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**HOSPITALITY INDUSTRY EMPLOYERS' EXPECTATIONS AND  
PERCEPTIONS OF EMPLOYEES' COMPETENCES IN  
NAIROBI HOTELS**

By

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**A RESEARCH THESIS SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD  
OF THE DEGREE OF MASTER OF SCIENCE IN HOSPITALITY  
AND TOURISM MANAGEMENT IN THE SCHOOL OF  
ENVIRONMENTAL STUDIES AND HUMAN SCIENCES OF  
KENYATTA UNIVERSITY**

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employers'*



2012/383414

**July 2008**

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## DECLARATION

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This thesis is my original work and has not been presented for the award of a degree in any other University.


Sign 

Date 18/7/08

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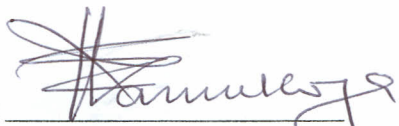
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**DEDICATION**

This work is dedicated to my dear late parents John K. Chege and Lydia Wanjiku Chege for inspiring me to be determined, hardworking and focused.

**ACKNOWLEDGEMENT**

I wish to acknowledge my supervisors Professor Judith Waudu and Professor Edwin Wamukoya for their guidance and encouragement without which the study could not have reached its final stage. I would like to thank all my lecturers in the Department of Hospitality and Tourism Management. Special thanks to Mr. Mephon Mayaka for his assistance.

My immeasurable appreciation also goes to Dr. M. P. Wanderi, Mrs Helen Muthomi and Jane W Kamau, all from Department of exercise, Recreation and Sport Science who greatly helped me improve this thesis.

Equally, I wish to thank the staff of Kenya Utalii College Library for allowing me access to their facility. My sincere appreciation goes to the Human Resource Managers, Heads of Departments and employees of the sampled hotels in Nairobi Province for responding positively to my research instrument. To William Wanjohi who typed all my work from beginning to the end I thank you greatly.

I am especially indebted to my dear loving husband Mr. Kamau Muthonjia for his patience, encouragement, moral and financial support throughout my study, Special thanks to my children Nyanjiru, Muthonjia, and Wanjiku for their encouragement and patiently staying for long periods without my presence and care. To my sisters Grace, Lucy and brother Kiragu for their persistent encouragement, I also express my gratitude.

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**ACRONYMS AND ABBREVIATIONS**

CHRIE-----	Council on Hotel and Institution Education
GTAT-----	General Tourism Achievement Test
HOD-----	Head of Department
HRM -----	Human Resource Management
ICM-----	International Commerce Management
ILO -----	International Labour Organisation
KAHC-----	Kenya Association of Hotelkeepers and Caterers
KIE-----	Kenya Institute of Education
KNEC -----	Kenya National Examinations Council
KUC -----	Kenya Utalii College
NVQ -----	National Vocational Qualification
ROK-----	Republic of Kenya
TEDQUAL -----	Tourism Education Quality
TEP -----	Technical Education Programmes
TIQUET-----	Total Integrated Quality Education and Training
TIVET -----	Technical Industrial Vocational Entrepreneurship Training
UK -----	United Kingdom
UND-----	United Nation Development
UNESCO-----	United Nation Education Science and Cultural Organisation
USA-----	United States of America
USIU -----	United States International University
WTO-----	World Trade Organisation

**ABSTRACT**

The Kenya hospitality industry had evolved to be a major foreign exchange earner up to December 2007 when post election violence made it dwindle. However, as it continues to pick up again there is a need for quality service from the employees. This can be achieved if the employees get quality and relevant training. Unfortunately tourism education and training is a recent phenomenon that has developed in an adhoc manner globally. This has led to many issues being raised such as curriculum relevance. Appeals have been made to the Kenyan government to protect the industry from the falling standards. Furthermore there has been no feedback from the employers to the training institutions. This study aimed at 1) Determining the hospitality industry employers' expectations and perceptions on employees' job performance and competences. 2) Identify the type of training providers employees attended. 3) Establish congruency between skills implemented by training providers and the expected skills. 4) Investigate the effect of employers' perceptions on employees' recruitment and selection. The sample for the study included the eight hotels obtained through stratified random sampling of the 1-5 star rated hotels. The units of observation were the 8 purposively sampled HRMs and 42 purposively sampled HOD from the kitchen, restaurant, front office and house keeping departments. These are areas where employees have direct contacts with the customers and hence have the necessary information. To validate the data 56 employees were randomly sampled, 2 from each department. A structured interview guide was used to collect data from the HRMs so as to get in-depth and reliable information. Semi-structured questionnaires collected were used to data from the HODs while closed and open ended questionnaires were used for the employees. Secondary data was collected from employees records and guests comments cards. A descriptive survey was done and the subjects were, 8 HRMs, 42 HODs, and 56 employees. Chi-square test was used to test the significance difference between the variables. Results indicated that on-job training is a recognised mode of training and there was a significant difference between the type of training providers and the hotels classifications where employees were working ( $p=0.01$ ). Results indicated that, it was only in computer skills where there was a difference between hospitality industry employers' skills' expectations ( $p=0.04$ ). The results also indicated that some personal skills had greater than 71% relevance while technical skills were rated between 32- 53%. Training providers were more preferred as a training venue than on-job training. In addition the results further showed that employers' perception on the training providers affects employees' selection and recruitment as revealed by 69% of the HODs. To test this relationship a multi-nominal logistic regression was done, the overall ( $p$ -value = 0.703). The study recommends that the reputable colleges available should mentor the emerging providers so as to coordinate training. Also recommended is a need for academia and industry collaboration. It was also recommended that high quality industry standard should be set and educators should be a step ahead of the industry with inventions and innovations. Finally a professional examination should be introduced and professional bodies formed in order to eliminate ranking and rating of employees.

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the Study

The Hospitality industry dates back 2000 years ago in Middle East. Its development was due to the evolvement of the transport industry (King and Smith, 2005). This led to the demand for trained personnel. Despite this, Tourism Education and Training as a clear area of study is a recent phenomena of the 60's (Airey, 1988). Significantly to note Jasper, (1987:580) points out that it developed in an adhoc and unplanned manner in most countries though a majority of the countries are now harmonizing it. However education is the integral component of sustaining tourism.

Currently there has been a widespread debate on tourism education and training. Due to its young age arguments on it being highly vocational, curriculum relevance and skills development has been questioned (Airey and Tribe, 2005; Baum, 2002). Other debates are on standards in tourism education, shortages of tourism educators, industrial involvement in curriculum development and accreditation of courses (Mayaka & King, 2002; Sola, Bonego, Deming, Aquina, & Munos 2003). This has led to a shift towards broadening the curriculum to be global and coherent; hence World Trade Organisation (WTO) has developed Tourism Education Quality (Tedqual) to improve industry standards (Sola et al, 2003).

In line with this Baum, (2002) notes that the debate is dynamic, controversial, and provides a rich agenda for researchers. It is also both academic and political. Hence the industry's participation in this skill debate by giving an appropriate feedback about employees' competence will attempt to address some of these issues.

Similarly the Kenyan Hospitality Industry evolved at the coast due to Arab traders and the railway line construction. By 1960, some hotels such as Norfolk had reached international standards. Consequently the government of Kenya started Tourism Education and Training at the Kenya Polytechnic in 1969. Later in 1975 hospitality training was also started at Kenya Utalii College but as Mayaka, (2005) reports had a limited capacity. To supply the growing demand, there was proliferation of private and public colleges, which had a varied curriculum (Koech, 1999). These colleges include Commercial colleges, Technical Training Institutes, National Polytechnics, Universities like Maseno, Kenyatta, Nairobi, United States International University (USIU) and Egerton. All these colleges have no linkages in terms of hospitality curriculum, no networking, and there lacks a regulatory and harmonizing body (Project, 1997; Mwaisaka, 2004; Sio, 2000)

In addition, the certificates from these colleges are not accredited by the Ministry of Education. Republic of Kenya, (1998) reports that they do not contain information about the absolute performance of students. However the graduates from these colleges constitute the industry's workforce. This leads to the problem of rating, comparing, equating different certificates and ranking of colleges due to the differences in job performance.

Furthermore ranking may threaten the evolution of hospitality programming and skill development due to rivalness as reported by Riegel and Lambert, (1995). Equivalence of certificates recognized by all employers needs to be established as it is being done in countries like United Kingdom, Scotland, Germany and China and also in Tanzania (Manager, 2000). Incidentally some employers prefer graduates from

other disciplines as reported by Baum, (2002). Therefore efforts are needed to make hospitality graduates more competitive with industry's requisite skills. Despite of this shortcoming the hospitality industry in Kenya had bounced back on a high profile as from 2004 and was a major foreign exchange earner. This was as a result of increased funding diversification of products, strong marketing campaigns and the efforts by the Kenya Tourist Board and the Kenya Association for Hotelkeepers and Caterers (Achieng, 2005)

Unfortunately, the 2007-2008 post election violence in Kenya affected the hospitality industry adversely (Kihuria, 2008). Tourists, arrival dropped due to numerous advisories issued against the country. The Kenya government has put in place strategies to reverse this as observed in the emphasis of tourism in the recently launched Vision 2030. In addition Maina, (2008) reports that Kenya Tourism Board is drawing a recovery plan to salvage the industry. Notwithstanding there is still a need for quality service delivery for the country to remain at the competitive edge.

The quality service in the hotels depends on the hotel classification. Hotels are classified after consideration of several factors affecting the overall standard. Some of the factors include the hotel structure, standard of cleanliness, manner of storing, preparing and serving food and the quality of food (Law of Kenya, 1986). These standards can only be achieved if the employees have the requisite skills such as housekeeping, food production and service. The hotels are classified from one star to five stars .The higher the stars the better the quality of service, standards and overall structure and amenities. (Baum, 2002).

In connection with this when the employers are selecting and recruiting employees they look for competences and job performance. This depends on the hotel classification with the Five Stars Hotels looking for more highly skilled employees than the One star. The employee competence implies that one has the appropriate skills and knowledge for a given job. Hence for employees to be competent the skills learnt at the training providers need to be relevant to the industry expectations. The employer therefore needs to have a keen natural understanding and knowledge of employee skills and competencies. This is what is referred to as the employers' perceptions.

Furthermore, in a recent stakeholders forum (Mwaisaka, 2006), an appeal was made to the government to regulate the training of personnel which was meant to protect the industry from the falling of standards occasioned by the mushrooming of bogus colleges. In line with this, it was also observed falling standards amongst the hospitality employees (United Nations, Education, Science Cultural Organization, 2004/2005; and Woolf, 1990). Since there are no facts to support that the decline in standards is purely from private colleges there are several initiatives that are needed to address this issue. Such a position brings out the need to determine the employers understanding of the employee competences due to the fact that they all apply for jobs in the industry. The employers' perception will go along way in determining skill gap. To ensure quality service in the hospitality industry there are several initiatives that have been put in place.

For instance the Catering Training Development Levy Trustee collects money from the employers to be used in employees training. There are plans to have all tourism

students undergoing training to benefit by being loaned this money. Also Kenya Association of Hotelkeepers and Caterers (KAHC) have awards for the best practices and standards in hotels (Murekio, 2005). There is an ongoing taskforce by Kenya Institute of Education (K.I.E) to harmonize training in Kenya as a result of sessional paper no I of 2005 that saw Technical Industrial Vocational Entrepreneurship Training (TIVET) not being responsive to the labour market needs. Notably, the quality of service is very important in determining destination competitiveness. This is achieved if tourists always prefer a destination. Initiatives to enhance this will only be successful if the tourism policy is fully implemented and also educators get a feedback from the industry on the level of their graduates' competence. This is in terms of acquired employees' skills and knowledge.

In connection with this, tourism educationists should be a step ahead of the industry with new technology, new innovations and development The industry should learn from the educators and not vice versa like the current Kenyan scenario. However previous related studies by Atchorena, (1998) Republic Of Kenya (1998 ) and Mayaka and King, ( 2002) observed a mismatch of the learnt skills and those needed in the industry. In connection to this Mayo, (2003) suggested that there is need to ensure that student acquire relevant competences to serve as productive employees However none of them did a research in the Kenyan hospitality industry and yet such information is important for the industry growth. In their methodology, questionnaires were mailed to respondents.

To this end many authors have recommended, academic industry collaboration (Enz, 2004; Koech, 1999; Lesrim, 1998; Sio, 1993; project, 1997; UNESCO, 2004/2005).

This is said to have benefited UK (Bower 1992) and Ireland (Baum 2002). Several authors (Katra, 2000; Kwame, 1997; Republic of Kenya, 1998; Mayaka and King, 2002; Sadi and Henkerson, 2005) support hospitality industry employer's perceptions research but insist on it to be specific to the local environment's needs. Notwithstanding, very little research has been documented in Kenya despite the fact that relevantly trained workforce is critical in enhancing destination competitiveness. This study aimed at determining the Hospitality Industry employers's' expectations and perceptions on employee competences and also seeks to find out how these perceptions affect recruitment and selection.

### **1.2. Statement of the Problem**

Kenya's Hospitality Industry selects and recruits graduates from diversified training providers with certificates that do not provide information about their absolute performance. However on employment they are all expected to be highly competent in order to maintain hotel standards and enhance destination competitiveness. This depends on how relevant the skills learnt at the training providers is to the industry expectations. One of the fundamental strategies through which competitiveness is judged is the opinion and views from employers. Such opinion and views help reduce the gap between skills learnt by graduates and those required in the industry. Furthermore, they set a base for the educators to do further research and hence be a step ahead of the industry with innovation and modern technology. Notably the information gap on industry expectations and perceptions on employee competence have been an impediment to industrial growth and development. According to the Kenya National Development Plan (2002-2008), there has been no feedback from employers to training institutions. There is therefore need for documentation on the

employers' expectations and perceptions on employee competence in Nairobi Hotels. In addition, although labour is of critical importance it is frequently taken for granted. This information will enhance Kenya Hospitality industry's service delivery and will be used to develop knowledge needed for a successful industry growth. With this understanding this study aspires to determine Hospitality Industry employers' expectations and perceptions on employee competences and also seeks to find out how these perceptions affect recruitment and selection

### **1.3. Purpose of the Study**

The purpose of the study was to determine the expectations and perceptions of hospitality industry employers on employees' competences, since the employees are from different training providers. It was also in the purpose of the study to find out whether these perceptions influence the recruitment and selection of employees.

### **1.4. Objectives of the Study**

The study was guided by the following objectives;

1. To identify the various types of hospitality training providers for employees working in Nairobi classified Hotels.
2. To establish hospitality industry employers' expectations of employees' competences in Nairobi classified hotels.
3. To determine the hospitality industry employers' perception on job performance and competence of employees from various training providers.
4. To establish the congruency between skills imparted by the training providers and the expected skills in the hospitality industry.

5. To investigate on the effect of Nairobi Hotels employers' perceptions on their employees' recruitment and selection.
6. To establish hospitality industry employers' perception on appropriate ways of enhancing employees' performance and competence..

### **1.5. Research Hypothesis**

These were formulated from objectives 1, 2, 4 and 5 as follows:

- H0<sub>1</sub> There would be no significant relationship between the training provider attended by the employees and the classification of the hotel they are working for.
- H0<sub>2</sub> There would be no significant relationship between the skill expected by the hospitality industry employers' and the hotel classification.
- H0<sub>3</sub> There would be no significant relationship between skills learnt at the training providers and the expected skills by the hospitality industry.
- H0<sub>4</sub> There would be no significant relationship between the hospitality industry employer's perceptions of a training provider and recruitment and promotion at Nairobi city hotels.

