	10.8%	7.7%

Table 4.3: Means and Standard Deviations -Meeting Attribute Items

Item	Sample	Mean	Std. dev.
Q1. All day workshop	132	1.652	1.841
Q2. Presenting papers	133	1.835	1.923
Q3. Hearing colleagues	133	3.669	.894
Q4. Knowing people	131	2.847	1.596
Q5. Technical knowledge	133	3.075	1.526
Q6. Assoc. w/ leaders	133	3.526	1.216
Q7. Open discussion	134	3.075	1.444
Q8. Keep up w/ changes	134	3.612	.966
Q9. Establish reputation	135	3.148	1.562
Q10. Influence direction	135	2.089	1.760
Q11. Lecture format	133	1.113	1.486
Q12. Representing company	134	2.612	1.738
Q13. Encouraging members	133	2.045	1.660
Q14. Seeing people	135	2.800	1.643
Q15. Showing commitment	135	2.370	1.731
Q16. Visit family/friends	135	1.067	1.580
Q17. Setting standards	134	2.754	1.665
Q18. Learning new skills	135	3.052	1.503
Q19. Chair/moderate	135	1.259	1.670
Q20. Policy development	134	1.254	1.564
Q21. New relationships	134	3.694	1.042

Items	Sample	Mean	Std.dev.
Q22.Org. services	135	2.719	1.591
Q23.Prof. opportunities	135	2.778	1.628
Q24.Exchanging ideas	135	3.415	1.301
Q25.Opportunity to travel	134	1.597	1.695
Q26.Interpersonal skills	135	2.415	1.747
Q27.Making contacts	135	2.319	1.867
Q28.Helping young members	133	2.000	1.775
Q29.Hearing resp.speakers	134	3.657	1.056
Q30.Informal activities	130	2.008	1.781
Q31.Encouraging members	130	1.138	1.554
Q32.Manage job respon.	130	2.231	1.824
Q33.Hearing nat'l speaker	129	2.713	1.782
Q34.Satisfy job require.	130	1.723	1.739
Q35.ID future leaders	130	2.008	1.781
Q36.Getting away	130	.846	1.449
Q37.Receiving CE credits	130	.846	1.470
Q38.Taking vacation	130	.477	1.136
Q39.Traveling to location	130	.600	1.261
Q40.Professional success	130	2.992	1.719
Q41.Attend w/ co-workers	130	.523	1.183

Sixty seven and two tenths percent (n=134) of the respondents found the open discussion format important and 85.1% (n=134) found it important to attend the meeting to keep up with changes in the industry. Sixty nine and six tenths percent (n=135) of those surveyed found establishing a reputation in their profession important. When surveyed about influencing the future direction of the association, 40.7% (n=135) said it was important but 36.3% said it was not important. Fifty nine and four tenths percent (n=133) felt that attending a session with the traditional lecture/scientific format was not important. It was important to represent their company or organization for 57.5% (n=134) of the respondents. There was an even distribution of those who attended the meeting to encourage members to support projects of general value to society. Thirty three and one tenth percent (n=133) found this item not important, 31.6% felt it somewhat important, and 35.3% found it important. Fifty seven percent (n=135) found it important to attend the meeting to see people they know. Forty eight and one tenth percent (n=135) found it important to attend the meeting to show their commitment to the association. Sixty five and two tenths percent (n=135) did not find it important to attend the meeting to visit family or friends. When surveyed about the importance of setting standards for professional practice, 54.5% (n=134) responded that it was important.

Sixty eight and one tenth percent (n=135) responded that learning new skills was important, but 60% (n=135) felt that serving as chair or moderator of educational programs was not important. Eighty five and eight tenths percent (n=134) of the respondents found it important to attend in order to develop new business or professional relationships, 52.6% (n=135) felt it was important to attend to learn about the services and opportunities available within the association. Fifty four and one tenth percent (n=135) felt that attending to learn about the profession, such as salaries, opportunities and ethics was important, while 80% (n=135) found it important to exchange new ideas. Forty seven and eight tenths percent (n=134) of the respondents found that having the opportunity to travel was not important to their selection of the meeting, and 50.4% (n=135) found it was important to attend the meeting to sharpen interpersonal skills.

Forty six and seven tenths percent (n=135) of those surveyed felt it was important to attend the meeting to make contacts that will increase employment opportunities. Sixty and nine tenths percent (n=133) felt it somewhat-to-important to attend meetings to help younger members advance in their profession. Eighty five and one tenth percent (n=134) of the respondents found it important to hear speakers who are respected experts in fields related to theirs. There was an even distribution of those who felt it was not important,

somewhat important and important to participate in informal social and recreational activities. These percentages were 33.8% (n=130), 33.8%, and 32.3% respectively. Sixty and eight tenths percent (n=130) of those surveyed felt it not important to attend the meeting in order to encourage members to serve on association committees or boards.

Forty seven and seven tenths percent (n=130) of the respondents found it important to attend the meeting to learn how to manage their job responsibilities better. Hearing speakers of national prominence (e.g. politicians or best-selling authors) was important to 58.9% (n=129) of the respondents. Satisfying job requirements/expectations was not important to 45.4% (n=130) of the respondents. Sixty one and six tenths percent (n=130) of the respondents felt that identifying future leaders in the profession was somewhat-to-important. Getting away from the office was not important to 71.5% (n=130) of the respondents. Seventy two and three tenths percent (n=130) of the respondents felt that receiving continuing or professional education credits was not important when selecting a meeting to attend. Of those surveyed, 83.1% (n=130) responded that taking their spouse or family on vacation was not important.

Traveling for the aesthetic beauty of the location was not important to 79.2% (n=130) of the respondents. Sixty seven and seven tenths percent (n=130) of the respondents felt

pursuing professional success was important when selecting a meeting, but 81.5% (n=130) responded that attending the meeting because their co-workers were attending was not important.

### **Hypothesis Testing**

**H1: The four factor/attributes for meeting selection identified in the Price study (education, networking, leadership, and professional savvy) are the same for the present population.**

A factor analysis was performed on the 35 meeting attributes to determine if the factor solution had the same configuration as Price's (1993) five factor solution. A five factor solution was specified in the factor analysis utilizing a varimax rotation. As in the Price (1993) study, a variable was considered significant to a factor if the factor loading was at least 0.35. Please see Table 4.4 for the factor solution.

