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**AN ASSESSMENT OF TRAINING RELEVANCE AND ITS IMPLICATIONS ON
JOB PERFORMANCE AND CUSTOMER SATISFACTION
(A CASE OF FOUR AND FIVE STAR HOTELS IN NAIROBI)**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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OF HOSPITALITY AND TOURISM MANAGEMENT OF
KENYATTA UNIVERSITY**

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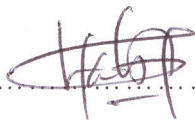
Wang'ombe, Lawrence
*An assessment of
training relevance*



DECLARATION

This thesis is my original work and has not been presented for a degree in any other university or any other award.

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DEDICATION

This thesis is dedicated to the Almighty God, my beloved wife and family for their initiative, tremendous support and sacrifice they put across to make me complete my Masters program.

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LIST OF ABBREVIATIONS AND ACRONYMS

W.T.O:	World Tourism Organization
T.Q.M:	Total Quality Management
H.O.D:	Head of Department
Ho:	Hypothesis
SPSS:	Statistical Package of Social Science
MS:	Microsoft
G.D.P:	Gross Domestic Product
CTDLT:	Catering and Tourism Development Levy Trustees
K.I.E:	Kenya Institute of Education

ABSTRACT

The study examined linkages between job performance and training in the hospitality industry and the subsequent effect on customer satisfaction. The general objective for the study was to assess customer satisfaction in regard to job performance for the formally trained employees in the hospitality industry. The study was limited to 4 and 5 star hotels in Nairobi City. A cross-sectional survey design using purposive and simple random sampling was adopted. 180 operatives were randomly selected, line managers, customers and section heads from the four and five star hotels in Nairobi participated in the study. Data were collected using both structured and unstructured questionnaires from operatives, customers and line managers, whereas interview schedules was used for the departmental heads. Qualitative data was edited, coded and organized into appropriate themes. The analysis was done using the statistical package for social sciences (SPSS) including frequency distribution tables and percentages. Inferential statistics were such as chi-square and multiple regression were used to establish relationship between dependent and independent variables. ANOVA was used to establish the difference between skills and job performance. The results indicated that there was a positive linear relationship between training (input) and performance appraisal results (output). An increase of rating training by 1 point led to an increase of performance by 19.62 percent. It was found out that 33.3 percent of the customers were very satisfied, 44.4 percent were satisfied while 22.2 percent were not satisfied with the level of service provided, based on job performance and customer satisfaction. It emerged that the level of education was paramount in the performance of employees and subsequent customer satisfaction. It was concluded, that training and job performance were significantly related to customer satisfaction. Therefore for the industry to have an edge on the basis of job performance and customer satisfaction, training was considered a key component for effective manpower. It was recommended that further research on policy formulation for hospitality training through relevant stakeholders' participation would be necessary for an efficient resource human development in the hospitality industry. Hospitality executives should understand what customers expect during service encounter and what features are needed to deliver high quality services. They should address the service-performance gap by understanding what need to be delivered and appropriate specification developed for employees to deliver superior services. In conclusion all the null hypotheses in this study were tested: there is significant relationship between customer satisfaction, training and job performance in hospitality industry.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter covers the background information, problem statement, purpose of the study, objectives, research hypotheses, significance of the study, theoretical and conceptual framework.

1.1 Background to the study

The development of a country's human resource is crucial in achieving comparative advantage in the highly volatile and competitive global hospitality industry. The government and private sector recognize that a professional and well-trained workforce is essential in the provision of quality service and enhancing overall service delivery (WTO, 1996). This chapter explored the issues relating to the study alongside the significance and models developed in understanding the concept more comprehensively.

Parasuraman, (1988) advocates employers to institute a vigorous program of education and retraining. The 'chain of reaction quality' reflects the ultimate outcome benefiting employers and prospective employees. The rationale from Parasuraman was that by improving training, productivity is enhanced. A greater market share is captured and the business grows as reflected by increased sales. The aspect of considering customer satisfaction is based on the fact that proper training equips and produces personnel with

the core competencies required during job performance or service encounters (Thompson, 2004).

In the recent years there has been growing positive perception towards Kenya as a preferred tourist destination. The industry is a key pillar to the economy; it earns approximately Kshs.60 Billion in a year and provides over 300 000 employment opportunities to Kenyan citizens. In November 2006, the industry got a major boost following the recognition of Maasai Mara wild beast migration as one of the Seven Wonders of the World (Kenya Economics Survey, 2007).