### **1.6. Significance of the Study**

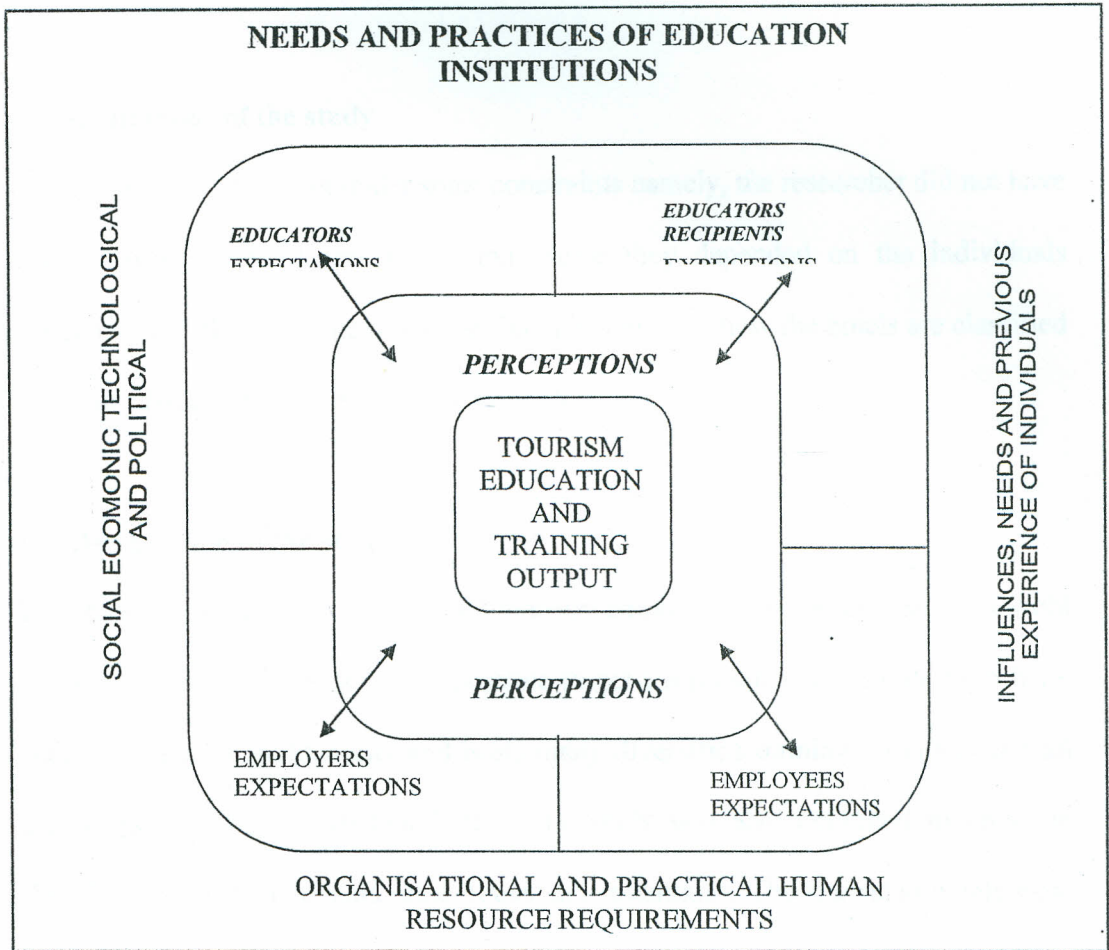
Credibility of a hospitality organisation depends on employees competences. Quality is determined by an employee's job performance. Mcfall, (2002) identified skill shortages which lead to poor customer service. Sadi and Henkerson (2005) suggest that the employees' exiting colleges should be ahead of the industry. Unfortunately in Kenya there had been no feedback from the industry to the training institutions on employee competences as per the time of this study. Since quality exists when

perception matches expectation, the study sought to determine the hospitality industry employers' expectation and perception on employees competences in Nairobi city hotels where quality is essential and must be ensured at the colleges during their training. It was therefore, envisaged that the data obtained would be used by the educators to develop Tourism Education and Training Policy as pertaining to the training on the hospitality skills. It also will be useful in further research in hospitality industry as well as registration of training providers.. The findings would be useful to the industry in order to develop harmonized industry standards. This information will act as a guide to Tourism education and training curriculum developers into designing a curriculum that emphasises skill relevance and competence. The study would give baseline information for further research on hospitality industry skill and competences. This may help improve quality of service in the industry.

### **1.7. Conceptual Framework**

The study was based on the Haywood and Maki, (1991) model in which they urge that quality exists when expectation matches perception. In defining quality, employer, employee, educator and education recipients are identified as primary stakeholders. Social, economic, technological, and political factors and the influences, needs and previous expectation of individuals are also seen to influence the training, education, and employment interface. Notably these environmental factors are beyond the scope of the present study. Moreover, it is clear that the needs, practices, and training output of educational institutions help in achieving organisational and practical human resource management. Training and selection of employee is a key factor in fighting to enhance destination competitiveness and it also affects hospitality quality issues.

Therefore the present study considered employers and employee but not educators and education recipients who may be incorporated in a follow up study.



Adopted from Haywood and Maki. (1991): 106

Figure 1.1; Interface Between Training And Education, And Employment

The study therefore aims at determining the hospitality industry employers' perception and expectations on the employees competence. This is based on the fact that employees are the Tourism Education and Training output from the diversified training providers. Activities that reflect such include, level of employee competence,

quality gaps, employer expectation and perception, training provider attended, harmonised training and recruitment and selection

### **1.8. Limitations of the study**

This study was carried out under some constraints namely, the researcher did not have control over the employers perceptions since they depended on the individuals understanding .Similarly the researcher had no control of how the hotels are classified since the classification does not seem consistent.

### **1.9. Delimitation of the study**

The study was delimited to hospitality industry employers' and employees in Nairobi province. This was because it was possible to get a representative sample from here. Nairobi is a cosmopolitan city and hosts many diversified training providers and all the categories of the classified hotels. The study was also delimited to only the classified of one to five stars rated hotels and restaurants. The star rated hotels were ideal as classification is only done to the hotels that are committed to standards and quality service. In addition the study was confined to employers' expectation and perception s on employee competences. This was important to this study because quality service will exist if expectation and perception matches. The study was confined to employee competences as this is what mainly determines the quality of service. Employees are the only people who come into contact with the guests. The customer-guest experience is what a guest leaves with

### 1.10. Assumptions of the Study

The study was based on the following assumptions,

- All employers and employees had similar perceptions and expectations as far as competence and job performance is concerned. This could have resulted in difference in opinion.
- The study also assumed all hospitality industry employers and employee had attended a hospitality-training programme in which knowledge and skills were imparted. If there was any who had not been trained this could not elicit any effect on relevance of skills.
- Another assumption is that all employers perform a job appraisal to be able to know who is competent or not. The responses were assumed to be from appraisals. If appraisals are not done this could have resulted in biased responses

### 1.11. Operational Definitions of Terms

**Employee Competence** – Possession of appropriate skills and knowledge for a given job by a worker

**Employer perception** - A keen natural understanding and knowledge of employee skills and competency.

**Employers' expectation;** skills, competences and job performances expected from employees.

**Hospitality Industry** – an institutionalised phenomena where reception in terms of entertainment, food, drink and accommodation are offered to guest or strangers away from their homes..

**Hospitality Industry employee** – any trained hospitality industry worker.

**Hospitality Industry Employer** - Person or group that supervises others in the hospitality industry.

**Hospitality Training Provider/Programme**– A systematic methods of teaching hospitality industry skills and attitude by giving certification.

**Job Performance** - Measure of success of a job by establishing whether one has achieved the set goals.

**On- Job Training;** Training while still working, where skills are learnt from fellow workermates.

**Private Training Provider.** Training institution owned by individuals as profit making enterprises

**Public Training Provider-** Training institution partly or wholly owned by the government

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter presents a review of the related literature on the hospitality training providers, hospitality industry employers' expectations, employee job performance in the hospitality industry, hospitality industry employers' perceptions on employees competence as well as the selection and recruitment and of employees in the hospitality industry. The chapter is concluded with a summary of all the literature that was reviewed.

#### 2.2 Hospitality Training Providers

The provision of hospitality education and training is a newcomer as an area of study globally as it was introduced in USA, UK, Australia, German, and South Africa in the mid 80s. However, Airey and Tribe, (2005) and Ladkin, (2005) note its leading role in strategic growth, sustainability, training of personnel and in enhancing destination competitiveness. Notably it was developed in an ad hoc and unplanned manner (Saayman, 2005) and therefore has raised many issues. Organisations and bodies have been formed such as council on hotel institution education (CHRIE) to harmonise and address training issues in the hospitality industry.

On the other hand, In Africa the Economic Commission of Africa recognises Association of Hotels of Sub-Sahara Africa (ASSA). However majority of the colleges are not members hence it is only South Africa who benefit from it. In East Africa, despite the challenges experienced, no bodies or organisations have been formed to intervene (Mayaka, 2005). This has led to slow development in the

hospitality education and training and this influences the quality of service in the industry adversely.

On the other hand, Kenya's hospitality education and training began with the establishment of the two main hotel schools. As earlier noted other colleges emerged that were using diverse curriculum and certification, (Kenya, 2002-2001; Koech, 1999; Mwaisaka, 2004) hence produced incompetent graduates. This may be due to irrelevant and incoherent curriculum. Notably, the lack of feedback from employers leads to more technologists and technicians than craftsmen leading to low quality services, as craftsmen are the producers. (Republic of Kenya, 1998),

In view of this, the hospitality education provider in Kenya lacks a single harmonising unit, linkages, exchanges of knowledge, joint organisations and joint publications as advocated by Chesoi (2005;) Mayaka, (2005 ;) and UNESCO, (2004/2005). Also the emerging colleges should benefit from mentor colleges (Hawking, 2003). This is by allowing them to interact with each other on linkages and hence improve on their knowledge and training. This may help get rid of ranking of colleges which creates competition, secrecy, and rivalry and hinder growth and development. In addition, Riegel and Lambart, (1995) indicated that ranking threatens both the evolution of hospitality programmes as well as misinforming clientele. Hence the employers and employee may get the wrong perception due to this.

To address this, tourism education and training has been incorporated in major development plans (Republic of Kenya, 1998; Republic of Kenya, 2002-2008) and the tourism policy is ready awaiting Cabinet approval. It is important to note that, Kenya

Utalli College (KUC) should not be the only recognised hospitality college by the Ministry of tourism due to the presence of others. Furthermore, the (TIVET's graduate appraisal carried out in Kenya, (2003/2004) is not an all-inclusive survey for students as it did not cover all programmes.

Ikiara (2001) indicated that Kenya Utalii College (KUC) mandate was to train high and middle level trainees. This means the government had no consideration of the lower cadre training. The capacity and performance of KUC fell short of expectations due to the changing demand. This was enhanced by the inadequate facilities, poor training equipment and the downgrading of the Utalii Hotel from the five-stars to the four-stars.

Baum, (2002), Riley, (1996), Smith & Navaratnam (2005) and WTO, 1997) advocate education and training as the final frontier in the industry. This means training should lead or give direction to the industry in terms of inventions or new discoveries. Previous studies, (Kit, 2005; UNESCO, 2004; Mayaka, 2005) recommend a national skills strategy, review of curriculum, and early introduction of tourism education. Mayaka's (2002) findings revealed that the industry and education providers should not duplicate roles and there was support for standardised tourism education and training. Employers' opinions on this are fundamental information which is quite instrumental.

The training requirements are unsatisfied and therefore training should remain a key element in the tourism policy. In connection with this, Ikiara (2001) recognizes that the government should establish a framework to control standards of private training

institutions to give them credibility thus stimulate the shifting of some training demand from KUC to these institutions. The challenge identified by Mayaka (2005) was that many high level managers are untrained. There are gaps in tourism training and there is no body to co-ordinate. He reckons that there is need to harmonize training to avoid duplicate roles. Mayaka (2005) advocated for the co-operation in the provision of tourism training and education in the East African Community which may help achieve economies of scale in training.

There is need to have training programs which are recognized by the employer. In 1986 U.K, Scotland set up National Vocational Qualification NVQ and Scotland Vocational Qualification SVQ which every employer knows about. In Germany Facherbeterchef is a highly regarded certificate by employers and acts as a passport to management jobs. China is working on a programme to implement a staff qualification system that requires that everyone working in the industry to pass a certain exam.

Tourism training is also hampered by lack tourism data. The institution responsible for training research promotion, development and regulation are weak and poorly coordinated.(Ikiara, 2001) The introduction of University training may enhance this and also the ministry of higher education science and technology has developed a website for research findings

In conclusion the formation of organisation and research bodies by all stakeholders is important, (Republic of Kenya, 1998). To this end, (Republic of Kenya, (2002-2008) Marino, (2003) and WTO, (1997) advocates for an in-depth research on curriculum

relevance, as the current one is ad hoc and lacks in monitoring and evaluation. However dynamism of the industry and cost of the programme are prohibitions. This study therefore attempts to give baseline data for such a research.

### **2.3. Hospitality Industry Employers' Expectations**

Hospitality industry complexity makes its definition raise a debate (Brotheton, 2004; William, 2004). The definition mainly spells out employers' expectation. Critics point out omission of non-economic activity and type of organisation. The present study includes all aspects.

When expectation matches perception Ladkin (2005) WTO (1997:30) suggests that quality results. However, critics like Said and Henkerson,( 2005) suggest that employee exiting colleges should be ahead of the industry to keep abreast with times. However, the Kenya National Development Plan (2002-2008) states that Kenyan certificates are not accredited hence they do not indicate expected competences.

Various researchers revealed that in different countries employers expect employee to possess' different skills. Burgess and Aitken (2004) in their survey of employers revealed functional, conflict resolution, computer skills, and good work habits. They also revealed chronic shortages chefs skills kitchen housekeeping, management, sales, enterprising and customer service. WTO (1997) identified information technology, customer service, food handling skills, sales and marketing, Communication skills and interpersonal skills were found important in front level, supervisory level, and management level of employee.

Cotton (2002) identified people management, influence, communication, developing relationships, planning analyzing information, decision making, commercial awareness and resilience as competences which every employee at Hilton should possess. In addition Gilmore and Gregor, (2001) established characters such as honesty, code of ethics, appropriate appearance, fairness, respect and good working relationships as important. Punctuality, cautiousness, reliability and trustworthiness were considered as professional behavior. From these findings it appears that the hospitality industry does not have standard expectations. Therefore each country should establish their employers' expectations

Kenya hospitality industry needs were noted by Woolf (1990) who indicated that senior management should satisfy all clientele and should possess management, communication and motivational skills in order to meet the high standards. Also he noted that, at operational level employees need to have knowledge of the company objectives, expectation and behavior of different classes of guests, management of people, use of control information, problem analysis and decision-making. Other skills are functional skills such as house keeping, catering and customer care. Finally he revealed that employee do not have inherent understanding of the level of service expected by international guests, also the knowledge of culture and value system of different nationalities. Due to the time span and the dynamics in the industry there is need for a repeat of a similar research

The varied findings, calls for a need for standardization and hence Fabricus (2002) advocates that Tourism education quality (Tedqual) should produce guidelines to

industry standards. Therefore each country should gather the employers feed back and use it to develop international and a local curriculum

Hospitality Industry criticized tourism education for not adequately preparing people for employment in the industry, (Airey, 1988). This is due to the fact that employers are confused about what educational courses are on offer due to the rapid expansion (Evans, 1993). An understanding of how best to educate and develop human capital would benefit tourism industry as a whole (Landkin, 2005). Hence the educators should know the industry expectations and vice versa.

Today's employer needs employees who can give quality services and possesses relevant skills. As Haywood and Maki argue quality exists when expectations meets perceptions. In line with Mayaka and King (2002) employer opinion of the tour guide employee skills is a useful assessment of training and education quality. Such a survey in hospitality industry would reveal the skill gap in education and training and hence provide it to get quality services.

In the current situation employee competences depend on skills acquired during training Sola et al (2003) advocates on an effort to foster skills which respond to the contemporary industry need. The school of tourism of eastern Mediterranean, a Tedqual certified centre, emphasizes a demo kitchen, training hotel and computer program. However, many training providers in Kenya lack the above and so graduate competences in the contemporary industry raises eyebrows. In this scenario it would be interesting to find out industry skill expectations.

Past researchers, Kwame (1997) reveal on industry needs identified the necessary skills. For instance functional skills, conflict resolution, industry knowledge, initiative to learn about the industry, computer skills, work habits and respect of colleagues. Any graduate should possess the above to be competent.