### Factor Analysis Results

#### Factor I

Twelve meeting items loaded onto this factor and it represented 20.4% of the total variance. Six of the items were identified in Price's (1993) study as education attributes, three items were from the professional savvy attribute, one item was from the leadership attribute, one item from the networking attribute, and one item was from the

Table 4.4: Factor Results of Present Study

Factor I - Education		
Survey Items	Eigenvalue	Factor Loading
Q5. Technical knowledge	7.15	.789
Q18. Learning new skills		.767
Q29. Hearing resp. speakers		.695
Q22. Org. services		.685
Q32. Manage job respon.		.663
Q3. Hearing colleagues		.645
Q33. Hearing nat'l speakers		.618
Q23. Prof. opportunities		.556
Q1. All day workshops		.541
Q17. Setting standards		.440
Q2. Presenting papers		.431
Q8. Keep up w/ changes		.409

Factor II - Leadership		
Survey Items	Eigenvalue	Factor Loading
Q15. Showing commitment	4.3	.753
Q20. Policy development		.753
Q10. Influence direction		.727
Q31. Encourage members		.721
Q19. Chair/moderate		.656
Q28. Helping younger members		.636
Q7. Open discussion		.576
Q13. Encouraging members		.559
Q12. Representing company		.491
Q16. Visit friends/family		.332

Factor III - Networking		
Survey Items	Eigenvalue	Factor Loading
Q9. Establish reputation	3.13	.805
Q4. Knowing people		.692
Q27. Making contacts		.649
Q14. Seeing people		.626
Q21. New relationships		.623
Q6. Assoc. w/ leaders		.609
Q35. ID future leaders		.589

Factor IV - Potpourri		
Survey Items	Eigenvalue	Factor Loading
Q37. Receiving CE credits	1.60	.691
Q30. Informal activities		.392
Q34. Satisfy job require.		.391
Q11. Lecture format		.390
Q36. Getting away		.350

Factor V -Unrelated variables		
Survey Items	Eigenvalue	Factor Loading
Q24. Exchanging ideas	1.59	.704

unrelated variables. The factor loadings for the variables were 0.40 or higher; hence, all the items that loaded on this factor make a significant contribution to this factor. The items that loaded on this factor comprised 75% of the items identified in Chapter Three as the education attribute. Based on the heavy educational influence of these items, it appears that the factor represents the "education" attribute and is the strongest factor.

Lifelong learning is today a career necessity, not a form of intellectual recreation - the need to stay current on fast-changing technologies and events has never been more crucial (Keluche & Joaquim, 1990).

#### Factor II

Ten meeting items loaded onto factor II and represented 12.3% of the total variance. Seven of the items were identified by Price (1993) as leadership attributes, one item as a networking attribute, one item as an education attribute, and one item from the unrelated variables. The factor loadings for all these variables were 0.33 and higher. The item that had a factor loading of 0.33 (question 16) was removed from the analysis because the factor loading was below .35. This left nine items to analyze. The items in this factor equal 77.7% of the items identified as leadership in Chapter Three. The items that loaded on this factor make a significant contribution to the factor. The items in this category had several leadership variables, therefore this

factor represents the "leadership" attribute and is the second strongest factor.

A leader must continue to do four things in order to conduct an effective meeting: stimulate, control, support, and observe. It is also important for a leader to provide objective insights to assist in the flow of the meeting (Renton, 1980:92).

### Factor III

Seven meeting items loaded onto factor III, and represented 9.0% of the total variance. Four of the items were hypothesized as networking attributes, two items as professional savvy attributes, and one as a leadership attribute. The factor loadings for these items were 0.58 and higher. The items that loaded onto this factor had a heavy networking influence. This factor comprised 57.7% of the networking factor identified by Price (1993). Although the items did not meet the decision rule percentage the items still represented the "networking" attribute and is the third strongest factor.

Networking and the maximizing of human contacts as resources are important ingredients that planners should keep in mind. These contacts can be used by conference attendees to pinpoint resources and developing networking systems for use both at the conference and afterwards (Ilsley, 1985:121).

### Factor IV

Five items loaded onto factor IV and represented 4.6% of the total variance. Two items were from the unrelated

variable group, one item was from the networking attribute, one item was from the professional savvy factor, and one item was from the education attribute. The factor loadings for these items were 0.35 and higher. These items did not have any particular synthesized concept but they comprised 50.0% of the unrelated variables, 14.3% of the networking items, 14.3% of the professional savvy items and 12.5% of the education attribute items. When reviewing the items, they included: participating in informal recreational activities, getting away from the office, Attending the session for the traditional scientific lecture format, receiving continuing education credits, and satisfying job requirements/expectations. This factor is the fourth strongest factor and titled "potpourri."

At a meeting adults enjoy exchanging tips about the latest ideas in professional practice, hearing others tell stories of successes and failures, and socializing. Therefore, it is important to allow enough time in the program for these activities, since people get important needs met through these social activities (Simerly, 1990:85).

#### Factor V

One item loaded onto factor V and represented 4.5% of the total variance. This item was from the unrelated group of variables. The factor loading for this item was .70, hence, there was one item significant to this factor and this factor represented the unrelated variables. This factor was the

weakest factor in the factor solution and titled "unrelated variables."

Hypothesis one was directed at confirming whether the attributes in the Price (1993) study emerged in the present study. Please see Table 4.5 for the comparison of the factors in the two studies.

**H1: The four factor/attributes for meeting selection identified in the Price study (education, networking, leadership, and professional savvy) are the same for the present population.**

In order to test hypothesis one, four sub-hypotheses were used. The results of these sub-hypotheses were as followed:

**H1a: The education factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

We failed to reject this hypothesis because 75% of the items in the Price (1993) factor, education, emerged in a factor in the present study. That factor was then called "education."

**H1b: The leadership factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

We failed to reject this hypothesis because 77.7% of the items in the Price (1993) factor, leadership, emerged in a factor in the present study. That factor was then called "leadership."