Amman Declaration on peace through tourism (2000), recognize that travel and tourism is a worldwide social and cultural phenomenon, engaging people of all nations as hosts and guests and as such is a humanity's truly global activities. Travel and tourism is one of the world's largest and fastest growing industries, creating one in eleven jobs, contributing to international and regional economic growth, bridging disparities between developed and developing countries. It has also brought prosperity which fosters peace and that peace is an essential precondition for travel and tourism and aspects of human growth and development (Goeldner and Ritchie, 2003). They also mentioned that the development of tourism as a global vehicle for promoting understanding, trust and goodwill among people of the world requires an appropriate political and economic framework.

At face value, it can be argued that the development of tourism in Kenya has been an African success story and the industry has contributed to the growth of the country's GDP. In this regard, it is important to point out that tourism earning has surpassed those from tea and coffee (Akama, 2007). This is well illustrated in Table 1.1.

Year	2003	2004	2005	2006	2007	2008	2009	2010
Coffee	5,957	7,285	8,999	10,024	9,089	8,841	11,306	8,962
Tea	34,631	41,212	38,826	45,162	43,887	46,800	69,012	97.0
Tourism	26,382	38,457	48,874	56,200	65,400	52,700	62,545	73,700

Table 1.1: Earnings from Coffee, Tea and Tourism (Billions Kenya Shillings)

Source: Economic Survey (2011).

Over the years, tourism has been developed to be a leading sector in achieving the goals of Kenya Vision 2030. Kenya aims to be among the 10 long haul tourist destination in the world offering a high-end, diverse and distinctive visitor experience that few of her competitors can offer. Three specific goals for 2012 included to quadruple tourism's GDP contribution to over KSh.80 billion; to raise international visitor from 1.8 million in 2006 to 3 million in 2012, while raising average spent per visitor from the present KSh.40,000 to at least KSh.70,000 and also to increase hotel bed capacity which currently stand at 40,000 with an emphasis on a high quality service. To affirm this

tourism industry has grown enormously, notably 2010 recorded the highest returns of KSh. 73.7 billion (Table 1.1). The specific strategies for realizing this significant growth involves an aggressive strategy to develop Kenya's Coast (North and South) by developing resort cities in two key locations; achieving higher tourists revenue yield by increasing the country's premium safari parks and extending facilities in other under-utilized parks; creating new high value niche products (e.g. cultural, eco and water-based tourism); revamping business-visitor offering by attracting high-end international hotel chains and by investing in new conference facilities (Economic survey, 2011).

Thompson, (2004) asserts that fast market growth breeds new entry, enhancing increased rivalry and subsequently shake-out weak competitors. Kenya as a destination will continue facing stiff competition from its main and potential competitors. In order to survive and maintain its edge, a formulation of the best strategy on manouvouring it for competitive advantage is ideal. This largely depends on the competitive capabilities of the human capital. In this regard destination's competitiveness is usually grounded on skills and capabilities to perform crucial activities along the value chain better than rivals as expressed through customer satisfaction (Armstrong, 2006).

To win in today's market place destinations must be customer centred, and deliver superior value to their target customer. For any destination to become competitive, customer satisfaction must be achieved by matching perception and expectation of performance. This implies that, customer satisfaction depends on the product's

performance suitability relative to expectations. Any discrepancy between the two is expressed through satisfaction gap (Kotler, 2006).

The servqual model is universally used for analyzing differences between expectations and management perceptions, as expressed through satisfaction gap. A customer might experience various degrees of satisfaction. If a product's performance falls short of expectations, customer is dissatisfied. If performance matches expectations, the customer is satisfied. If performance exceeds expectations, the customer is highly satisfied leading to loyalty. Customer loyalty measures how likely customers are to return and their willingness to perform partner shipping activities for the industry. It costs between 5 and 6 times more to attract a new customer than to keep an existing one. Happy customers tell 4 to 5 others of their positive experience and dissatisfied customers tell 9 to 12 how bad it was. This is based on the fact that 67 % of the customers do not feel valued by the service providers (Kotler, 2006).

A high quality service is one where the customer's perceptions meet or exceed their expectation. Quality exists when expectations match perceptions. However when there is a discrepancy between expectations and perceptions quality gaps exists. The perceived service quality should consist of reliability, assurance, tangibility, responsiveness and empathy. Performance gap may be largely a reflection of inadequate training and may be expressed through dissatisfaction. This may stem from inadequate preparation of the trainee during early formal training and this result into poor job performance, thus

widening the customer satisfaction gap which negatively affects customer satisfaction. Yet at the industry level there are other corporate and organisational issues demanding finances like embracing the principles of best practices (Stevenson, 2002). The performance gaps identified in this case were used to cross-check findings, in regard to job performance and the subsequent effect on customer satisfaction.