Another research revealed that skills needed were high in information technology, responsible conduct in gambling, chefs, customer service and food handling skills. There were skills needed in room attendance, sales and marketing, food and beverage supervision, restaurant and duty manager, housekeeping and responsible service of alcohol. Such skills are inevitable for any hospitality employee.

In another effort Wald (1997) emphasized the communication skills, interpersonal skills, financial analysis are the key skills needed in the industry. There is need therefore to establish whether this is imparted during training.

Furthermore (Gilmore and Gregor 2001) established characters such as honesty, code of ethics, appropriate appearances, fairness, respect and good working relationship as important. Punctuality, cautious, reliable and trustworthiness were considered as professional behaviour.

Better still, Burges and Aitken (2004) survey by employers revealed chronic skills shortages in chefs, kitchen, housekeepers, management sales enterprising and customer service. The training providers are therefore expected to train such relevant skills.

Eastaff (2002) suggested that the skills employers want include person attributes. This includes people with passion and right attitude, foresightness, creativity, confidence, ability to motivate others, flexibility and respect for others. Business skills were suggested as follows; business focus, sales orientation, financial acumen, entrepreneurial skills, good customer relationship, good relationship with the hotel owners, a diplomat and a negotiators. Other skills necessary to facilitate success the hospitality industry is that in a hotel should be a learning organization not a training center. Interesting to note traditional technical skills were not mentioned.

Other previous researches by; Burgess and Aitken, (2004) Atchoarena, (1998) Mayaka and King, (2002) Wald, (1995) and WTO, (1997) support that the industry should play a central role. However, Sola et al, (2003) general worldwide research on employers' satisfaction generally lacks specific details for each country making the present study timely.

Likewise Hilton has nine core competences and every one in the hotel is assessed against. In other words all employees are expected to possess them. They include people management, influence, communication, developing relationship, planning, analyzing information, decision making, commercial awareness and resilience. Eastaff, (2002) It's important that these competencies to be included in the hospitality curriculum and also establish whether all other hotels have a similar expectations.

Conclusively the industry's needs seem quite diversified and hence a need for standardization Fabricus (2002) advocates that Tedqual should produce guidelines to industry standards. Also there should be provision of global accreditation to

destination quality system within a broad framework of quality standards. The implication is for this to be possible all training centers should be approved by Tedqual. This would achieve a situation where training and industry standards are harmonized and linked thus producing quality and competent graduates.

#### **2.4. Hospitality Industry Employers' Perception on Employees' Job Performance and Competence**

This is a controversial debate in many countries, as some employers prefer generic and non-technical competence (Baum, 2002) while others like Tedqual, (2003) suggest that it depends on appropriate training. In essence graduates should acquire required skills through proper training and education.

Better still the overarching issues are in quality human resource supply (Kit, 2005). Notably Cannon and Gustafson, (2002) and Retalo, ( 2003) argue that human resource overrides in importance than good ambience. This means professionalism is the most important aspect in the hospitality industry which implies that it should be given the seriousness it deserves.

Findings of related studies by Gilmore and Gregol, (2001) Lucy,( 1990) Ver-Wagen, (2002) Nicoli, (1990) Sola et all, (2003) and Woolf, (1990) are quite varied and mostly indicate employer dissatisfaction on job performance mainly due to curriculum irrelevance. Therefore, it is necessary for each country or region to do its own research. This will cater for the social, cultural, economic and political factors and also identify the needs of educational institutions.

An aspect that features prominently in hospitality industry is employee job performance. This is because guest evaluation of staff behavior determines the credibility of an organization. Due to perishable nature of service, quality is essential which Lucy, (1990) Barn, (2001) points out that it is determined by employee job performance.

In connection with this Mcfall, (2002) identified shortage of employees with the right knowledge and skills to be a leading factor to poor customer service. Employers' identification of the specific areas with skills shortages is crucial. Moreover a job performance appraisal is important Deesler, (2000). Though done twice a year in Kenya hospitality industry as reported by(Sio, (2000), a recommendation by Woolf, (1990) is for it to be more frequent as it improves job performance In reaction to this there are various interventions like for instance an extended on job training as observed by lilicrap, (1998).

Hotels in Kenya are classified in accordance to standards and principles. For the purpose of classification there are four categories Town hotels within Nairobi, vacation hotels outside Nairobi, lodges which include hotels and game lodges in the national parks. Finally there are Tented camps which are similar to lodges but with tented accommodation. In determining the classification of a hotel, the hotel authority considered factors affecting structure of the hotel, amenities provided, standards of cleanliness, manner of storing food, preparing, cooking, serving and the general degree of comfort (Laws of Kenya 1986) In this regard the highly rated (5 stars) hotels are usually more comfortable and give quality service. This creates a demand

for more skilled or competent employees to produce, serve food and keep the environment clean.

Baum (2002) indicates that the hospitality industry is moving towards multi skills and multi-tasking models. In 1990 studies he identified communication skills, people management and problem solving as the expected skills. In addition qualification and curriculum authority identified the following skills: communication, application of numbers, information technology, working with others and improving own learning and performance.

The hospitality training foundation reported that the employer demanded for generic skills as a priority. They included communication, showing initiative and customer service amongst the employees. These skills will improve the employee productivity, profitability and employability.

Canon and Gustafon (2002) points out that a beautiful building with beautiful furniture is no better than its employees. The 21<sup>st</sup> century customers expect more from the employees in the business they patronize. Mayaka and Brian (2002) indicate that improved skills and knowledge of a workforce helps to establish and maintain a viable workforce. Steven (2001) found out that employees in addition to their basic requirements should be able to play specialized roles like employee counseling, interior design, computer analyst amongst others. All this implies that the employees is an important asset in a hospitality organization. Consequently they need to have the requisite skill for their jobs

## 2.5 Relevance Between Skills Imparted by Training Providers and Hospitality Industry Expected Skills.

Previous related studies by Atchorena (Republic of Kenya, 1998 and Mayaka and King (2002) observed a mismatch of the learnt skills and those needed in the industry. In connection to this Mayo (2003) suggested that there is a need to ensure that students acquire relevant competences to serve as productive employees in the industry.

The development of skills to meet the various stakeholders is, seen as a partnership between the industry and training providers each playing a complementary role. In German apprentice system, the hospitality trainees spend most of their training at the work place and an eight week release to college in a year. In UK's NVQ's system, hospitality trainees spend most of their time in a real work environment at the college (operating training hotel) and a little exposure to the industry Baum (2000). This confirms that both venues are important in order to acquire expected and relevant skills.

There is a widespread debate in hospitality skills development. For instance Ireland There is a widespread debate in hospitality skills development for instance Ireland greatly developed in tourism for the last 40 years. This growth has been supported by a long term investment in integrated hospitality skills of certificates. Colleges have been set alongside a national focus and investment in tourism education. Such an idea should be borrowed and increased funding should be directed to the tourism education and training instead of using all the money to marketing the destination.

This would make a significant contribution towards sustained growth of the industry and trainee would acquire the relevant skills.

The development of fast food sector is seen as leading towards deskilling Baum (2002). The development of skills to meet the various stakeholders is seen as a pattern between industry and training providers each playing a complementary role. In German apprenticeship system the hospitality trainee spends majority of their training in the workplace and an eight (8) week release to college in a year. In United Kingdom NVQ system can be predominantly within real work environment of college and a limited formal and assessed exposure to the industry. This confirms that both venues are needed to impart the expected skills.

Deskilling due to the fast food sector have a global effect of lowering of the average skills needed in the hospitality industry but is difficult to argue that they have eliminated high order skills within the industry. Arguments of hospitality skills moving towards multi skilling have been there since the 1980s. In addition German Hotelhaustran/ Nann are most widely offered program offers a general training course which provides work and training in all the departments. This prepares employees who can fit in smaller hotels.

Baum (2000) argues that since hospitality industry is quite segmented training provider should target to meet the needs of a targeted segment of the industry, instead of to be all the hospitality business. This would be quite expensive to train in considering that some areas are the same irrespective of the segment such as food production and service.

Information technology has had an impact to the hospitality industry for instance the skills demanded in the front office play little or no role in the development and maintenance of the marketing websites.

Traditionally hospitality skills were technical only. However due to changes in the nature of work, impact of technology and customer expectation the industry was forced to do a fundamental reevaluation role of technical and generic skills in the hospitality workplace.

## **2.6 Recruitment and Selection of Employees in the Hospitality Industry**

Recruitment is a search process with four elements; hiring standards, the target market, sources of recruitment and the cost. This cost is the amount of money the organization is prepared to invest. In this regard perception of candidate is not among the elements. College recruitment is economical as Dessler, (2000) recommended it in that the candidates can be easily promoted and trained.

However, WTO, (1997) findings revealed that hotel recruitment is based on college reputation and performance of previous hires WTO (1997) suggested three recruitment strategies which are making the organization visible, market heavily and spend on this, lower standard of hiring and offer more on training. The first two strategies are better as quality graduates will be recruited. But lowering standard of hiring implies that compromising on standards.

Further to this due to the seasonal nature of tourism most employees are recruited on casual basis. Republic of Kenya (2005) recommends employers to have permanent

trained as opposed to casual staff, as this will maintain service standards and ensure adequate remuneration of staff.

Significantly to note employers recruit graduates from other disciplines or unskilled personnel Baum, (2002). A survey in India revealed 75% of organizations recruit from colleges. Related to this Schuler (1996), advocates relevant education, attitudes like self-starting,. In addition he also advocates self-discipline, knowledge in Western culture and cuisine as important skills during recruitment. This prompts a need to establish recruitment criteria.

Recruitment practices as revealed by Baum, (2002) emphasize generic employability and high-class hospitality sector place value to skills. This raises the question of importance of skills in industry recruitment. Based on this, Merino, (2003) advocated Tedqual but many have recommends that initiative by all the stakeholders to address industry issues.

There is need to encompass generic skills in the hospitality industry in the last two decades. Recruitment practices need to encompass generic skills requirements.

Hotels in seven European countries recruit on the basis of generic employability rather than specific technical skills. On going studies in Glaslow indicates that recruitment within hospitality industry recognized triangular nature of skills; technical, generic and aesthetic. Baum(2002). Likewise there is need for Kenya hospitality industry recruitment criteria to be established and aligned with the global one.

## 2.7 Summary

From the review of literature as well as related studies that has been conducted in the area of hospitality industry employers expectation and perception there are distinct gaps that the current study elicited and tempted to fill.

Hospitality education and training lack of coordination is not confined to Kenya alone. This is a new area of study that has developed in an adhoc and unplanned manner globally Saayman (2005) Due to lack of feedback from the employer to training institutions more technologist and technician than craftsman,. This leads to fall of quality of services as the craftsmen are the one who do the actual work such as cooking or serving food. Previous studies UNESCO (2004/2005) have recommended national skill strategy. In connection to this is not possible without first establishing the skills gap and also employers' expectation and perception of employee competences

Various researchers revealed that in different countries employers expect different skills. For instance Burgess and Aitken (2005), WTO (1997), Wald (1990) all have different expectations. Fabris (2002) recommended for industry standards which can only be done for a specific country or environment. This research would give some baseline information.

Some employers' prefer generic or non technical competence. This is because the industry has no information on what educators offer and therefore they prefers to train for themselves. Previous related studies indicate dissatisfaction with employee

performance mainly due to curriculum irrelevance. Such a study has not been done in Kenya. Also there is no indications of the specific areas they are dissatisfied with.

Job performance and employee competence is an aspect that features promptly in the hospitality industry. Quality is quite essential and Mcfall,(2002 ) identified employee a shortage of employee with the right knowledge and skills. However he did not indicate what the employers expected or their perception on employee competence. College recruitment is essential and previous finding revealed that it is based on college reputation. This is what deters industry evolution as it breeds rivalness instead of collaboration. Notably the employers' expectation and perceptions were not brought out clearly.

Recruitment of hospitality employee is mainly based on performance of previous hires. This could be what has brought ranking and rating of graduates. It is the author opinion that the industry should adopt more professional ways of recruitment.

## **CHAPTER THREE:**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter attempts to describe the specific strategies or procedures used in data collection and analysis. The chapter focuses on research design, locale of study, target population, sample procedure, data collection instruments, data collection procedure, pre-testing and data analysis.

#### **3.2. Research Design**

The research design used in this study was descriptive survey. This is commonly used in preliminary and exploratory studies as it gathers information, summarises and interprets for the purpose of classification. (Orodho,2000). Also it attempts to describe attitude, values, and characters (Mugenda and Mugenda, 2003). The design produced statistical information about employers' perception and expectation of employee competence. The broad category makes the study a cross section type of descriptive survey. The design was also appropriate as it allowed the use of questionnaires as research instruments.

#### **3.3. Research Variables**

The independent variables were, recruitment and selection methods, employees acquired skills, Hotel classification and training providers. These variables are totally free to vary with other variables. The dependent variables were, industry expectation on skills, employers' perceptions, level of employee competence, quality gaps, skills gap, and job performance. Changes in these variables are presumed to be influenced by the independent variables.

### **3.4. Locale of the study**

The study was carried out in Nairobi, Kenya. Purposive sampling was used to select Nairobi Province as the study site since it is a cosmopolitan city hosting most training providers both public and private. The location was also chosen as it has a good number of classified hotels.

### **3.5. Target Population**

The target population was all the twenty- seven (27) classified city hotels and restaurants. The classified hotels were chosen because the emphasis on quality of products and services is of great importance; this is the reason why they apply for classification. The target population was 216 HODs and HRMs. The total number of employees was 200

### **3.6. Sample Size and Sampling Procedure**

A stratified sample procedure was used for the preliminary sampling of the hotels. According to Mugenda & Mugenda (2003) this procedure involves dividing the population into two or more groups using a certain criteria and then a given number of cases are selected from each population. The study therefore split all the (27) classified Nairobi city hotels into groups according to their respective classification of one to five star rated hotels. Each star rating acted as a group. The hotel rating was obtained from the Kenya Gazette (2003) and Kenya Gazette (2004)

There are 5 hotels classification (one star to five stars) and 20% of each of these was randomly selected. The total came to be 8 hotels. From each hotel, the HRM was

purposively selected and HODs such as Executive Chef, Executive House Keeper, Front Office Manager and Food and Beverage Manager. Therefore from each sampled hotel four (4) HODs were selected. This constitutes the group referred to as the 'employers' and were selected because they had information about employees. These were also about 25% of the total HODs and HRMs. To validate the responses two employees were randomly selected from each department hence adding up to 56 employees. Total samples therefore were 50 (HRM's and HODS's plus 56 employees adding up to 106 respondents).

**Table 3.1 Composition of the Study Population**

Star rated hotels	Number of hotels present	Number of hotels selected	Number of managers	Number of managers selected	Number of employee
5	7	2	56	10	16
4	1	1	8	5	8
3	11	3	88	15	16
2	4	1	32	10	8
1	4	1	32	10	8
Total	27	8	216	50	56

### 3.7 Data Collection Instruments

In order to collect the information there was structured interview guides for the Human Resource Managers, semi-structured questionnaires for the Heads of Departments, open and close ended questionnaires for the employees.

#### 3.7.1 Structured Interview Guide for HRMs

To obtain information from the HRMs, a face to face interview guide was conducted by the researcher (Appendix C). This instrument was chosen because the HRM's are

key informants and have the required information. Mcmillan & Schumacher (2001), indicates that this method is used to seek from the sample population their insight in activities as well as understand practices and perceptions among others. It gives a narrative account of their experience perception. It also provides detailed information. Questions were asked relating to each variable and on information about the comments on guest cards.