Table 4.5: Factor Comparison -Price (1993) Study to Present Study

Price (1993) - Education	Factor I - Education
Meeting Items	
Q3. Hearing colleagues Q5. Technical knowledge Q7. Open discussion Q8. Keeping up w/ changes Q11. Lecture format Q18. Learning new skills Q29. Hearing resp. speakers Q33. Hearing nat'l speakers	Q3. Hearing colleagues Q5. Technical knowledge Q8. Keeping up w/ changes Q18. Learning new skills Q29. Hearing resp. speakers Q33. Hearing nat'l speak.
	Q1. All day workshops Q2. Presenting papers Q17. Setting standards Q22. Org. services Q23. Prof. opportunities Q32. Manage job respon.

Decision: 75% of the items in the Price (1993) factor, Education, emerged in the extracted factor, Education.

Price (1993) - Leadership	Factor II - Leadership
Meeting Items	
Q10. Influence direction Q13. Encouraging members Q15. Showing commitment Q17. Setting standards Q19. Chair/moderate Q20. Policy development Q28. Helping younger members Q31. Encouraging members Q35. ID future leaders	Q10. Influence direction Q13. Encourage members Q15. Showing commitment Q19. Chair/moderate Q20. Policy development Q28. Help younger members Q31. Encourage members
	Q7. Open discussion Q12. Representing comp. Q16. Visit friends/family

Decision: 77.7% of the items in the Price (1993) factor, Leadership, emerged in the extracted factor, Leadership.

Price (1993) - Networking	Factor III - Networking
Meeting Items	
Q1. All-day workshops Q4. Knowing people Q6. Assoc. w/ leaders Q9. Establish reputation Q12. Represent company Q14. Seeing people Q37. Receiving CE credits	Q4. Knowing people Q6. Assoc. w/ leaders Q9. Establish reputation Q14. Seeing people
	Q21. New relationships Q27. Making contacts Q35. ID future leaders

Decision: 57.7% of the items in the Price (1993) factor, Networking, emerged in the extracted factor, Networking.

Price (1993) - Unrelated Var.	Factor IV - Potpourri
Meeting Items	
Q2. Presenting papers Q16. Visit friends/family Q30. Informal activities Q36. Getting away	Q30. Informal activities Q36. Getting away
	Q11. Lecture format Q34. Satisfy job require. Q37. Receiving CE credits

Decision: 50% of the items in the Price (1993) unrelated variables emerged in the fourth factor. This factor was titled - Potpourri.

**H1c: The networking factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

We reject this hypothesis because 57.7% of the items in the Price (1993) factor, networking, emerged in a factor in the present study. However, the factor was still titled "networking."

**H1d: The professional savvy factor/attribute in the Price (1993) study is the same as one of the factors in the present study.**

This hypothesis was rejected because 75% of the items from the Price (1993) study factor, professional savvy, did not emerge in any factor in the present study. The present study factor was titled "potpourri."

**H2: The percentage of total variance accounted for by each factor identified in the Price study is the same for the present study.**

Hypothesis two is contingent upon hypothesis one, therefore in order to be consistent, four sub-hypotheses were used to test each sub-hypothesis from hypothesis one. Please see Table 4.6 for a comparison of the variances from the Price (1993) study and the present study. The results of hypothesis two were as followed:

**H2a: The percentage of total variance accounted for by the education factor/attribute in the Price (1993) study is the same for the education factor in the present study.**

We rejected the hypothesis that the variances for the education factors were the same. The variance for the present

Table 4.6: Comparison of Variance - Price (1993) Study Factors to Present Study Factors

Price (1993) Study		Present Study	
Factors	Variance	Factors	Variance
Leadership	5.54%	Leadership	20.4%
Education	3.53%	Education	12.3%
Networking	2.72%	Networking	9.0%
Professional Savvy	3.59%	Potpourri	4.6%

education factor was 20.4% and the Price (1993) education factor variance was 3.53%, this difference is greater than 5%.

**H2b: The percentage of total variance accounted for by the leadership factor/attribute in the Price (1993) study is the same for the leadership factor in the present study.**

We rejected the hypothesis that the variances for the leadership factors were the same. The variance in the present study leadership factor was 12.3% and the Price (1993) leadership factor variance was 5.54%, this difference is larger than 5%.

**H2c: The percentage of total variance accounted for by the networking factor/attribute in the Price (1993) study is the same for the networking factor in the present study.**

Due to the fact that H1c was rejected this hypothesis was not tested.

**H2d: The percentage of total variance accounted for by the professional savvy factor/attribute in the Price (1993) study is the same for the professional savvy factor in the present study.**

Due to the fact that H1d was rejected this hypothesis could not be tested.

## Chapter Summary

The first factor extracted from the factor analysis had six of the eight items from the education attribute. The second factor extracted had seven of the nine items from the leadership attribute. The third extracted factor had four out of the five seven from the networking attribute. The first two extracted factors contained high percentages of items in the factors identified by Price (1993); hence, they can be concluded as being the same. The third factor, while not meeting the specified criteria of 75% of the items being the same, also appeared to represent the networking factor.

The fourth factor extracted from the factor analysis had three items from the unrelated variables, one item from the networking attribute, one item from the education attribute, and one item from the professional savvy attribute. This factor was designated as potpourri. This factor did not match one of Price's (1993) identified attributes. The remaining item which fell into the factor of unrelated variables, in fact, was part of the unrelated variable group.

## CHAPTER FIVE

### Conclusion and Discussion

At the commencement of this research, two major objectives were outlined. They were:

- 1) To determine whether or not the factors of attributes contributing to attendee selection process identified in the present study are identical to those identified in the Price (1993) study.
- 2) To provide information that planners can use in understanding participant needs.

The study was guided by one primary research question. It was:

- 1) What underlying factors exist for the CHRIE conference attendees in their selection process to attend a professional meeting?

The secondary research questions were more specific to the hypotheses developed for the study. They were:

- 1) Are there similarities or differences in the meeting attributes identified in the Price (1993) study and the present study?
- 2) Are there similarities or differences in the amount of total variance explained by the attributes identified in the Price (1993) study and the present

study?