### **3.7.2 Semi- Structured Questionnaires or HODS's**

This instrument was selected as it allows a wide coverage of topic and issues. It sought information on industry's' skill expectations at middle and management level. It also established the rating of graduate competence from different training providers, preferred graduates, venues for training of skill and ways of enhancing employees' competence

### **3.7.3 Close and Open – ended Questionnaires for Employees.**

This were selected as explained by Mugenda and Mugenda (2003) that they permit a greater response and can enable one to get respondents feeling and hidden interests, The information collected from employees were on skills gap, skill relevance, expected skills, preferred training venue and effect of perception on recruitment and selection

### **3.8. Secondary Data**

This was obtained from guests' comments cards and employees records. HRM and employees gave the information contained in them

### **3.9. Pre- test**

A pre-test survey was carried out in Blue Hut hotel (one star) in Ngara, Nairobi. The hotel was not among those that took part in the study. A Human Resource Manager, 4 departmental heads and 8 employees took part in the pre test study. The purpose of piloting was to assess the strengths and weaknesses of the research instruments. It was also to assist in making vital adjustments or refining to enhance reliability and validation of study findings. Consulting experts in the industry also gave more information. This was in form of discussion on the topic.

### **3.10 Data Collection Procedure**

The researcher obtained a research permit from the Ministry of Education Science and Technology through graduate school – Kenyatta University. The permit was to enable the researcher personally conduct the structured interviews and administer questionnaires. The researcher obtained sought and obtained permission to collect data from the hotels general managers. Appointments were made for the interview guide while the questionnaires were given to the HRMs to distribute to HODs and employees. The researcher later collected the completed questionnaires for data analysis. The collection time was as per the agreement between the researcher and the respondents

### **3.12. Data Presentation and Analysis**

The raw data was systematically organized to facilitate analysis. The study aimed at identifying the training providers, it also sought industry skills expectations. In

addition to establishing relevant skills and determining the effects of employers perception on recruitment, competence and promotion

The responses were assigned numerical values categorized as interpreted and connected to consistent a numerical code. The coded data was tabulated and edited for computer analysis using the Statistical Package for Social Sciences (SSSP) version 12. The results of the analysis were represented in tables, graphs and percentages to enhance a meaningful description of the enable to meaningfully description distribution of scores.

Chi Square ( $\chi^2$ ) was used to measure relationships between expected skills, type of training providers with hotel classifications, gender Multi-nominal logistic regression was used on the qualitative data in which the responses were at different level and a model was wanted. Multiple regression analysis was used in order for the researcher to find out whether a group of independent variable predicts dependent variable (Mugenda & Mugenda 2003). The independent variable is employers' perceptions while dependent were employees' recruitment, competences and promotion

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1. Introduction

The purpose of this study was to determine the expectations and perceptions of the hospitality industry employers' on employees' competences since the employees are from different training providers.

Specifically the study identified the various types of Hospitality industry's training providers, the hospitality industry employers' expectations and the hospitality industry employers' perceptions of job performance and competence of employees from various training providers. It also investigated the relevance of skills learnt in colleges to the hospitality industry expectations and the effects of the hospitality industry employers' perceptions on employees' recruitment and selection.

Data was collected using questionnaires and interview schedules. This data collected was analysed and presented using frequencies, bar charts, percentages, and relative percentages. The results were presented under the following sub-topics; social demographic characteristic, types of training provider, hospitality industry employers' expectations, hospitality industry's perceptions, relevance of skills, effects of perception on recruitment and selection. To establish the attainment of the objectives, the hypotheses formulated were tested using chi square( $x^2$ ) and multi-Nominal Logistic regression. All hypothesis were either accepted or not accepted at  $P < .05$  acceptance level.

## 4.2 Social Demographic Characteristics of the Respondents

In this study there were fifty Heads of Department and fifty-six employees. The research sought to find out information regarding gender, age, work, experience, qualifications, and their courses durations while being trained. This was meant to give more information about their training.

The responses from HODS and HRMs and employees were summarised in Table 4.1 below

**Table 4.1: Socio-Demographic Factors of the HODs, HRMs and Employees**

<b>Characteristics (Gender)</b>	<b>HOD &amp; HRM, n (%)</b>	<b>Employees, n (%)</b>
Male	28 (56.0)	21(37.5)
Female	22 (44.0)	35 (62.5)
Total	50(100)	56 ( 100)

As shown in Table 4.1 56% of the respondent HODs and HRMs were males while 44% were females. This reflects a balance of gender distribution in the hotel management positions. The results from the employees indicated that 63% were females while 37% were males. From the findings it is clear that there is no gender balance among the employees as females are more than their male counterparts. This concurs with the current Tourism Policy (Republic of Kenya, 2005) in which it indicates that women constitute the industry majority workforce.

This might be because of some areas in the hotels, such as housekeeping and waiters, where there is a tendency to have more females employees than males counterparts. It may also imply that female employees' usually perform better although trained in a similar way.

**Table 4.2 Socio-Demographic Data of the HODs, HRMs and Employees Working Experience in the Hospitality Industry**

Characteristic Experience in years	HOD & HRM ,n(%)	Employees, n(%)
0 – 3	26 (52.0)	30 (53.6)
4 – 10	12 (24.0)	22(39.3)
Over 10	12 (24.0)	4(7.1)
Total	50(100)	56(100)

From table 4.2 out of the total number of HODs and HRMs respondents, 52% had 0-3 years of working experience, 24% had 4-10 years, and 24% over 10 years. This shows that the majority of the HODs and HRMs were either newly employed or there was a high turnover of staff in the industry.

Out of the total respondent employees, 53.6% had a total of 0 – 3 years of working experience, 39% had 4 – 10 years and 7% had over 10 years of work experience. Again this would imply that majority of the employees are either newly employed or there is high attrition rate in the industry. This is also consistent with an earlier observation in Republic of Kenya, (2005) that the majority of the employees are employed on a casual basis. This could be due to lack of career development and the unfavourable conditions such as low pay and odd working hours.

On the issue of qualifications the results from table 4.3 shows that 58% of the respondent HODs and HRM had Certificates level of training, 2% Craft level of training, 20% Diplomas level of training, 4% Higher National Diplomas level of training, and 16% had Degrees and Post Graduate Diploma level of training. These results reveal that a high percentage of such employees are in the lower cadre of academic

**Table 4.3 Socio-Demographic Qualifications of the HODs, HRMs and Employees in the Hospitality Industry**

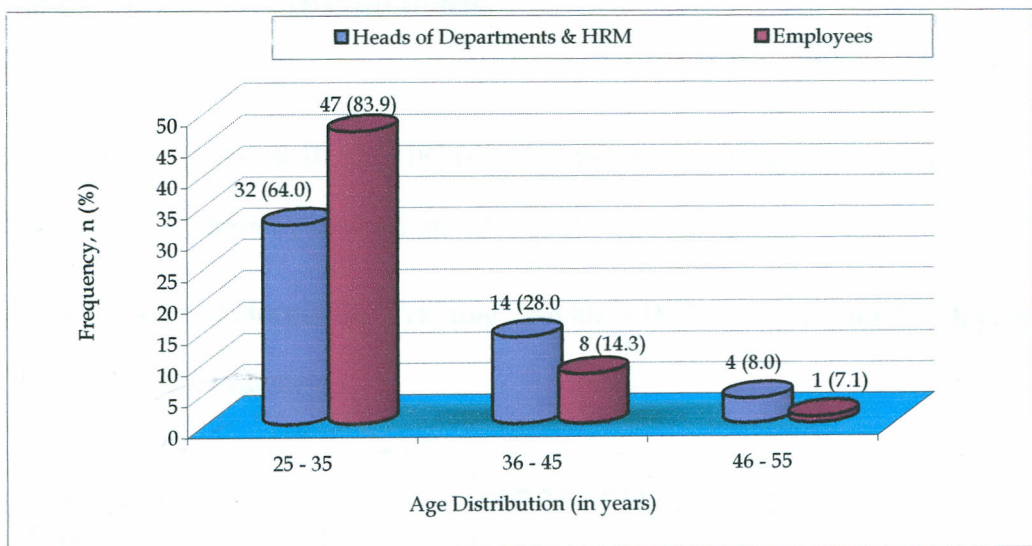
Characteristic Qualifications	HOD & HRM, n(%)	Employees, n(%)
Certificate	29 (58.0)	30(53.6)
Craft	1 (2.0)	4(7.1)
Diploma	10 (20.0)	22(39.3)
Higher National Diploma	2 (4.0)	0
Degree	8 (16.0)	0
Total	50(100)	56(100)

qualifications. The results are in agreement with Mayaka and King, (2005) who reported that a high number of unqualified personnel occupy positions meant for qualified personnel. It was interesting to observe the lack of proper organizational chart as in some cases the General Manager was also the personnel officer. This is also in line with the fact that the hospitality degree courses are quite new phenomena as there are only a few institutions that offer degree courses in this area. The current Tourism policy has also proposed the up grading of all the industry's personnel (Republic of Kenya, 2005).

According to table 4.3, 53.6% of the respondent employees were of certificates level, while 7% had KNEC Craft level of training while 39% were Diploma holders. The diversity in certificates is in line with Republic of Kenya, (2002-2008)) report, which

indicated that these certificates contain no information about absolute performance of students. However the high numbers of those with certificates and none with a Higher National Diploma shows that tourism education and training, has not developed much. Although established in the 70's the hospitality education training is still in the formative stage. It is only recently that the universities started offering degree courses and the Kenya National Examinations Council has also introduced Higher National Diploma for trainees in hospitality industry. This may improve the current status. There are only a few postgraduate employees in the industry who would emphasize on research which is critically needed.

The responses from HODs, HRMs and employees on their ages is summarised as below in figure 4.1



*Figure 4.1: Age Distribution of HODs, HRMs and Employees in the Hospitality Industry in Years*

From figure 4.1, 64% of the HODs and HRMs, and 84% of the employees were between 25 - 35 years of age respectively; 28% of HODs and HRMs and 14% of the

employees were between 36 – 45 years of age respectively. Also 8% of the HODs and HRMs and 7% of the employees were above 55 years of age respectively. No one was above 55years. There is a reflection of a generally youthful workforce mainly because of the nature of work in the hospitality industry. It could also be an indication that some employers specifically prefer young employees. This could also due to the fact that most employees are on a casual basis. Perhaps this will be addressed during the implementation of the tourism policy (Republic of Kenya, 2005) which advocates more permanent employment terms. This conforms to the views of Mayaka and King, (2002) who noted that the industry has youthful managers. It is also in line with the Kenya retirement age of 55 years both in its public and private sector given that no one is above 55 years of age.

#### **4.3 Types of Hospitality Training Providers Attended by HODs, HRMs and Employees in Nairobi Classified Hotels**

In this section respondent HODs, HRMs and employees were required to indicate the type of hospitality training provider attended as shown in table 4.4

**Table 4.4: Types of Hospitality Training Providers <sup>for the</sup> HODs, HRMs and Employees <sub>n</sub> in the Hospitality Industry**

<b>Characteristics. Type of training providers.</b>	<b>HOD&amp;HRM, n(%)</b>	<b>Employees, n(%)</b>
Public	37 (74.0)	32 (57.1)
Private	13 (26.0)	24 (42.9)
Total	50(100)	56 (100)

From table 4.4, results indicated that 74% of the HODs and HRMs were from public training institutions while 26% were from private institutions. From the data collected it was evident that the industry recruits employees mainly from the public training providers namely KUC, Kenya Polytechnic, universities, and Government technical training institution (TIVET) all of whom (except the university and KUC) offer Kenya National Examination Council examinations. It was also evident from the respondents that only a few of the HODs and HRMs were from private training providers. This may be due to the fact that the Private training providers are mainly commercial, profit oriented and hence more expensive. The majority of these private institutions are mainly examined by the international bodies such as International Commerce Management. (ICM), City & Guilds or are those that give their own certificates. This is consistent with the Republic of Kenya (2002-2008) development plan as well as Koech (1999) and Mwaisaka, (2004) who observed that there are many colleges that use diverse curricula and certification. As previously noted by Mwaisaka, (2006) this diversity is partly responsible for the falling standards in the industry

The findings on the distribution of employees trained in public institutions and the classification of the hotels where they worked were obtained. The results were presented in table 4.5 as follows;

As shown in table 4.5 There is generally a decrease of employees from public training providers is mainly because the lower the Stars apart from four stars which was only one hotel at the time of the study. This may be because of the decreased total number

of employees and salary scale should be equally lower. From the results it is clear that five star hotels go for recognition and quality. It is however interesting to note the low preference of the four Stars on employee recruitment from public training providers 2.9%, which could be an indication of most employees, being on-job trained which majority of employers consider best.

**Table 4.5 Hospitality Industry's Employees Trained by Private and Public Institutions Working in the Different Classified Hotels.**

<i>Hotel Classification</i>	<i>Training Provider</i>		<i>p-value</i>
	<i>Public, n (%)</i>	<i>Private ,n (%)</i>	
One Star	9 (13.0)	9(25.0)	
Two Star	13 (18.8)	2 (5.6)	
Three Star	12 (17.4)	7 (19.4)	<b>0.01</b>
Four Star	2 (2.9)	7(19.4)	
Five Star	33 (47.8)	12(30.6)	
<b>Total</b>	<b>69 (100.0)</b>	<b>37(100.0)</b>	

According to the table 4.5 from the total respondents, those recruited from private training providers were 30.6% working in five- Stars hotels, while 19.4% in four-Star hotels, 19% in three Star hotels, 5.6% in two stars hotels, and 25% in one star hotels.

There was no significant relationship between the type of training provider attended by the employees and hotel classification ( $p= 0.01$ ). The null hypothesis is therefore

There was no significant relationship between the type of training provider attended by the employees and hotel classification ( $p= 0.01$ ). The null hypothesis is therefore accepted which indicates that there is no relationship between the training provider attended by the employee and the classification of the hotel. It is evident that the employees are almost evenly distributed in one to five star hotels. This could be attributed to the fact that hotels have a very intensive induction and on job training programme. This concurs with (Mayaka's 2002) observation that there is duplication of roles. Surprisingly the four stars had the lowest employees from public training which may imply their employees are on job trained and also undergo the induction. The findings concur with Mwaisaka (2006) suggestion that these types of trainees could be responsible for the falling standards in the industry.

These findings suggested an equal preference across the board. This means that the industry recruits employees from both private and public training providers. This might be because of the intensive induction training given on employment. However the tendency of lower star rated hotels employing few of the well trained graduates explains why there are low quality services offered in the low stars. The hotels are not keen on recruiting quality employees.

On analysing employees distribution by training providers the results in figure 4.2 showed that KNEC had 36% of the workers which is the highest followed by on-job training workers (19%) and KUC trained workers (16%). The rest were in small representation. The high number of KNEC certified workers employees confirms that these could be the junior workers who are easily available. However, KUC does not train this cadre. This is in agreement with Mayaka, (2002) who decries of KUC's limited capacity. It is evident that at this level there are few university graduates

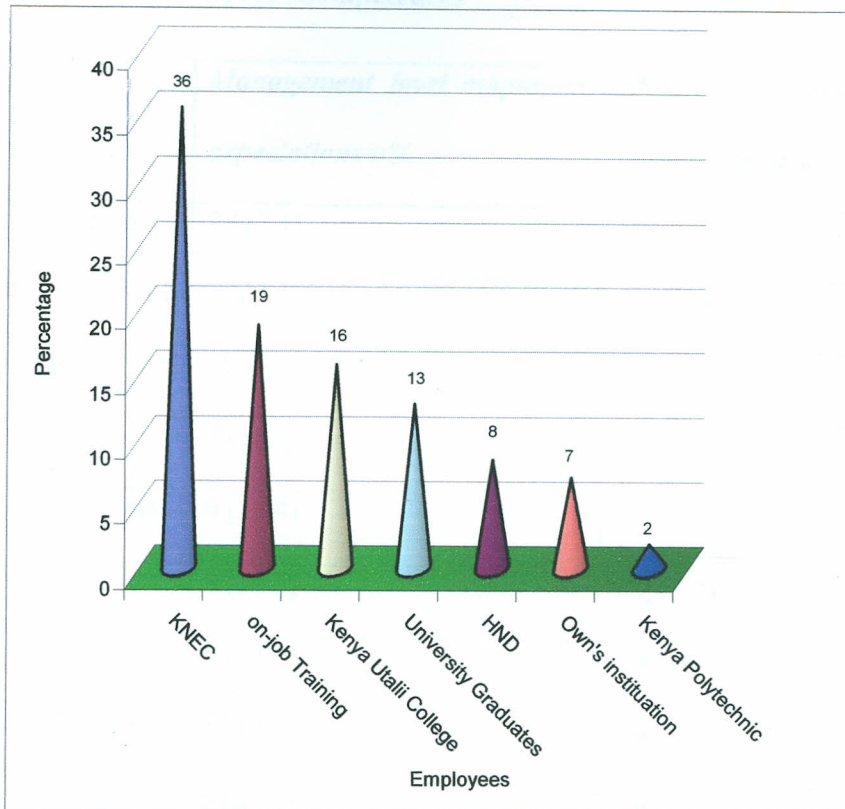


Figure 4.2: Hospitality Industry Employee Distribution as per Training Provider

#### 4.4 The Hospitality Industry Employers' Expectations on Employees' Competences

As outlined in table 4.6, HODs and HRMs respondents were asked to identify skills that employees are expected to possess at both middle and management levels.

The findings in table 4.6 show that the HODs and HRM respondents revealed there was a difference on skill expectation between the management and middle levels employees. At the management level the skills with the highest expected competence were: conflict resolution (54%) followed by self initiative (38%), sales and marketing

**Table 4.6: The Hospitality Industry Employers' Expectations on Management and Middle Level Employees' Competences**

<i>Skill</i>	<i>Management level employees expectations n%</i>	<i>Middle level employees expectation n%</i>
Communication	7 (17.1)	17(41.5)
Specific Technical	9 (22.5)	18(45.0)
Conflict resolution	20 (54.1)	11(29.7)
Computer	7 (18.4)	16(42.1)
Good work habits	6 (15.4)	17 (43.6)
IT	8 (20.5)	18(46.2)
Customer Service	7 (17.1)	16(39.0)
Sales & Marketing	13 (35.1)	14(37.8)
Good Interpersonal skills	9 (22.0)	14(34.1)
Multi-skilled	7 (19.4)	14(38.9)
Self-initiative	15 (37.5)	12(30.0)
Self discipline	6 (14.6)	18(43.9)
Well self-motivation	12 (29.3)	16(39.0)
Understanding the level Of service expected by IG	12 (30.8)	15(38.5)

(35%) and understanding international guests (31%). Today's manager is expected to have all the above key skills. The result reflects a disparity on skill expectation.

The percentages results also revealed that expected skills that were next in importance in this level were self motivation (29%), specific technical skills (23 %,) good interpersonal skills (22%) and technology information (22.5%). This again reflects a low percentage than the expected 100% and further research on this is necessary. Also there is a need for the training providers to have the knowledge of the expected skills as expected in this study and impart them appropriately.

The study respondents' revealed small percentages of respondents who expected communication (17.1%), computer skills (17.%) and good work habits (15.%). Also customer service (21%) followed by multi skilled (20%) and self discipline which had (14.6%). These findings are interesting in the light of the fact that the skills with low expectations are considered very important in the hospitality industry (Woolf, 1990).

High percentages of respondents indicated all level of employees possess the following skills; customer service (44%), good interpersonal skills (44%), multi skilled (42%), self discipline (41.5%), communication (41.5%) and good work habits (41%). Other groups of skills that were expected by both middle and management level employees were computer skills (40%), information technology( 33%), self initiative (33%), specific technical skills (32%), self motivation (32%) and understanding the level of service expected by international guests (31%).

Table 4.6 also shows that 46.2% of the HODs and HRMs respondents expected employees to have information technology, 45% expected specific technical skills,

45% self discipline, 43.6% good work habits, 42% computer skills and 41.5% expected communication skills. From the data the above-mentioned skills were more preferred.

Out of the total HODs and HRMs respondents 39% expected self-motivation, 39% customer service, 39% multi skilled, 38.5% understanding service level of international guests and 37.8% expected sales and marketing skills. The results have a lower value and may imply that these skills might be secondary in importance. Therefore there is need for them to be well imparted during training.

A small percentages expectation were in conflict resolution (29.7%) and self initiative (30%). The results contradict the current employers' expectations that go for self-initiative employees who can resolve conflict at the place of work. Such findings give an impression that the industry may be lagging behind current moves regarding modern management. The low percentage responses may indicate that even the employers are not aware of the importance of some skills. This small percentage in skill expectation is unexpected as there is a global shift to information technology, computer knowledge, self-driven personnel and international hospitality. Further more these skills have previously being identified as key to the success of the industry by Wald, (1995). The hotel industry seems to lag behind on this perhaps because the education institutions are not fully linked and not ahead of the industry. The findings also tally with Evans, (1993) who indicated that employers are confused on what is offered in educational courses. This contradicts what happens in developed countries where educators not only know what is needed in the industry, but are also innovative

with new skills and ideas that can enhance service delivery (Sadi & Henkerson 2005). The results also implies that the industry is quite specific on the skills expected from the employees. The results confirm the gap between industry and training institutions as cited by UNESCO, ( 2004/2005) and Republic of Kenya, plan (1998). An academic institutions and industry partnership would enable the exploration of latest trends and on issues facing the industry and develop relevant training.

#### **4.4.1 The Difference Between Hospitality Industry's Expected Skills in Different Hotel Classifications**

An analysis of employees' expectations by different hotel classifications was carried out and results are shown in table 4.7 below. The hotels were divided in two groups; those below 3 star rating and those which are from 3 stars and above. This level of 3 stars was used because it is a transitional point. Below it the hotels are of low class and above it they are of high class. The few skills selected are those that are quite essential in the industry and a difference in expectation would draw a significant attention

Table 4.7 shows that there is no significant difference on employers' expectations at middle and management level among the classified hotels. Results revealed that communication ( $P=0.99$ ), conflict resolution ( $P=0.07$ ), customer service ( $p=0.46$ ), multi skilled ( $p=0.81$ ), self motivated ( $p=0.81$ ) understanding the level of service expected by international guests ( $p=0.92$ ) had no significant difference. The corresponding hypothesis was therefore not accepted in all other skill but accepted for computer skills It is only in computer skills ( $p=0.04$ ) where there was no significant difference. This might be attributed on the fact the current move globally is fully

computerised .The significant differences in skills expectation confirms Baum's (2002) observation that high class hotels emphasize on skills competence. It also contradicts an earlier finding that high rated hotels prefer public trained employees because of quality service. This may be because there are no industry standards to refer to in terms of skills expectation. The significant difference in computer skill expectation is an indication that the higher rated hotels are more computerised. The possible explanation is that Kenya Hospitality Industry is not yet fully computerised. However, Kenya I C T policy is being put in place though this will depend on how it is implemented

**Table 4.7 Hospitality Industry Employers' Skills Expectations on the Employees Working in Different Hotel Classification.**

<i>Hotel Classification</i>	<i>Skills</i>			
	<i>Middle, n (%)</i>	<i>Management, n (%)</i>	<i>Both, n (%)</i>	<i>P-value</i>
<b><i>Communication</i></b>				
≤ 3 Star	7 (17.1)	3 (7.3)	7 (17.1)	0.99
> 3 Star	10 (24.4)	4 (9.8)	10 (24.4)	
<b><i>Conflict resolution</i></b>				
≤ 3 Star	5 (13.5)	6 (16.2)	5 (13.5)	0.07
> 3 Star	6 (16.2)	14 (37.8)	1 (2.7)	
<b><i>Computer</i></b>				
≤ 3 Star	5 (13.5)	6 (15.8)	6 (15.8)	0.04
> 3 Star	11 (28.9)	1 (2.6)	9 (23.7)	
<b><i>Customer Service</i></b>				
≤ 3 Star	8 (19.5)	4 (9.8)	6 (14.6)	0.46
> 3 Star	8 (19.5)	3 (7.3)	12 (29.3)	
<b><i>Multi-skilled</i></b>				
≤ 3 Star	8 (22.2)	4 (11.1)	6 (16.7)	0.60
S> 3 Star	6 (16.7)	3 (8.3)	9 (25.0)	
<b><i>Well Self Motivated</i></b>				
≤ 3 Star	8 (19.5)	5 (12.2)	5 (12.2)	0.81
> 3 Star	8 (19.5)	7 (17.1)	8 (19.5)	
<b><i>Understanding the level of service expected by International Guests</i></b>				
≤ 3 Star	7 (17.9)	6 (15.4)	4 (12.8)	0.92
> 3 Star	8 (20.5)	6 (15.4)	7 (17.9)	

These results could be supporting the observation Westlake et al, (1992) observation that some employers do not prefer hospitality graduates but prefer those with basic transferable skills

The employees were asked to indicate skills expected on them upon employment. Their responses are in figure 4.3

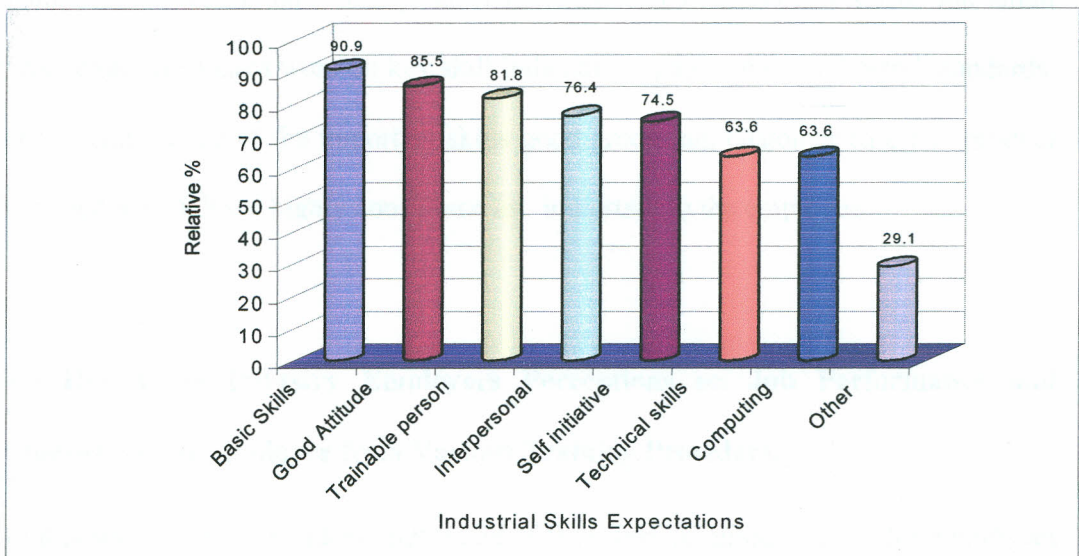


Figure 4.3: Industrial Skills Expectations by Employers in the Hospitality Industry.

Out of the total employees (90.9%) indicated employers expected them to have basic skills, 85.5% indicated good attitude and (82%) indicated trainable person. other skills included interpersonal skills (82%) self-initiative (74%) and technical skills (63 %,) Notably these percentages are as expected in all industries. Skills that were relatively least expected were, computer skills (63%) and others (29%)

Expected skills that respondent employees referred to as others (29%) included good grooming, product knowledge, public relations, self esteem, management skills, handling computers, customer care, general knowledge and self-discipline.

Since the current curriculum does not include some of the above skills, there is therefore a general perception that gaps exist. The varied percentages in expectation are not in line with Sadi & Henkersons' (2005) idea that employees exiting colleges should be ahead of the industry as there exists a skill a gap. Some of the small percentages responses were on key skill indicating a gap in the employers' standards. For instance some of the important skills good grooming, customer care and product knowledge which are highly considered as important to the employee.

#### **4.5 Hospitality Industry Employers Perceptions on Job Performance and Competence of Employee from Various Training Providers.**

In this section the respondent HODs and HRMs were required to consider employees competence and job performance and indicate the hospitality area of training preferred for various departments/ sections

Table 4.8 shows that the HODs and HRMs preferred to employ kitchen staff from KUC (100%), Waiters/waitress from KUC (70%), and from Kenya Polytechnic (18%). In housekeeping the HODs' and HRMs' highest preference was KUC (68%) and from Kenya Polytechnic (14%). The HODs and HRMs had the highest preference for KUC in banqueting (91%), front office (64.7%) and as supervisors (46.2%). This reflects ranking which threatens industry evolution and misinforms the clientele. This

is because competition develops which hinders knowledge exchange among the institutions

**Table 4.8 HODs and HRMs Graduates Preference in Various Hotel Sections.**

<i>Section of the Department</i>	<i>Preferred Institution graduates</i>	<i>Relative%</i>
<b><i>Kitchen</i></b>	KUC	100
<b><i>Waiter/Waitress</i></b>	KUC	76.5
	KP	17.6
	Own Institution	5.9
<b><i>House Keeping</i></b>	KUC	66.7
	KP	14.3
	KNEC	9.5
	Universities	4.8
	Own Institutions	4.8
<b><i>Front Office</i></b>	KUC	64.7
	Universities	35.3
<b><i>Customer Care</i></b>	Universities	55.6
	KUC	38.9
	Own institution	5.6
<b><i>Management</i></b>	Universities	70.0
	KUC	15.0
	KP	5.0
	KNEC	5.0
	Other	5.0
<b><i>Front Line Personnel</i></b>	Universities	35.7
	KUC	21.4
	KP	28.6
	ICM	14.3
<b><i>Banqueting</i></b>	KUC	91.7
	KP	8.3
<b><i>Supervision</i></b>	KUC	46.2
	Universities	15.4
	KP	23.1
	KNEC	7.7
	Own institution	7.7
<b><i>Guest Relation</i></b>	Universities	68.4
	KUC	31.6

University graduates were mainly preferred for customer care (55.6%), managers (70%), front line personnel (35.7%), and guest relations (31.6%). The high

preferences of university graduates in some specific areas were based on the fact that these graduates portray a satisfactory competence in these areas.

The high preference of specific colleges is alarming as it threatens industry evolution and misinforms clientele. Ranking is said to hinder development as instead it breeds rivalry, secrecy and no co-operation (Riegel and Lambart, 1995). This may explain the current scenario where graduates of each college are always trying to out do each other. All the same it is an appreciation of the good training in KUC as compared to other hospitality-training providers. The concern is since KUC cannot supply all employees needed in the industry a lot needs to be done to mentor and upgrade all the other training providers. The challenge to KUC is to adopt the Hawking (2003) suggestion that the emerging colleges should benefit from mentor colleges.

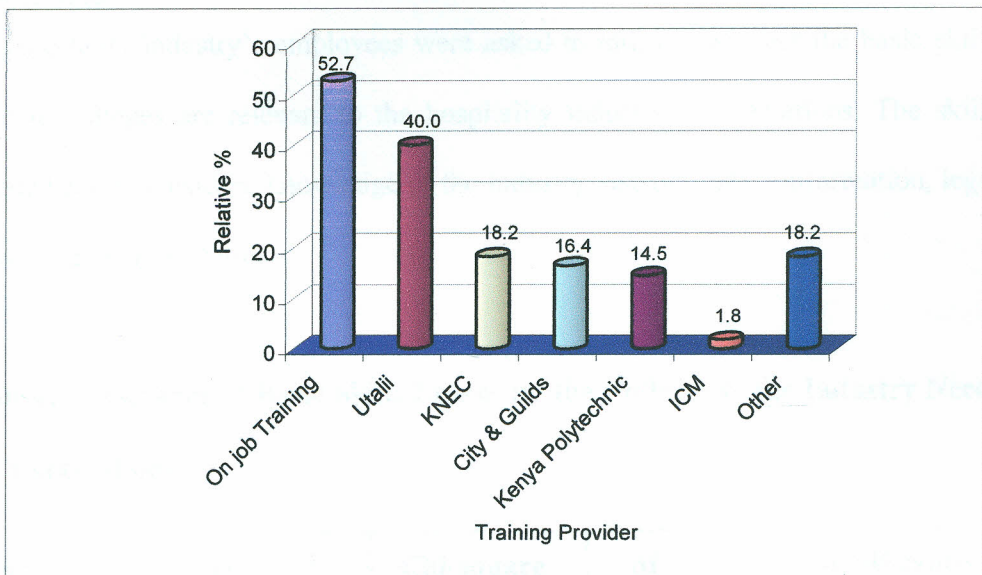
This preference portrays some institutions as good in training in some specific skills than others. The preference also suggests that there is ranking in the industry where some trainees from certain institutions are seen as better trained than others. This could be caused by the lack of harmonising of the hospitality training (Jasper 1987).