Using the objectives and the research questions, the study was analyzed to see if it reached its outlined goals.

### **Primary Analysis**

Members of the Council on Hotel, Restaurant, and Institutional Education (CHRIE) identified four factors of attributes that influence their professional meeting selection process. Education, the strongest factor, explained 20.4% of the total variance. Leadership, the second strongest factor, explained 12.3% of the total variance. Networking, the third strongest factor, explained 9.0% of the of the total variance. The fourth strongest factor, Potpourri, explained 4.6% of the total variance. By identifying these factors the primary research question was met.

**H1: The four factor/attributes for meeting selection identified in the Price study (education, networking, leadership, and professional savvy) are the same for the present population.**

The factors identified by Price (1993) were: education, leadership, networking, and professional savvy. The present population identified two of the four factors (education, and leadership), hence, H1a and H1b failed to be rejected. The factors of networking and professional savvy did not meet the

decision rule criteria, thus H1c and H1d were rejected. Although H1c was rejected, the items in this factor were considered to represent the networking factor. The items in the potpourri factor did not represent the professional savvy factor and this hypothesis was rejected.

**H2: The percentage of total variance accounted for by each factor identified in the Price study is the same for the present study.**

The sub-hypotheses for hypothesis two were contingent upon the success and validity of hypothesis one. H2a and H2b, sub-hypotheses for hypothesis two, were rejected because the differences in variances were greater than plus or minus 5%. H2c and H2d could not be tested because H1c and H1d were rejected. The fact that the variances are different lead us to believe that even though the same factors may basically be important, the perception of which factors are more important change across groups of people. After comparing the results of this study to the results of the Price (1993) study, the secondary research questions were met.

### **Comparison of Price (1993) Study and Present Study**

#### **General Comparison of the Two Studies**

The factor of education in the present study contained 75% of the items from the Price (1993) education factor. The leadership factor contained 77.7% of the variable items in the

leadership factor from the Price (1993) study. The factor of networking contained 57% of the items from the Price (1993) networking factor. The fourth factor identified in this study contained three items from the unrelated variables. This factor was named potpourri. This factor also contained one item from the Price (1993) factor, professional savvy, one item from networking and one item from Price's (1993) education factor.

#### Comparison of Factor Loadings

In the Price (1993) study, the factors loaded in the following fashion (strongest to weakest): a) leadership, b) professional savvy, c) education, and d) networking. In the present study, the factors loaded in the following manner: a) education, b) leadership, c) networking, and d) potpourri.

Seventy-seven percent of the items in the Price (1993) factor leadership loaded onto a present study factor. When looking at the items individually, seven out of ten items hypothesized were the same for both studies. In addition, one item was dropped from the analysis of the present study factor which left nine items to be considered. Using this information, it can be said that the salient dimension of leadership attributes when selecting a meeting are the same for both populations.

Seventy-five percent of the items in the Price (1993) factor, education, loaded onto the present study education

factor. When looking at the items individually, six out of the eight items hypothesized were the same in both studies. Six other items loaded onto the present factor, education, from items in networking, leadership, professional savvy, and the unrelated variables. Using this information, it can be said that the salient dimension of education attributes for selecting a meeting existed in both populations. Because a broader variety of items being included in the present education factor, it may be that the CHRIE population had a broader definition of education versus AAAS.

Fifty-seven percent of the items in the Price (1993) factor, networking, loaded onto a present study networking factor. When looking at the items individually, four of the seven items hypothesized were the same for both studies. In addition, three other items loaded onto the present factor from items in leadership and professional savvy. Although the hypothesis related to this factor was rejected, over half of the items in both factors were the same. Using this information, CHRIE members may have a broader definition of the attribute networking versus AAAS. The salient dimension of networking attributes existed in both populations.

The items from the Price (1993) study factor, professional savvy, did not load on one factor in the CHRIE population. Instead, items from the unrelated variables loaded together and drew items from education, networking and

professional savvy. These items represented a variety of attributes and was called potpourri. Thus the salient dimension of professional savvy does not appear to exist in the present study. An explanation of this could be that factors outside of the three original factors (education, leadership, and networking) hypothesized in the Price (1993) dissertation are specific to each population.

When looking at the factors at face value, one would determine that AAAS found the leadership attributes of a conference or meeting most important. The CHRIE members found the education attributes most important. The CHRIE members seemed to have broader ideas of the dimensions of education and networking. The AAAS association has been established over one hundred years longer than CHRIE and the opportunity to develop more concrete ideas was available. On the other hand, CHRIE members may be in the process of strengthening their views. In the Price (1993) study the attributes were linked to an attendees' career stage (ie. introduction, transition, maturity). An established association, such as AAAS, may have more delineated career stages than CHRIE. Thus, leadership may be more important than education. The CHRIE association responded that the educational activities of a meeting were more important.

#### Explanation of the Differences

Possible reasons for the differences in the factors

identified for the two populations may be the characteristics of the populations. Seventy-five percent of the CHRIE respondents were educators and 25% of the respondents were industry personnel, including government, industry, students and others. The AAAS respondents included researchers, medical doctors, teachers and administrators (K-12) as well as practicing members of the industry. The CHRIE organization was founded fewer than fifty years ago and AAAS was founded more than 150 years ago. The members in both groups vary in age and interests. These reasons may explain some of the differences between the populations and the factors that were identified.

### **Beneficiaries of the Study**

The first beneficiary of this study is the professional meeting and conference attendees. The responses that these individuals provided will supply necessary data so that their needs and preferences can be analyzed and studied further. These studies will aid meeting planners in their quest to provide these individuals with what they want in a meeting.

The second beneficiary of this study is the meeting planners and the meetings and conventions industry. By having the opportunity to incorporate the results of this study and studies like it, the planners have an insight into what their targeted audiences find important. This information can be

used during the planning stage of the meetings. The planner can prepare pre- and post-conference evaluations that will collect information valuable to the current meeting or meetings to come.

The academic arena will also benefit from this study. Any results that contribute to the pool of empirical studies on a topic may be used for future research to come. Academic literature allows other studies to verify or question the results of previous research and conduct additional studies in order to add to a particular area or body of knowledge.