#### **4.5.1 Hospitality Industry Rating of Employee Competences**

The respondent HODs were to rate the competences of graduates from various training providers

On the employers' rating of the competency of graduates, figure 4.4 shows that 52.7% of the total respondents rated on job training as the best followed by KUC

(40%,) KNEC(18,2%) City & Guilds and Kenya Polytechnic were least rated at 18.2%, 16% and 14.5% respectively



*.Figure 4.4 Employers Rating of Graduate Competence*

The high rating of on job training is a clear indication that the training providers are not able to impart skills needed by the industry. This makes the On-Job training, as the best as employees are trained as per the need. However there is no set curriculum and this is quite expensive for the industry as it is not their core business. KUC's high rating as earlier observed in figure 4,4 still emphasizes that mentor colleges should induct others emerging colleges (Hawkings,2003) the in order to get quality service. The government intervention would be quite appropriate as the approach to training would be unified and all graduates will posses requisite skills. This would lead to improved service quality due to employees' competences which enhance destination competitiveness. To ensure this is working, control measures should be put in place to vet the international programmes. In addition their curriculum should be modified to be relevant to the environment needs currently they are tailored for the developed countries.

#### 4.6 The Relevance of Basic Skills Learnt in the Colleges to Hospitality Industry Expectations

The hospitality industry's employees were asked to indicate whether the basic skills learnt in colleges are relevant to the hospitality industrys' expectations. The skills included communication, knowledge of the industry, use of control information, legal knowledge, and marketing.

**Table 4.9 Relevance of Basic Skills Learnt in the Colleges to the Industry Needs and Expectations**

Effect	-2log Likelihood of reduced model	Chi-square	df	significance
Intercept	37.669	.000	0	
Basic training	68.677	31.008	12	.002

As shown in table 4.9 there was no significant relationship between basic skills learnt in training providers and the expected skills by the hospitality industry. The overall p-value was .002 which is less than .05. Therefore the corresponding is accepted. These results indicate that all the training providers are not in touch with the industry. Therefore they are not imparting the industry's requisite skills.

As shown in table 4.10 the hospitality industry employees were asked to indicate whether the technical skills learnt in colleges are relevant to the hospitality industry expectations.

On running a multi nominal logistic regression there was a significant difference between technical skills learnt at the training providers and the expected skills in the industry. The overall p value was .0001 which is less than .05. The corresponding hypothesis is thus accepted. There is no relationship between technical skills learnt in training providers and the expected skills in the hospitality industry

**Table 4.10 Relevance of Technical Skills Learnt in the Colleges to the Industry Needs and Expectations**

Effect	-2log Likelihood of reduced model	Chi-square	df	significance
Intercept	101.079	.000	0	
technical skills	204.738	103.660	32	.0001

This confirms Republic of Kenya (1998) mismatch of the learnt skills and those needed in the industry.

The hospitality industry employees were asked to indicate whether the personal skills learnt in colleges are relevant to the hospitality industry expectations.

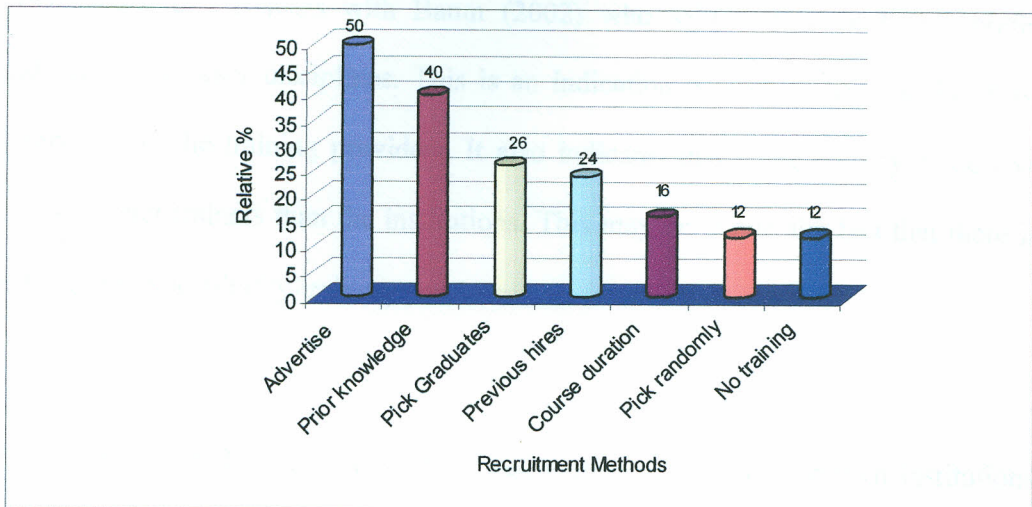
As shown in table 4.11 there was no significant relationship between personal skills learnt in training providers and the expected skills by the hospitality industry. The overall p-value was 0.0001 which is less than .05. The corresponding hypothesis is accepted. This confirms Republic of Kenya (1998) report on mismatch of the learnt skills and those needed in the industry.

**Table 4.11 Relevance of Personal Skills Learnt in College to the Industry Needs and Expectations**

<b>Effect</b>	<b>-2log Likelihood of reduced model</b>	<b>Chi-square</b>	<b>df</b>	<b>significance</b>
<b>Intercept</b>	75.177	.000	0	
<b>personal skills</b>	270.424	195.247	44	.0001

#### **4.7 Employers' Perceptions on the Recruitment and Selection of Employees as per their Training Institutions**

Respondent HRMs and the HODs were asked to indicate the methods used during employee recruitment and selection this is because both groups have participated in this thus have the knowledge about it. Their responses are summarised below.



*Figure 4.5: Employee Recruitment and Selection Methods in the Hospitality Industry*

The most popular recruitment method was advertisement among 50% of the respondent HODS and HRM. This was followed by prior knowledge of graduate's competence from a particular training provider (40%). Out of the total 50 respondent HODS and HRM 26% picked graduates from other disciplines and train them. Furthermore, 24% of the respondents considered the performance of their previous hiring while recruiting. Other method with low response were checking on course duration (16%), picking randomly from any provider and then training them on job (12%) and picking school leavers with no training and then trains them on the job (12%).

From these findings the most popular methods are advertisements and prior knowledge of graduate's competence from a particular training provider this implies that the employer would like to recruit employee with the requisite skills. Picking school leavers with no training and then training on the job were the lowest. This is mainly because the industry believes that it is easier to polish an already trained

person. This also concurs with Baum (2002) who said that some hotels prefer graduates from other disciplines. This is an indication of lack of trust in the skills obtained from the training providers. It also indicates that some employers believe they are better trainers than the institutions. This may be due to the fact that there is ranking of the hospitality-training providers

The HRMs also indicated that the preferred employees are from known institutions such as Kenya Polytechnic, KUC but also indicated National Youth Service as an upcoming good training provider. This is because they believe graduates become what they are trained to be. On reporting they are only polished on the standard operation procedure of the organisation.

**Table 4.12 Effect of Employers' Perception of Training Providers on Employee Competences, Recruitment and Promotion**

Effect	-2log Likelihood of reduced model	Chi-square	df	significance
Intercept	38.640	.000	0	
skills	44.132	5.498	8	.703

To test the hypothesis a multi-nominal logistic regression was used with the rating as the Multi-nominal response variable as shown in table 4.12. The overall p-value was 0.703 which is greater than .05. Therefore the hypothesis is not accepted. This implies that there is a significant difference between the hospitality industry employers'

perception of the training provider and employees' competence, recruitment and promotion of Nairobi hotel employees

#### **4.8 Hospitality Industry Employers Perception of Ways of Enhancing Employee Competences.**

The employers perceived training as a way of enhancing employees' competence

HODS and employees were to suggest training institutions where employees would get skills that would enhance their competences. Their input was as shown in table 13

Table 4.13 shows that HODS and employees had a high preference for college training on communication skills (69.1%), languages (78%), and basic technical skills (64 %.) However it is only in developing a relationship (48.1%) that was well imparted in the industry than in colleges. The interesting observation here was that personnel management was equal in college 40% and industry 40%. This concurs with experts' suggestion that training providers should lead the industry in terms of training of skill (Mihalic, 2005). Further more there were areas that were better imparted by both industry and college. These included decision-making (44%), flexibility (42%), respect for others ( 39%), and the right attitude to work(40%).

This supports Mayaka and King (2002), who recognised the need for a strong relationship between the industry and training providers. The industry strongly feels that some areas can only be taught off- the job in colleges. The low response on not sure category indicates that skills must be imparted in the given areas.

**Table 4.13 Hospitality Industry Employers and Employees Perception of Training Venues for the Requisite Competences**

Imparted competences	Responses			
	College, %	Industry, %	both, %	Not sure, %
Personal Management	40.0	40.0	18.2	3.6
Communication	69.1	25.5	23.6	0
Developing Relationship	27.8	48.1	24.1	0
Problem solving	42.6	31.5	27.8	5.6
Languages	77.8	5.6	11.1	7.4
Basic Technical skills	63.6	27.3	14.5	0
Decision-making	36.4	25.5	43.6	0
Flexibility	36.4	27.3	41.8	1.8
Respect for others	50.9	23.6	38.2	0
Right attitude towards work	45.5	30.9	40.0	0

Respondent employees were asked to name skills not well imparted. Results indicated that silver service, alcoholic beverage service, computer skills, confidence, food costing, legal knowledge, food and menu knowledge, customer care, the carrying capacity of any destination, socio economic impact of tourism multi skills and problem analysis. This again is an indication of skill gap and still confirms the mismatch of skills

Although on-Job training was rated highly, some of the respondents saw it as a slow method of instilling skills and hence preferred trained people. The gap in relevance

providers are profit oriented and produce half-baked graduates without the requisite skills.

The HODs and HRMs were asked to specify skills employees normally are further trained on to enhance competences. Results in table 4.14 indicate a skill gap which may suggest that these skills are areas not normally imparted may be because of inadequate facilities and inappropriate kitchens set-up. It is again evident that a gap exists between what the training providers give and industry expectations.

**Table 4.14: Skills Employees are Further Trained on Upon Employment in Order to Enhance Competences**

Section	Skills employees are further trained on
<b>Kitchen</b>	Team work, creativity, tailored menu knowledge, thawing, equipment handling hygiene kitchen operation kitchen set up
<b>Restaurant</b>	Team work, customer care, first aid, financial handling, restaurant operations
<b>Front office</b>	Team work customer care, use of front office system, handling customer complains, guest check in procedures, telephone management
<b>Supervisors</b>	Costing, budgeting supervisory skills, train the trainer leadership skills
<b>Guest relation officer</b>	Basic skills of sales and marketing TESSA key billing handling quest complain customer relation
<b>Banqueting</b>	Trends of service, event organiser, guest relations sales and marketing, conference set up methods
<b>House keeping</b>	Customer care house keeping techniques

There is an urgent need to correct this skills gap as a way to avoid Mwaisaka, (2006) lamentation on industry falling standards. The industry and training providers' co-operation is quite important to avoid this.

Apparently skills identified by Woolf, (1990) as important and lacking, are not being given attention to by both the industry and the training providers. These are skills like understanding the level of service expected by international guests, as well as knowledge of culture and value systems of different nationalities. However the skills are important for global competitiveness in international tourism.

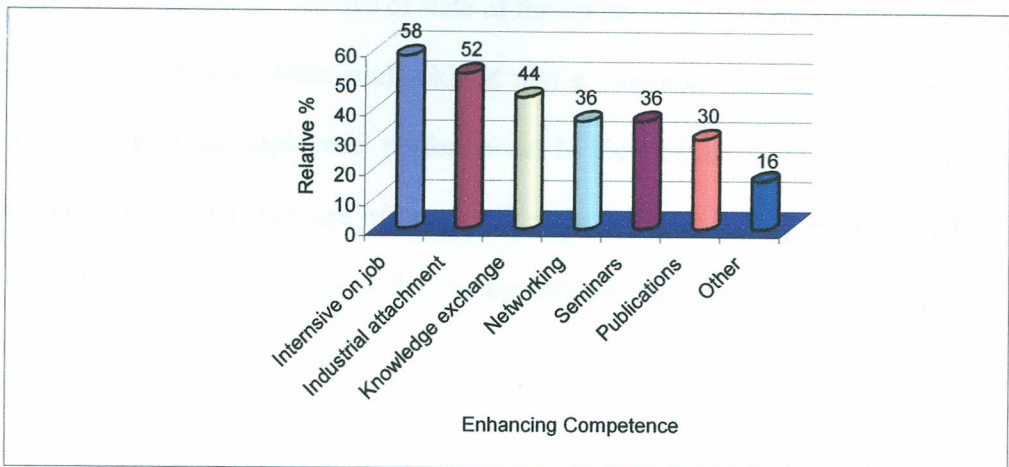
This includes skills like teamwork, leadership, and events management

It is evident therefore that there is a need to introduce modern management skills in hospitality education and training. The hospitality industry employers perceive graduates exiting colleges as not possessing the requisite skills. Notably these employers do not seem to be aware of changes in management.

#### **4.8.1 Enhancing Employees' Competences in the Hospitality Industry**

The respondent HODs and HRMs were asked to indicate ways of enhancing employee competences which they were to select from a wide range of suggestions. They gave information shown on figure 4.6, 58% of the total HODs and HRMs indicated intensive on-job training, 52% indicated industrial attachment and 44% selected knowledge exchange among stakeholders. Other approaches with low response were networking of all training providers (36%), seminars and linkage

response were networking of all training providers (36%), seminars and linkage



*Figure 4.6: Ways of Enhancing Hospitality Industry Employee Competences According to HODs and HRMs*

between colleges and industry players (36%). while 30% thought joint publication by industry and education providers would enhance competence.

In the category of others 16%, of the respondents indicated training on the right attitude for work as well as refresher courses and seminars for employees which were considered as vital.

The researcher also investigated on ways to improve hospitality training providers. This was not part of the objectives, but was viewed by the researcher as critical in improving employees' competences and job performance. Respondents expressed that the students in the institutions should be taught on attitude counselling. This would give them positive attitude towards their work. Also students exchange programmes were necessary so that all graduates possess similar understanding of the industry. They expressed a need for more hours for practical and also course duration to be

increased to at least 2 years. There was need to include conflict resolution, international languages and use of state of the art equipment in the curriculum. Proper training of technical skills, multi-skilled and a common examination were seen to have an impact on employees' performance. In view of these, the training providers should review what they are offering and make it better in line with the industry's needs. They should go further and come up with ways of improving performance.

In addition the findings from the respondents' suggested that the lecturers also had a bit to address. The respondents indicated that lecturers should be exposed to the industry to avoid diversity or misplacement of human resource. Committed and hardworking lecturers were the ones preferred. Respondents suggested that lecturers should use high training standards (international standards), should be friendlier, and should continuously assess their students. This is possible if they are highly skilled and experienced.

There was also a suggestion that there should be more research by lecturers to find out what the industry wants. In addition, lecturers should be more current with a futuristic approach which allows innovation. In view of this, this confirms inadequacy in the lecturers and also a lack of harmonisation and standardisation in the industry. With such a status it is no wonder then that poor quality students proceed to the industry and give poor service.

The institutions also should acquire state of the art equipment instead of using outdated (obsolete) equipment. Looking at it clearly the government has a role to

play. Respondents felt that the government should equip the institutions through direct funding. This money can come from profits gained in the industry and catering levy. There was also a suggestion that hospitality courses should be introduced at secondary schools level. This would avoid students getting to the industry without any prior knowledge but chooses it as a last result. Standardisation of the hospitality courses was also viewed as important. It is true that the government has to participate in the improving the hospitality training. The tourism policy launched will go along way.

Secondary data was also used to validate responses where the respondents were asked to give information normally found on the guests comments cards. Specifically to comment on areas needing improvement. The information obtained indicated that there is need to improve on grooming, lack foreign language, communication skills, reliability, respect, technical skills, and sense of urgency in services delivering. Employees need to be updated in order to cope with new challenges as cited earlier on findings which had revealed inadequate training. Therefore the industry experts should be closely linked to the providers so that important skills are imparted.

## CHAPTER FIVE

### SUMMARY CONCLUSIONS AND RECOMMENDATION

#### 5.1. Introductions

This chapter presents the summary of the findings, conclusion and recommendations. It contains recommendation for policy as well as recommendations for further research

In order to achieve its objectives the study identified the various types of training providers for employees working in Nairobi city hotels. It also established the employers' expectation on employee competences in Nairobi hotels. It also determined the hospitality industry employers' perception on job performance and competence of employees from various training providers. Additionally the study further established congruency between skills imparted by the training provider and the expected skills in the industry. It was also in the interest of the study to investigate on the effect of hospitality industry employers' perceptions on Nairobi hotels employees' recruitment and selection.

To achieve the objectives of the study the following hypothesis were derived from objective 1, 2, 4 and 5 of the study.

- H0<sub>1</sub> There would be no significant relationship between the types of training provider attended by the employees and the classification of the hotel they are working for.
- H0<sub>2</sub> There would be no significant relationship between employee competence and hospitality training provider one attended.
- H0<sub>3</sub> There would be no significant relationship between skills learnt in training

providers and the expected skills by the hospitality industry.

Ho<sub>4</sub> There would be no significant difference between hospitality industry s' employer's perceptions of a training provider and employee competence recruitment and promotion of Nairobi city hotel employees.

Data was collected using structured interview guide for HRMs. To obtain information from the HRM's, a face to face interview guide was conducted by the researcher. It also provided detailed information for each variable for this case they were types of training provider, industry skill expectations, perception of graduate competence, skill relevance and gaps, employee selection and recruitment methods and comments on guest cards. Semi-structured questionnaires for HODs. It sought information on industry skill expectation at middle and management level, rating of graduate competence from different training providers, preferred graduates, venue for training of skill and ways of enhancing employee competence. Close and Open-ended questionnaires were used for the employees. The information collected from employee are skills gap, skill relevance, expected skills, preferred training venue and effect of perception on recruitment and selection. Secondary Data This was obtained from guests comment cards and employee records

Data obtained was systematically organized to facilitate analysis. The responses were assigned numerical value categorized as interpreted and connected to consistent numerical codes. The dependent variables were industry expectation on skills, employee competence, quality and skills gaps as well as job performance. The independent variables were number of years of training, recruitment and selection methods, employee acquired skills and training provider one attended. Chi Square

( $\chi^2$ ) was used to measure relationship between training providers with hotel classification, gender or course duration. Qualitative data were analyzed into themes and concepts from which general conclusions were drawn.

## **5.2 Summary of the Major Findings**

The major findings are presented on demographic data, types of training providers, hospitality industry employers' expectations of employee competences, hospitality industry employers' perception on job performance and competence of employees, congruency between skills imparted by the training provider and the expected skills and the effect of hospitality employers' perception on Nairobi hotel employee recruitment and selection.

## **5.3 Findings on the Type of Hospitality Training Providers**

The paper identifies two main types of training providers public and private. The public are owned by the government and include Kenya, KUC, College, Kenya polytechnic and the TIVET institutions. The private are profit oriented or commercial colleges. On job training is also a recognized mode of training

The certificates with the employee are varied and mainly from KUC, Kenya Polytechnic, KNEC, City and guilds international, ICM, on job training and own institution There was no significant difference between the type of training provider attended by the employees and hotel classification ( $p= 0.01$ ) with the highest Stars going more for private institutions as compared to the lower Star hotels.

#### **5.4 Findings on Hospitality Industry Employers' Expectations of Employee Competences in Nairobi Classified Hotels**

The hospitality industry employer expects the management level employee to have skills on conflict resolution, self-initiative, sales and marketing and be able to handle international guests. The least expected skills are communication skills, computer, customer care, good work habits, discipline and multi-skills. Middle level employees are expected to have the following skills; punctuality, information technology basic skills, specific technical skills, be trainable, self-discipline good work habits, computer and communication skills. Least expected from the middle level employee are conflict resolution, initiative, handling international guests and multi-skills. There was a significant difference on employers' expectations at middle and management level among the rated hotels. It is only in computer skills ( $p=0.04$ ) where there was no significant.

#### **5.5 The Hospitality Industry Employers' Perceptions on Job Performance and Employees' Competences**

The hospitality industry employers' perception on the level of competence is based on the training provider one attended. Hence they have ranked KUC graduates as the most competent followed by both TIVET and Kenya polytechnic. The industry prefers KUC graduates to work in the kitchen, restaurant, housekeeping, banqueting, front office and supervisors. KUC graduates are highly rated in the industry. The next preferred graduates are from Kenya Polytechnic. University graduates are preferred in customer care, guest relations and management. The employers' perception is that on job training produces the most competent employee's

### **5.6 Congruency between Skills Imparted by the Training Provider and the Expected Skills**

With regard to skill relevance employee suggested that communication skills basic skills, knowledge of hotel industry as quite congruent. Among the technical skills it is only waiter/waitress that was considered relevant. Other skills that were relatively relevant were personality skills, trustworthy, punctuality and communication skills. Generally employers felt that most skills are, not relevant to the industry. Furthermore, employers suggested that most skills to be imparted in colleges rather than the industry apart from personnel management. There was no significant relationship between the basic skills imparted by the training provider and the industry expected skills  $p\text{-value}=0.002$ . In addition there was no significant relationship between the imparted technical and personal skills and industry expected skills  $p\text{-value} =0.0001$  for both cases. The hypotheses were accepted since the  $p\text{-value}$  was less than 0 .05 .

### **5.7 Effect of Hospitality Employers Perception of Training Provider on Nairobi Hotel Employees Recruitment and Selection**

Employer perception on training providers is that on-job training 52.7% and KUC 40% produce the most competent employees. In summary the perception of the industry employers' about graduates from any training provider also affect the employees' competence, recruitment, selection, and promotion.

On running a Multi-Nominal Logistic Regression with the rating as the response variable, the overall  $p\text{-value}$  was 0.703 meaning that there was a significant relationship between employers perception and employee recruitment. This means

On running a Multi-Nominal Logistic Regression with the rating as the response variable, the overall p-value was 0.703 meaning that there was a significant relationship between employers perception and employee recruitment. This means employers perceptions predicts employee recruitment. From this p-value of 0.703 it also implies employers' perception predicts employee competence and promotion. The hypotheses were not accepted as the p-value is  $> 0.05$ .

### **5.8 Hospitality Industry Employers' Perceptions of Ways of Enhancing Employee Performance**

On enhancing employee competences employers suggested the following: intensive on job training, industrial attachment and knowledge exchange as the best way. Networking, seminars, joint publication of books and journals, refresher courses were also considered as important.

In addition employers' perceive that further training of the employees would enhance their competences. Hence they are further trained on teamwork, creativity, specific technical skills, leadership, and customer care among others. A gap is perceived to exist between skills imparted and industry expectations.

### **5.9 Conclusion**

The following conclusions were based on the findings of the study

The hospitality industry tends to observe the affirmative action in the management only. There is no affirmative action among the employees. This should be discouraged and all should be given equal consideration. However this is in line with the current

From the findings it can be concluded as follows; the hospitality industry employs trainee from public and private training providers but also highly recognize on job training as a mode of training. The industry accepts certificates from all these training providers. Since high professionalism in the service industry is being recognized, these findings should be addressed.

The hospitality industry employers' skill expectations are varied at the different level of employees. These expectations are not in line with modern management. As there is no bench mark for the expectations. This is seen in some critical skills like communication skills, computer, legal knowledge, self-initiative and multi-skills which were among the least expected skills. The curriculum seems not to be evolving in response to industry and technological changes. The employee should be encouraged to have competitive skills in problem solving, creativity, and originality.

Employers perceive competence as based on training provider they attended. This is seen in the ranking, rating and preference of some graduates .Furthermore the industry has ranked the training providers with on job training, KUC and Kenya polytechnic as highly rated. In addition the industry prefers these graduates to work in specific areas in the hotel. This ranking has threatened the hospitality industrial evolution and has misinformed clientele. Notably instead of KUC mentoring the mushrooming colleges there is rivalry and secrecy of good training techniques. Also KUC is not yet upgraded to offer degree and postgraduate degree and thus cannot offer the required intellectual leadership and coordinate research in the industry. Indeed this also explains the hostility in the industry as employee not trained at KUC or Kenya

polytechnic are considered incompetent. There is no body which is addressing the ranking problem.

Some skills imparted in the training providers are relevant to the industry needs while others are not. There is need for proper training all training providers should have a fully equipped and operational hotel in order to get the real training. This would also confine the induction training to be only a familiarization of the hotel procedures leaving the hotel to concentrate in its core business with occasional refresher workshops. It is observed that the skills taught in the educational institutions are not relevant. There is need for the curriculum to be responsive to the industry changes. There should be emphasis on innovative research to produce trainees ahead of the industry and to address all other issues.

Finally in the hospitality industry employee competence, recruitment and promotion are based on the training provider one under went. A better way of determining competence should be put in place for example a professional exam. It is therefore evident that the training provider one attends has some influence on recruitment and selection.

There are suggested ways of enhancing employee competences. Based on this is a general perception that this can be achieved with further training in some areas that are not adequately trained. Also in order to enhance competence the industry and training provider needs a body/organization that will be able to do joint publication, network, conduct seminars have knowledge exchange programs and conduct refresher

courses. Such a body would develop professionalism, as it will be academia industry collaboration.

### **5.10 Recommendations**

Based on the findings and conclusion of this study, the following recommendation, which have implications for policies change as well as further research are made.

#### **5.10.1 Recommendations for Policy Changes**

There is need to establish a body to address curriculum development and implementation issues. This is necessary in order to complete globally as done in developed countries. This body should give guidelines on relevant skill impartation and teaching methods and establish a guide for industry's on-job training. The same body should accredit all certificates, and ensure quality assurance in all colleges. This body should ensure the curriculum is responsive to industry changes and skill gaps are reduced. The suggested title of the body could be Kenya Hospitality Industry Board. This would help to produce enough of quality graduates for domestic and export use.

This also implies that there is a need to set standards in the industry. These standards should be based on all the current and emerging trend and practices. The trainers would also train as per the industry standards hence enable graduates exiting colleges to have the requisite skills.

All stakeholders should collaborate by having seminars, exchange programs publication of journals, attachment and conduct research for the industry to grow.

Annual hospitality industry stakeholders' conferences seminars or exhibitions on research findings and students inventions and innovations made would be appropriately made. These ideas would then be transferred to the industry for adaptation. This will facilitate exchange of knowledge and skills.

In order to compete well globally, there is needed to form body to address the issues in the industries as done in the developed countries. From the research a body should be established to enhance academia and bodies are recommended

The Ministry of Higher Education Science and technology should evaluate and accredit all the certificates so as to enable the hospitality industry employer understands them.

The Ministry of Tourism should ensure the current skills gap does not reduce destination competitiveness. A strategy should be developed even if it is the expensive on job trainings.

The government should avail funds to the Ministry of higher education science and technology so as to improve both the lectures and the equipment. It should also make it a requirement that all hospitality training provider should have a full time operational hotel for the students to get the real training. This is in consideration that tourism is among the major foreign earners.

Ministry of Tourism and ministry of higher education science and technology should be upgrading of the tourism and education training and a benchmark for all providers

should be made with a common curriculum and a common professional examination adopted for all trainees.

A further research on skills gap should be undertaken so that the skills needed, those properly imparted and those not well imparted are established.

A similar research should be done to establish the expectation and perceptions of hospitality industry employees, educators and educators' recipients' on hospitality education and training output.

Further research should be done on the correct training methods. These would enable the reputable training providers to mentor the rest of the colleges in order to develop the industry.

Further research should be done on assessment of the lecturers' knowledge and skills so as to establish any inadequacy.

Also on the hospitality industry skills gap, the irrelevant skills would be identified for correction. In addition, further research is necessary on the effect of employers' perceptions on employee recruitment and selection.

A research should be done on Kenya hospitality industry curriculum development so as to make it responsive to industry needs. In addition it should enhance inventiveness and innovativeness of the students.

In order for the training provider to be ahead of the industry, research should be strongly incorporated both in the industry and training institution. Emphasis should be on inventions and innovations. The recommendation by Republic of Kenya, (2005) to upgrade personnel in the industry is therefore very timely

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## APPENDIX A

## LETTER OF TRANSMITTAL

SARAH W. KAMAU  
 School of Environmental Studies  
 and Human Sciences,  
 Department of Hospitality and  
 Tourism Management,  
 KENYATTA UNIVERSITY  
 P.O. Box 43844  
 NAIROBI.  
 Date.....

The General Manager,  
 Hotel A1,  
 P.O. Box .....  
 Nairobi.

Dear Sir/ Madam,

**RE: REQUEST FOR RESEARCH IN YOUR HOTEL AND RESTAURANT.**

Am currently pursuing a Master of Science Degree course in Hospitality and Tourism Management. I hereby request for permission to undertake the research in your facility.

The topic of the research is **Hospitality Industry Employers' Expectations and perceptions of Employee Competences in Nairobi Hotels**. The study will be conducted in the period between June 2006 and July 2006.

The results of the study will purely be used for the purpose of academics and as such will be treated with strict confidence. The findings are aimed at improving on the performance of the Hotel and restaurant employee and hospitality training providers. Also the findings will enhance destination competitiveness and improve service quality.

Thank you for your co-operation.

Yours Sincerely,  
 Sarah W. Kamau.

**APPENDIX B****THE HUMAN RESOURCE MANAGERS' INTERVIEW GUIDE.**

Please put a tick (✓) next to the right response.

1. Designation \_\_\_\_\_ Date \_\_\_\_\_
2. Department \_\_\_\_\_
3. Hotel Name \_\_\_\_\_
4. Star Rating; 5 Stars ( )  
 4 Stars ( )  
 3 Stars ( )  
 2 Stars ( )  
 1 Star ( )
5. Gender: Female ( )  
 Male ( )
6. Name of the Training provider / college one attended  
 \_\_\_\_\_ Public ( ) Private ( )
7. Course Duration (\_\_\_\_\_) Year (\_\_\_\_\_)Month.
8. Age in yrs; 25 – 35 ( )  
 36 – 45 ( )  
 46 – 55 ( )  
 > 55 ( )
9. Qualification; \_\_\_\_\_
10. Examining body (if applicable) \_\_\_\_\_
11. Indicate the number of employees with the following qualifications.

<b>Employee</b>	<b>Number</b>
University Graduates	
Higher National Diploma	
KNEC (Craft + diploma + Artisan)	
City & Guilds	
ICM	
Kenya Polytechnic	

Kenya KUC College	
Institution's own certificate	
On-job trained	
Other, specify... _____	

12. Rate the importance of how the industry expects an employee to be competent in the following skills.

<b>Skill</b>	<b>Not important</b>	<b>Important</b>	<b>Very important</b>
1. Communication	[ ]	[ ]	[ ]
2. Multi-talented	[ ]	[ ]	[ ]
3. Self initiative	[ ]	[ ]	[ ]
4. Self discipline	[ ]	[ ]	[ ]
5. Self motivated	[ ]	[ ]	[ ]
6. Specific technical skills of trade	[ ]	[ ]	[ ]
7. Conflict resolution	[ ]	[ ]	[ ]
8. Computer skills	[ ]	[ ]	[ ]
9. Good working habits	[ ]	[ ]	[ ]
10. Information Technology	[ ]	[ ]	[ ]
11. Customer services	[ ]	[ ]	[ ]
12. Sales and Marketing	[ ]	[ ]	[ ]
13. Good interpersonal skills	[ ]	[ ]	[ ]
14. Understanding the level of service expected by international guests	[ ]	[ ]	[ ]
15. Problem analysis	[ ]	[ ]	[ ]
Other (specify)	[ ]	[ ]	[ ]

13. The following graduates are very competent hospitality Industry employees. (Tick appropriately)

<b>Graduate</b>	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
University (USIU, K.U, Maseno)					
National Polytechnic					
Kenya Polytechnic					
Kenya KUC College					
KNEC (Higher National Diploma, Diploma)					
KNEC (Craft , Artisan)					
City & Guilds					
ICM					
Institution's certificate					
On job trained					
Institution certificate, specify..... ..... ...					