### **Implications**

The ultimate goal of the current study was to provide information that meeting planners could use to plan more effective meetings. Planners can use the results of the present study in conjunction with the Price (1993) study to solicit information from attendees. This information will pertain to the salient dimensions emergent in both studies and will probe what kind of conference activities the attendees want. Based on the data collected, the planner can gear the meeting towards the preferences of the particular association. Using the results of both studies, meeting planners can see that the three dimensions (education, leadership, networking) are major contributing factors to meetings. Any additional factors may be specific to the various associations and will

vary accordingly.

The major implication of this study rests in the fact that there are numerous future research opportunities. Planners can use the information from this study as well as the Price (1993) study, but additional research in this area would provide more opportunity for comparisons. Ultimately, planners will be able to take the studies and pinpoint three contributing factors and varying secondary factors as to reasons why attendees select particular meetings. They will also be able to determine what activities are important to certain associations.

#### Limitations

There were few limitations for this study, yet they were quite significant. The sample size was seen as a limitation because it may not have been representative of the entire association. The omission of five survey items from the Price (1993) survey when the factor analysis was performed on the present sample was considered another limitation. The issues of time and budget constraints during the data collection process were also seen as limitations to the study.

#### **Future Research**

As a result of the Price (1993) study and the present study, three dominant factors (education, leadership, and

networking) emerged as attributes that attendees use to guide their decision to select a particular meeting. Also emerging are two secondary factors (professional savvy and potpourri) that may be specific to various population characteristics. Future research would dictate that this study be replicated on various other populations in order to test for the three dominant factors. The tests would also disclose any other secondary factors that may emerge. It is important that the population's demographics for any future tests be diverse in order not to exclude any particular disciplines from scrutiny.

In the age of multi-cultural diversity, future research may include testing the factors as they relate to minorities. Meeting planners and convention facilities are beginning to understand the magnitude of financial power that minority organizations possess. In a survey commissioned by the Philadelphia Convention and Visitor's Bureau, the city found that racial tensions of the 1970's and 1980's had tarnished the city's reputation with minority organizations (Lieberman and Grimaldi, 1991). The city went on a campaign to improve relations with minority organizations. In 1988 the city hosted 12 meetings for black organizations; in 1990 the number grew to 41 meetings. Philadelphia and many other cities across the country are stepping up efforts to tap into the Black meetings market which is estimated at \$3 billion a year (Lieberman and Grimaldi, 1991).

Conducting this survey again on the CHRIE population, for a longitudinal study would be another possible research venture. In perhaps one year to eighteen months the survey should be re-administered to determine if CHRIE members identify the same factor/attributes. If the responses deviate from the original factors, then there is the possibility that variables in the environment have an effect on the selection attributes and the results may fluctuate from year to year.

Finally, the travel aspects of a conference are usually very important to meeting attendees. Eighty three percent of the CHRIE respondents felt that travelling to a meeting site was not important. Another future study may include testing the targeted population to see if changes in conference locations produce varying responses. Other important variables to this study would be the amount of money contributed by an individual's business or university versus the amount of money contributed by that individual towards the meeting fees. Individuals tend to be more selective when his/her monetary contribution is great. This study would go along with the outlined longitudinal study of the targeted population.

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## **APPENDICES**

**APPENDIX A**  
**PRELIMINARY INFORMATION**

June 1, 1993

Mr. Howard Feiertag  
Center for Hospitality Research and Service  
Continuing Education Center  
Blacksburg, VA 24061-0104

Dear Mr. Feiertag:

Thank you for agreeing to present my proposal for research data collection to various meeting planners and/or meeting planning organizations. Your assistance in helping to find sponsorship is greatly appreciated. I hope that the information collected at the 1993 CHRIE conference will be valuable to the meetings management industry.

Enclosed you will find twenty five (25) copies of the proposal. If you have any questions concerning the proposal, please contact me at (703) 951-6713. Again thank you for your assistance and I hope to hear from you soon.

Sincerely,

Yvette Grant

enclosures

**MARKET RESEARCH PROJECT**  
**FOR**  
**CONFERENCE ATTENDEE PREFERENCE**

Dr. Pamela A. Weaver  
Yvette Grant

June 25, 1993

Department of Hotel, Restaurant and Institutional Management  
Virginia Polytechnic Institute and State University  
362 Wallace Hall, Blacksburg, VA 24061-0429  
(703) 231-5515

MARKET RESEARCH PROJECT  
FOR  
CONFERENCE ATTENDEE PREFERENCES

**PURPOSE OF THE STUDY:**

The purpose of this research project is to determine what attributes an attendee looks for in selecting a meeting. The proposed project is a partial replication of Dr. Catherine Price's (1993) dissertation, "An Empirical Study of Professional Association Meetings from the Perspective of Attendees." Research in this area has shown that attendees have identified four attributes that are of value when selecting meetings. These attributes are: 1) education, 2) networking, 3) leadership, and 4) professional savvy (Price, 1993). The research project will test this theory of attributes at the 1993 Council on Hotel, Restaurant and Institutional Education (CHRIE) Conference in Chicago, IL. The information collected will be of importance because it will aid meeting and planning professionals when developing meetings' programs.

**OBJECTIVES OF THE PROJECT:**

1. To determine the attributes most important to an attendee in conference selection.

2. To present the results to the meetings management industry in attempt to assist in the development of more successful meetings.

**COST ANALYSIS:**

The funding collected through sponsorship will be used to cover the costs of collecting data for the research project. The total estimated costs of this process is \$500.00. These costs include:

- \$235.00 registration fee, 1993 CHRIE Conference
- \$150.00 travel expenses to conference
- \$115.00 copy and assembly costs

**INDUSTRY APPLICATIONS:**

The results of the research project will be compiled into a report and presented to the Council on Hotel, Restaurant and Institutional Education (CHRIE), Professional Convention Meeting Association (PCMA), and Meeting Planners International (MPI). The information reported will assist meeting planners in providing better service to their clientele by being informed as to attendee preference. The report will assist meeting planning professionals in making conscious decisions regarding the structure of meetings, for example: speaker selection, seminars, and entertainment, based on the particular make up of the attendees. Attached is a rough draft copy of the survey. A full report will be submitted to any funding agency by January 1994.