14. The following skills learnt in colleges are relevant to the hospitality industry expectations.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Basic skills</b>					
Communication skill	[ ]	[ ]	[ ]	[ ]	[ ]
Knowledge of the industry	[ ]	[ ]	[ ]	[ ]	[ ]
Use of control information	[ ]	[ ]	[ ]	[ ]	[ ]
Legal Knowledge	[ ]	[ ]	[ ]	[ ]	[ ]
Marketing	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Technical skills</b>					
Computing	[ ]	[ ]	[ ]	[ ]	[ ]
Languages	[ ]	[ ]	[ ]	[ ]	[ ]
Housekeeping	[ ]	[ ]	[ ]	[ ]	[ ]
Chef	[ ]	[ ]	[ ]	[ ]	[ ]
Waiter / waitress	[ ]	[ ]	[ ]	[ ]	[ ]
Front office	[ ]	[ ]	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]	[ ]	[ ]
Financial analysis	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Personal skills</b>					
Understanding the Expected level of service by international guests	[ ]	[ ]	[ ]	[ ]	[ ]
Knowledge of culture and value of different nationalities	[ ]	[ ]	[ ]	[ ]	[ ]
Management of people	[ ]	[ ]	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]	[ ]	[ ]
Interpersonal skills	[ ]	[ ]	[ ]	[ ]	[ ]
Punctuality	[ ]	[ ]	[ ]	[ ]	[ ]
Honesty	[ ]	[ ]	[ ]	[ ]	[ ]
Conflict resolution	[ ]	[ ]	[ ]	[ ]	[ ]
Respect of colleagues	[ ]	[ ]	[ ]	[ ]	[ ]
Reliable	[ ]	[ ]	[ ]	[ ]	[ ]
Trustworthy	[ ]	[ ]	[ ]	[ ]	[ ]
Courteous	[ ]	[ ]	[ ]	[ ]	[ ]

15. Considering the graduates competence and job performance indicate the graduate preferred in the following sections in your department.

Section	Graduate preferred	Reason
Kitchen		
Waiter / Waitress		
House keeping		
Front office		
Customer care		
Management		
Front line personnel		
Supervisor		
Banqueting		
Guest relations officer		

16. On employment, specify the skills your employees are further trained on in order to enhance their competency.

Section	Skills
Kitchen	
Restaurant	
House keeping	
Front office	
Supervisor	
Banqueting	
Guest relations	

17. Since the hospitality training provider uses varied curriculum. Which of the following methods do you use in employee recruitment and selection?

- (1) Advertise position followed by an Intensive interview ( )
- (2) Prior knowledge of graduate competence from a particular college ( )

- (3) Pick randomly from any provider and then train them on the job ( )
  - (4) Pick graduate from other disciplines and then train them ( )
  - (5) Pick school leavers with no training and then train them on the job ( )
  - (6) Other methods (specify) \_\_\_\_\_
- 

Which of the following are important in enhancing competence and performance of hospitality graduates?

- 1) Accreditation of certificates such that every body understands them ( )
- 2) Collaboration and monitoring of all colleges ( )
- 3) Seminars of colleges and industry players ( )
- 4) Joint publication by industry and education providers ( )
- 5) Knowledge exchange among stakeholders ( )
- 6) Networking of all training providers ( )
- 7) Industrial attachment ( )
- 8) Intensive on-job training ( )
- 9) Harmonisation of the curriculum ( )
- 10) Strong hotel and restaurant associations and bodies ( )
- 11) Existence of a tourism policy ( )
- 12) Establishment of industry and training provider linkage ( )
- 13) Effective recruitment / selection methods ( )
- 14) Qualified staff and adequate facilities ( )
- 15) Early introduction of tourism as a subject ( )
- 16) Feedback from employers to learning institutions ( )
- 17) Multi-talent of graduates- possessing several skills ( )
- 18) Frequent job performance appraisals ( )
- 19) other (specify)

.....  
 .....

20 comment generally on your view or perception on employee competence and job performance

\_\_\_\_\_

21Recommmend the most appropriate college training duration for your employees

0-1yrs ( )      1-2yrs ( )  
2-3yrs ( )      3 yrs ( )      >3yrs ( )

22 Which areas do guests comment cards mainly suggest a need for improvement on employee competence?

---

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Thank you

## APPENDIX C

## HEADS OF DEPARTMENTS' / SUPERVISORS' QUESTIONNAIRE

Please put a tick (✓) next to the right response.

1) Designation \_\_\_\_\_ Date \_\_\_\_\_

2) Department \_\_\_\_\_ Hotel Name \_\_\_\_\_

3) Gender Female ( )

Male ( )

4) Star Rating 5 Stars ( )

4 Stars ( )

3 Stars ( )

2 Stars ( )

1 Star ( )

Name of Training provider / college one attended

\_\_\_\_\_

Public ( ) Private ( )

Course Duration (\_\_\_\_\_) Year (\_\_\_\_\_)Month

7) Age 25 – 35 ( )

36 – 45 ( )

46 – 55 ( )

> 55 ( )

8) Experience 0 – 3yrs ( )

4 – 10 yrs ( )

> 10 yrs ( )

9) Qualification;

- Certificate ( )

- Craft ( )

- Diploma ( )

- Higher National Diploma ( )

- Degree ( )

-Post Graduate ( )

Other \_\_\_\_\_ (Specify)

10) Indicate the Examining body for the above qualification.

- KNEC ( )  
 ICM ( )  
 City & Guilds ( )  
 Kenya KUC ( )  
 Kenya Polytechnic ( )  
 Other \_\_\_\_\_ Specify.

11. What skills do you think the industry expects the employee to be competent in.

Put a tick (✓).

- Communication skills [ ]  
 Specific technical skills for the traded [ ]  
 Conflict resolution [ ]  
 Computer skills [ ]  
 Good work habits [ ]  
 Information technology [ ]  
 Customer service [ ]  
 Sales and Marketing [ ]  
 Good Interpersonal skills [ ]  
 Multi-skilled [ ]  
 Self initiative [ ]  
 Self discipline [ ]  
 Well self motivation [ ]

Understanding the level of service expected by international guests [ ]

12. How do you rate the competence of the following graduates in the areas given below:

- |                         |                         |
|-------------------------|-------------------------|
| 1) University           | 5) Kenya polytechnic    |
| 2) City and Guilds      | 6) KNEC Graduates       |
| 3) Kenya Utalii College | 7) National polytechnic |
| 4) ICM                  | 8) Own institution      |
| Other _____             | Specify.                |

Indicate using numbers beside the training provider. E.g. 6 for KNEC.

	Not competent	Competent	Most competent
<b>Basic skills</b>			
Communication skills	[ ]	[ ]	[ ]
Knowledge of the industry	[ ]	[ ]	[ ]
Use of control information	[ ]	[ ]	[ ]
Legal Knowledge	[ ]	[ ]	[ ]
Marketing	[ ]	[ ]	[ ]
<b>Technical skills</b>			
Computing	[ ]	[ ]	[ ]
Languages	[ ]	[ ]	[ ]
Housekeeping	[ ]	[ ]	[ ]
Chef	[ ]	[ ]	[ ]
Waiter / waitress	[ ]	[ ]	[ ]
Front office	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]
Financial analysis	[ ]	[ ]	[ ]
<b>Personal skills</b>			
Understanding the Expected level of service by international guests	[ ]	[ ]	[ ]
Knowledge of culture and value of different nationalities	[ ]	[ ]	[ ]
Management of people	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]
Punctuality	[ ]	[ ]	[ ]
Honesty	[ ]	[ ]	[ ]
Fairness	[ ]	[ ]	[ ]
Conflict resolution	[ ]	[ ]	[ ]
Respect of colleagues	[ ]	[ ]	[ ]
Reliable	[ ]	[ ]	[ ]
Trustworthy	[ ]	[ ]	[ ]
Courteous	[ ]	[ ]	[ ]

The following skills learnt in colleges are relevant to the hospitality industry expectations.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Basic skills</b>					
Communication skill	[ ]	[ ]	[ ]	[ ]	[ ]
Knowledge of the industry	[ ]	[ ]	[ ]	[ ]	[ ]
Use of control information	[ ]	[ ]	[ ]	[ ]	[ ]
Legal Knowledge	[ ]	[ ]	[ ]	[ ]	[ ]
Marketing	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Technical skills</b>					
Computing	[ ]	[ ]	[ ]	[ ]	[ ]
Languages	[ ]	[ ]	[ ]	[ ]	[ ]
Housekeeping	[ ]	[ ]	[ ]	[ ]	[ ]
Chef	[ ]	[ ]	[ ]	[ ]	[ ]
Waiter / waitress	[ ]	[ ]	[ ]	[ ]	[ ]
Front office	[ ]	[ ]	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]	[ ]	[ ]
Financial analysis	[ ]	[ ]	[ ]	[ ]	[ ]
<b>Personal skills</b>					
Understanding the Expected level of service by international guests	[ ]	[ ]	[ ]	[ ]	[ ]
Knowledge of culture and value of different nationalities	[ ]	[ ]	[ ]	[ ]	[ ]
Management of people	[ ]	[ ]	[ ]	[ ]	[ ]
Customer care	[ ]	[ ]	[ ]	[ ]	[ ]
Interpersonal skills	[ ]	[ ]	[ ]	[ ]	[ ]
Punctuality	[ ]	[ ]	[ ]	[ ]	[ ]
Honesty	[ ]	[ ]	[ ]	[ ]	[ ]
Conflict resolution	[ ]	[ ]	[ ]	[ ]	[ ]
Respect of colleagues	[ ]	[ ]	[ ]	[ ]	[ ]
Reliable	[ ]	[ ]	[ ]	[ ]	[ ]
Trustworthy	[ ]	[ ]	[ ]	[ ]	[ ]
Courteous	[ ]	[ ]	[ ]	[ ]	[ ]

13. Considering the graduates competence and job performance indicate the graduate preferred in the following sections in your department

<b>Section</b>	<b>Graduate Preferred</b>	<b>Reason</b>
Kitchen		
Waiter / Waitress		
House keeping		
Front office		
Customer care		
Management		
Front line personnel		
Banqueting		
Supervisor		
Guest relations officer		

14. On employment, specify the skills your employees are further trained on.

<b>Section</b>	<b>Skills Trained on</b>
Kitchen	
Restaurant	
House keeping	
Front office	
Supervisor	
Banqueting	
Guest relations	

15. From experience, where would the employees get appropriate skills that would enhance their competency?

Tick (✓) one

Skills	College	Industry	On the job	Not Sure
1 People management				
2 communication				
3 developing relationship				
4 Problem solving				
5 Languages				
6 Basic Technical skills				
7 decision making				
8 Flexibility				
9 Respect for others				
10 Right attitude towards work				

16 Which of the following ways may enhance graduate competence.

Tick appropriately.

Seminars for colleges and industry ( )

Joint publication in the industry and education provider ( )

Knowledge exchange among stakeholders ( )

Networking of all colleges ( )

Industrial attachment ( )

Intensive on-job training ( )

Other \_\_\_\_\_ specify.

17 Since the Hospitality training provider uses varied curricula and certification, which of the following methods do you use in employee recruitment and selection?.

(1) Advertise position followed by an Intensive interview ( )

(2) Prior knowledge of College reputation on competence ( )

- (3) Pick randomly from any provider and then train them on the job ( )
- (4) Pick graduate from other disciplines and then train them ( )
- (5) Pick school leavers with no training and then train them on the job ( )
- (6) Performance of previous hires from given colleges ( )
- Other met HODs (specify) \_\_\_\_\_
- 

Which of the following are important in enhancing competence and performance of hospitality graduates?

Tick (✓) appropriately.

- 1) Accreditation of certificates such that every body understands them ( )
- 2) Collaboration and monitoring of all colleges ( )
- 3) Harmonisation of the curriculum ( )
- 4) Linkage / networking of the colleges ( )
- 5) Strong hotel and restaurant associations and bodies ( )
- 6) Existence of a tourism policy ( )
- 7) Knowledge of industry expectation ( )
- 8) Establishment of industry and training provider linkage ( )
- 9) Effective recruitment / selection methods ( )
- Qualified staff and adequate facilities ( )
- Multi-talent of graduates- possessing several skills ( )
- Feedback from employers to learning institutions ( )
- Frequent job performance appraisals ( )

Thank You.

## APPENDIX D

## EMPLOYEES' QUESTIONNAIRE.

Please put a tick (✓) next to the right response

Designation \_\_\_\_\_

Department \_\_\_\_\_

Gender Female ( )

Male ( )

4) Name of Training provider / college attended \_\_\_\_\_

Public ( ) private ( )

5) Course Duration (\_\_\_\_\_) Year (\_\_\_\_\_) Month.

6) Age 25 – 35 ( )

36 – 45 ( )

46 – 55 ( )

> 55 ( )

7) Experience 0 – 3yrs ( )

4 – 10 yrs ( )

> - 10 yrs ( )

8) Qualifications;

- Certificate ( )

- Craft ( )

- Diploma ( )

- Higher National Diploma ( )

- Degree ( )

-Post Graduate ( )

9) Examining body for the above qualification.

KNEC ( )

ICM ( )

City & Guilds ( )

Kenya KUC ( )

Kenya Polytechnic ( )

Other \_\_\_\_\_ Specify.

11. From experience, where would the employees get appropriate skills that would enhance their competency?

Tick (✓) one

Skills	College	Industry	On the job	Not Sure
1 People management				
2 communication				
3 developing relationship				
4 Problem solving				
5 Languages				
6 Basic Technical skills				
7 decision making				
8 Flexibility				
9 Respect for others				
10 Right attitude towards work				

12. Tick the skills that the employer expects you to have on employment

Basic skills ( )

Technical ( )

Interpersonal ( )

Computer ( )

Self Initiative ( )

Trainable person ( )

Good attitude towards work ( )

Others \_\_\_\_\_ specify \_\_\_\_\_

13. According to your experience and interaction tick the best training program for your trade.

On job training ( )

KNEC ( )

KUC ( )

City and Guilds ( )

Kenya polytechnic ( )

ICM ( )

Other \_\_\_\_\_ (specify)

14 The following are important in hospitality education and training.

(Tick appropriately in the box.)

	Strongly Agree	Agree	Not Sure	Disagr ee	Strongly Disagree
i) Have a common curriculum in all colleges					
ii) Industry experts to teach instead of lectures					
iii) Network with other training colleges					
iv) Improvement of facilities					
v) Retaining the lecturers					
vi) Have common certificates (qualification)					
vii) Industrial Attachment					

15. Specify the areas that you were thoroughly prepared for in colleges?

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16. Does the training provider one attended affect?

Tick appropriately

	Strongly agree	agree	Not sure	Disagree	Strongly disagree
Employee competence					
Employee recruitment/ selection					
Employee promotion					

17. Which of the following skills should you have to be considered competent by the employers?

Tick appropriately

Specific skill of the trade	Strongly important	Important	Not sure	Not Important	Strongly not Important
communication					
Good attitude towards work					
Flexibility					
Poses multi skills					
Good customer care					
Punctuality					
Computer literate					
Handling international guests					
Conflict resolution					
Legal knowledge					

Others (specify)-----

-----

18 Which skills were do you think were not properly imparted (taught) during training?

---

---

19 in order to improve training in Hospitality College suggest any recommendations

---

20 In your opinion tick the most appropriate course duration (training )period for your course as offer in colleges

0-1yrs ( ) 1-2 ( ) 2-3yrs ( ) 3 yrs ( ) >3yrs ( )

21 Which areas do guests comment cards mainly suggest a need for improvement on employee competence?

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‘Thank You’

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