Department of Hotel, Restaurant and  
Institutional Management

College of Human Resources  
362 Wallace Hall, Blacksburg, Virginia 24061-0429  
(703) 231-5515  
Fax: (703) 231-7157 Telex: 9103331861

July 5, 1993

Mr. Malcolm Abrams  
Meetings News  
1515 Broadway  
New York, New York 10036

Dear Mr. Abrams:

Thank you for supplying funding for our research project. I believe the information collected at the 1993 CHRIE conference will be both enlightening and beneficial to the Meeting News readers. As per our conversation and the proposal, a full report will be sent to you in January 1994. I will contact you periodically to keep your organization abreast of the developments of the study. Again thank you for your assistance and I look forward to working with you.

Sincerely,

Yvette Grant

*July, 22, 1993*

*Kara Ozehoski  
c/o CHRIE  
1200 17th Street  
Seventh Floor  
Washington, DC 20036*

*Dear Kara:*

*Thank you for offering to place these surveys into the registration packets. This assistance is extremely helpful. You should be receiving a package full of pencils from Mrs. Grant in Maryland, please place these in the packets as well. Enclosed you will find approximately 675 surveys, if there are any remaining please bring them with you to the conference.*

*If you have any questions, please feel free to call me and again thank you for your help. I look forward to meeting you!*

*Sincerely,*

*Yvette Grant*

July 29, 1993

TO: Dr. Mahmood Khan

FROM: Yvette Grant

Re: Thesis survey distributed at 1993 CHRIE conference

During the 1993 CHRIE conference, I will be collecting data for my thesis study. The topic of the study is Conference Attendee Preferences. A survey has been placed in the participant registration packets.

It would be greatly appreciated if, at the conclusion of your presentation, you would encourage the conference participants to fill out the survey located in the registration packet and return it to one of the boxes located in the registration area.

Thank you for your assistance.

APPENDIX B

PRICE (1993) STUDY SURVEY

Your responses to this survey are requested to help me in my dissertation study on the value of meetings and conventions to attendees. Please use a No. 2 pencil to mark your responses in the answer column. Either leave a seat or in boxes in the foyer outside this room.

1. Day survey completed (1) Friday (2) Saturday (3) Sunday (4) Monday (5) Tuesday (6) Wednesday (7) Thursday
2. Birth Year (1) Previous to 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
3. Race (1) Caucasian (2) African American (3) Hispanic (4) Asian (5) Native American (6) Other
4. Gender (1) Female (2) Male
5. Do family responsibilities affect your ability to attend professional society meetings?  
(1) No (2) Somewhat (3) Yes
6. Highest education level completed  
(1) High school or less (2) Associate degree/technical certificate  
(3) Bachelor's (4) Master's (5) M.D. (6) Doctoral
7. Current Salary (1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999  
(4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) \$70,000-\$79,999  
(8) \$80,000-\$89,999 (9) \$90,000-\$99,999 (10) \$100,000 or over
8. Did your father or mother attend professional association meetings?  
(1) Father (2) Mother (3) Both (4) Neither (5) Unknown
9. Which best describes your current work outlook?  
(1) Would change jobs to maintain content specialization *needed*  
(2) Would change jobs to increase supervisory responsibilities  
(3) Would change jobs to stay in present community  
(4) Would change jobs to increase level of creativity  
(5) Would change jobs to increase degree of autonomy, independence  
(6) Not applicable to current situation (student, unemployed)
10. Highest education level of either of your parents  
(1) High school or less (2) Associate degree/technical certificate  
(3) Bachelor's (4) Master's (5) M.D. (6) Doctoral (7) Unknown
11. Costs of attending this meeting were primarily paid by  
(1) Self (2) Someone other than self (3) Shared approximately 50/50
12. Number of years employed in present profession  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
13. Age first employed in present profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45  
(7) 46-50 (8) 51-55 (9) 56-60 (10) 61 or over
14. Number of years with current employer  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
15. Did you have a major change in your job responsibilities in 1992 (1) No (2) Yes
16. Which best describes your registration category at this meeting?  
(1) Regular Member (2) Post Doctoral (3) Student (4) K-12 Teacher (5) Retired (6) Non-member *OK*
17. Which best describes your work situation (1) Industry (2) University/College (3) Government  
(4) Non-profit Org (5) Ind Consult/Private Prac (6) Hospital/MedSahl (7) Between jobs (8) Retired (9) Other
18. Number of years you have attended one or more professional association meetings, including this year  
(1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) over 20
19. Which of the following best describes your primary work relationships?  
(1) Work under the direction of another professional  
(2) Assume responsibility for one project or part of a larger project *needed*  
(3) Involved in the development of ideas, systems, clientele  
(4) Provide leadership in determining future directions of the organization *industry*
20. In the last three years, how much has change in your industry affected your job?  
(1) not at all (2) minimally (3) somewhat (4) greatly

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

21. Attending all-day workshops
22. Presenting papers to colleagues
23. Hearing speakers who are practicing members of my profession
24. Knowing the types of people who will be attending the meeting
25. Increasing my knowledge of the technical aspects of my job
26. Associating with professional leaders
27. Attending sessions allowing open discussion
28. Keeping up with changes in the profession/field
29. Establishing a reputation in my profession

- OVER -

1	2	3	4	5	6	7	8	9	10
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9
21	1	2	3	4	5	6	7	8	9
22	1	2	3	4	5	6	7	8	9
23	1	2	3	4	5	6	7	8	9
24	1	2	3	4	5	6	7	8	9
25	1	2	3	4	5	6	7	8	9
26	1	2	3	4	5	6	7	8	9
27	1	2	3	4	5	6	7	8	9
28	1	2	3	4	5	6	7	8	9

KA

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

- |   |    |   |   |   |   |   |   |   |   |   |    |
|---|----|---|---|---|---|---|---|---|---|---|----|
| 30. Influencing the future direction of the association                                 | 30 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 31. Attending sessions with a traditional lecture/scientific format                     | 31 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 32. Meeting with vendors/suppliers/exhibitors <i>do reduce</i>                          | 32 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 33. Representing my company/organization ✓  | 33 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 34. Encouraging members to support projects of general value to society                 | 34 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 35. Seeing people I know  | 35 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 36. Showing my commitment to the association <i>okay</i>                                | 36 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 37. Evaluating the competition <i>reduce</i>  | 37 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 38. Being able to visit family/friends  | 38 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 39. Setting standards for professional practice<br><i>Respect - Quality of work</i>     | 39 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 40. Learning new skills   | 40 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 41. Serving as chair or moderator of educational programs                               | 41 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 42. Participating in policy development for the association                             | 42 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 43. Developing new business/professional relationships                                  | 43 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 44. Getting to know the services of and opportunities available within the association  | 44 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 45. Learning more about the profession such as salaries, opportunities, ethics          | 45 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 46. Exchanging ideas on work-related issues   | 46 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 47. Traveling to a desirable location ←   | 47 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 48. Making contacts that increase my employment opportunities                           | 48 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 49. Helping younger members advance in their profession                                 | 49 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 50. Hearing speakers who are respected experts in fields related to mine                | 50 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 51. Participating in informal social and recreational activities                        | 51 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 52. Encouraging members to serve on association committees/boards                       | 52 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 53. Learning how to manage my job responsibilities better                               | 53 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 54. Hearing speakers of national prominence (e.g., politicians or best selling authors) | 54 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 55. Participating in national and global policy development for the field <i>no</i>     | 55 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 56. Satisfying job requirements/expectations  | 56 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 57. Serving on committees and supporting association goals                              | 57 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 58. Identifying future leaders in the profession  | 58 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 59. Getting away from the office  | 59 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 60. Receiving continuing/professional education credits                                 | 60 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Please either leave at seat or in boxes in the foyer outside this room.  
THANK YOU FOR YOUR HELP!

APPENDIX C

THEORETICAL CONSTRUCTS - PRICE (1993) STUDY SURVEY

Table 3.1: Meeting Attribute Variables and Survey Items

EDUCATION ATTRIBUTE
45. Learning more about the profession such as salaries, opportunities, ethics
25. Increasing my knowledge of the technical aspects of my job
28. Keeping up with changes in the profession/field
40. Learning new skills
53. Learning how to manage my job responsibilities better
44. Getting to know the services of and opportunities available within the association
50. Hearing speakers who are respected experts in fields related to mine
23. Hearing speakers who are practicing members of my profession
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)
31. Attending sessions with a traditional lecture/scientific format
30. Attending all-day workshops
27. Attending sessions allowing open discussion
NETWORKING ATTRIBUTE
24. Knowing the types of people who will be attending the meeting
26. Associating with professional leaders
35. Seeing people I know
29. Establishing a reputation in my profession
33. Representing my company/organization
36. Showing my commitment to the association
37. Evaluating the competition
43. Developing new business/professional relationships
46. Exchanging ideas on work-related issues
32. Meeting with vendors/suppliers/exhibitors
48. Making contacts that increase my employment opportunities
58. Identifying future leaders in the profession
51. Participating in informal social and recreational activities

LEADERSHIP ATTRIBUTE
30. Influencing the future direction of the association
55. Participating in national and global policy development for the field
42. Participating in policy development for the association
39. Setting standards for professional practice
49. Helping younger members advance in their profession
34. Encouraging members to support projects of general value to society
52. Encouraging members to serve on association committees/boards
22. Presenting papers to colleagues
57. Serving on committees and supporting association goals
41. Serving as chair or moderator of educational programs
NON-THEORY VARIABLES SUPERFLUOUS TO FORMAL MEETING ATTRIBUTES
38. Being able to visit family and friends
47. Traveling to a desirable location
56. Satisfying job requirements/expectations
59. Getting away from the office
60. Receiving continuing education credits

Table 3.2: Career Stage Variables with Survey Items

<p><b>BIOLOGICAL STAGES</b> (Buehler, 1933; Jung, 1933; Super, 1957; Erickson, 1958; Hall, 1976; Levinson, 1978)</p>
<p>2. Birth Year (1) Previous to 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later</p>
<p>13. Age first employed in present profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45 (7) 46-50 (8) 51-55 (9) 56-60 (10) 61 or over</p>
<p><b>GENDER DIFFERENCES</b> (Bardwick, 1980; Giele, 1980; Gilligan, 1980, 1982)</p>
<p>4. Gender (1) Female (2) Male</p>
<p>5. Do family responsibilities affect your ability to attend professional society meetings? (1) No (2) Somewhat (3) Yes</p>
<p><b>SOCIAL CLASS/SENIORITY</b> (Miller &amp; Form, 1951)</p>
<p>3. Race (1) Caucasian (2) African American (3) Hispanic (4) Asian (5) Native American (6) Other</p>
<p>6. Highest education level completed (1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) M.D. (6) Doctoral</p>
<p>7. Current Salary (1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999 (4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) \$70,000-\$79,999 (8) \$80,000-\$89,999 (9) \$90,000-\$99,999 (10) \$100,000 or over</p>
<p>8. Did your father or mother attend professional association meetings? (1) Father (2) Mother (3) Both (4) Neither (5) Unknown</p>
<p>10. Highest education level of either of your parents (1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) M.D. (6) Doctoral (7) Unknown</p>

Table 3.3: General Demographic Variables

<p>1. Day survey was completed (1) Friday (2) Saturday (3) Sunday (4) Monday (5) Tuesday (6) Wednesday (7) Thursday</p>
<p>11. Costs of attending this meeting were <u>primarily</u> paid by (1) Self (2) Someone other than self (3) Shared approximately 50/50</p>
<p>16. Which <u>best</u> describes your registration category at this meeting? (1) Regular Member (2) Post Doctoral (3) Student (4) K-12 Teacher (5) Retired (6) Non-member</p>
<p>17. Which <u>best</u> describes your work situation (1) Industry (2) University/College (3) Government (4) Non-profit (5) Ind Consult/PrivatePrac (6) Hospital/MedSchl (7) Between jobs (8) Retired (9) Other</p>
<p>18. Number of years you have attended one or more professional association meetings, including this year (1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) over 20</p>

APPENDIX D  
PRESENT STUDY SURVEY

# VIRGINIA TECH

## THESIS STUDY - CONFERENCE ATTENDEE PREFERENCES

Your responses to this survey are requested to help me in my thesis study on the value of meetings and conventions to attendees. Please use a No. 2 pencil to mark your responses in the answer column. Please return the survey to the box marked "completed surveys" in the registration area.

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

1. Attending one or more all day workshops
2. Presenting papers to colleagues
3. Hearing speakers who are practicing members of my profession
4. Knowing the types of people who will be attending the meeting
5. Increasing my knowledge of the technical aspect of my job
6. Associating with professional leaders
7. Attending sessions allowing open discussion
8. Keeping up with the changes in my profession/field
9. Establishing a reputation in my profession
10. Influencing the future direction of the association
11. Attending session with a traditional lecture/scientific format
12. Representing my company/organization
13. Encouraging members to support projects of general value to society
14. Seeing people I know
15. Showing my commitment to the association
16. Being able to visit friends and family
17. Setting standards for professional practice
18. Learning new skills
19. Serving as chair or moderator of educational program
20. Participating in policy development for the association
21. Developing new business/professional relationships
22. Getting to know the services and opportunities available within the association
23. Learning more about my profession such as salaries, opportunities, ethics
24. Exchanging ideas on work related issues
25. Having the opportunity to travel to the meeting site
26. Sharpening my interpersonal skills (e.g., problem solving, group interaction)
27. Making contacts that will increase my employment opportunities
28. Helping younger members advance in their profession
29. Hearing speakers who are respected experts in fields related to mine

1	1	2	3	4	5	6	7	8	9	10
2	1	2	3	4	5	6	7	8	9	10
3	1	2	3	4	5	6	7	8	9	10
4	1	2	3	4	5	6	7	8	9	10
5	1	2	3	4	5	6	7	8	9	10
6	1	2	3	4	5	6	7	8	9	10
7	1	2	3	4	5	6	7	8	9	10
8	1	2	3	4	5	6	7	8	9	10
9	1	2	3	4	5	6	7	8	9	10
10	1	2	3	4	5	6	7	8	9	10
11	1	2	3	4	5	6	7	8	9	10
12	1	2	3	4	5	6	7	8	9	10
13	1	2	3	4	5	6	7	8	9	10
14	1	2	3	4	5	6	7	8	9	10
15	1	2	3	4	5	6	7	8	9	10
16	1	2	3	4	5	6	7	8	9	10
17	1	2	3	4	5	6	7	8	9	10
18	1	2	3	4	5	6	7	8	9	10
19	1	2	3	4	5	6	7	8	9	10
20	1	2	3	4	5	6	7	8	9	10
21	1	2	3	4	5	6	7	8	9	10
22	1	2	3	4	5	6	7	8	9	10
23	1	2	3	4	5	6	7	8	9	10
24	1	2	3	4	5	6	7	8	9	10
25	1	2	3	4	5	6	7	8	9	10
26	1	2	3	4	5	6	7	8	9	10
27	1	2	3	4	5	6	7	8	9	10

**PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING**

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

- 30. Participating in informal social and recreational activities
- 31. Encouraging members to serve on association committees/boards
- 32. Learning how to manage my job responsibilities better
- 33. Hearing speakers of national prominence (e.g., politicians or best selling authors)
- 34. Satisfying job requirements/expectations
- 35. Identifying future leaders in my profession
- 36. Getting away from the office
- 37. Receiving continuing/professional education credits
- 38. Taking spouse/family on a vacation
- 39. Traveling for the aesthetic beauty of the meeting location
- 40. Pursuing my professional success through attendance at this conference
- 41. Attending the conference because my co-workers were attending

**PLEASE RESPOND TO THE FOLLOWING**

- 42. Day survey completed (1) Wednesday (2) Thursday (3) Friday (4) Saturday
- 43. Birth Year (1) before 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
- 44. Race (1) Caucasian (2) African American (3) Hispanic (4) Native American (5) Asian (6) Other
- 45. Gender (1) Male (2) Female
- 46. Do family responsibilities affect your ability to attend professional society meetings? (1) No (2) Somewhat (3) Yes
- 47. Highest education level completed (1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) Doctoral
- 48. Current Salary (1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999 (4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) above \$70,000
- 49. Costs of attending this meeting was paid for primarily by (1) Self (2) Corporation/Company/Institution (3) Shared approximately 50/50 (4) Other
- 50. Number of years employed in present profession (1) less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
- 51. Age first employed in present profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45 (7) 46 & above
- 52. Number of years with present employer (1) less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
- 53. Did you have a major change in job responsibilities in 1992? (1) No (2) Yes
- 54. Which best describes your registration category? (1) Individual member of CHRIE (2) Representative of member Institution, Organization, or Corporation (3) Nonmember of CHRIE (4) Retiree (5) Graduate Student
- 55. Which best describes your work situation (1) Industry (2) University/College (3) Government (4) Non-Profit Org (5) Ind Consult/PrivatePrac (6) Between jobs (7) Retired (8) Student (9) Other
- 56. Number of years you have attended one or more professional association meetings, including this year (1) 1-5 (2) 6-10 (3) 11-16 (4) 16-20 (5) over 20
- 57. In the last year, how much has new developments in the hospitality industry affected your job? (1) Not at All (2) Minimally (3) Somewhat (4) Greatly

Please return to the designated box in the registration area.

## VITA

Yvette Nicole Julia Grant was born on October 12, 1970 in Philadelphia, Pennsylvania. In 1988, she graduated from Largo High School in Largo, Maryland. In 1992, she received a Bachelor of Science degree in Hospitality Administration from Morris Brown College, in Atlanta, Georgia. While at Morris Brown College, the author was General Manager of Scholars, a fine dining restaurant. After completion of her undergraduate degree, the author became the Assistant General Manager of Cottonwood Heath Spa and Hotel in Cottonwood, Alabama.

Currently, Ms. Grant is a Graduate Research Assistant in the Department of Hospitality and Tourism Management at Virginia Polytechnic Institute and State University.

*Yvette Nicole Julia Grant*