Training and Development system plays a crucial role in the assimilation of new employees as well as providing opportunities for current employees to grow and develop within the organization (Sinclair, 1990). Achieving quality and service excellence in a competitive international environment is increasingly important. It is widely acknowledged that destinations, which will be best, placed to develop high quality products as a competitive strategy, usually sources well trained personnel for high performance (Jafari and Fayos-Sola, 1996).

Padhi, (2007) noted that training is a very important component, if employees are to be highly productive in their work place. It enables them acquire interpersonal skills, the ability to function within teams, problem solving, decision making, job management, performance analysis and improvement, business economics and technical skills. During early skills formation hospitality students are trained so that they can become effective employees. The quality of the skills obtained from the training and education system is critical to a destination's competitiveness. Thus in order to continuously improve

employee performances, training is essential in achieving customer driven standards within the industry (Aquilano, 1999).

1.2 Problem Statement

Tourism is a fast growing global economy and this has led to increased rivalry among its players. Kenya as a destination continues facing stiff competition from its main and potential competitors. In order to survive and maintain its edge, a formulation of the best strategy on manoeuvring it for competitive advantage is ideal. This largely depends on the competitive capabilities of the human capital during service provisions which emanate from formal training. In this regard a destination's competitiveness is usually grounded on skills and capabilities to perform crucial activities along the value chain better than rivals as expressed through customer satisfaction.

Training is significant for effective job performance which subsequently has an impact on customer satisfaction. Therefore the study sought to find out the relevance of formal training and its implication on job performance and customer satisfaction. This was possible by investigating why training gap existed for the formally trained personnel in the hospitality industry. It further sought to review what performance gap existed as a result of the disconnection between training and performance and how these precipitated to poor job performance and their subsequent effect on customer satisfaction.

1.3 Purpose of the Study

The purpose of this study was to assess the relevance of formal training and its implication on job performance and customer satisfaction for the hospitality industry in 4 and 5 Star hotels. The study provided vital information that would lead to more focused training for more effective job performance and customer satisfaction.

1.4 Objectives of the Study

To assess the relevance of formal training and its implication on job performance and customer satisfaction.

Specific objectives:

1. To analyze the core competencies influencing job performance.
2. To assess the effect of job performance on customer satisfaction.
3. To evaluate the performance criterion and approaches used by employer in appraising formally trained employees.
4. To determine the intervention programs adopted in bridging the training and performance gaps.

1.5 Research Hypotheses

Ho-1: There is no significant relationship between training and job performance.

Ho-2: There is no significant relationship between job performance and customer satisfaction.

Ho-3: There is no significant relationship between work experience and job performance.

1.6 Significance of the Study

The findings of this research have both practical and theoretical implication for the future hospitality training and performance in Kenya. The findings have great importance to the Ministry of Tourism, the Kenya Tourism Board (KTB) and the Kenyan Government in planning and policy formulation. The findings will benefit practicing managers in hospitality establishments in designing and networking with the other stakeholders in filling the knowledge gaps identified for the sector in line with training. This would ensure that the industry get seasoned manpower, who are professionally trained and this would be reflected by improved job performance and more satisfied customers.

The educators will benefit from the study by understanding the gap model which entailed expectations of service and perception of the service provider with an intention of promoting Kenya as a preferred destination. The employees assessed themselves against the skills model. This would go a long way in helping them strategize career development and performance improvement plans. Customers would benefit by receiving prime services from the service providers as the recipient of training and job performance. Finally the findings would benefit institutions of higher learning as a bench mark for researchers and Hotels as a basis for literature.

To counter the training-performance gaps, the industry have come up with comprehensive re-training and on-job training programs to improvement performance

which also denote heavy cost implication. However, when this fact is well understood it should triggers concerted effort on bridging the gap and cutting down training cost incurred through regular on-job training programs by involving stakeholders.

1.7 Limitations

Hospitality industry is time bound and sensitive and the researcher took more time due to interruptions and urgency to attend to customers by respondents. Thus prior arrangements were done when the respondents had off-days and off-rush hours.

The study considered the views of line managers, section heads, customers and employees (former trainees) and not educators and current students in colleges while obtaining crucial information needed and this is considered as a limitation.

The questionnaires taken by some hotels were not returned to the researcher and that some of the targeted respondents were uncooperative, in this regard; any generalization that may reflect a national framework should be done with caution.

1.8 Assumptions

The study assumes that to a large extent, training determines industrial performance which largely influences customer satisfaction.

The study participant would be truthful in giving their responses in order to generate crucial information.

1.9 Theoretical framework

In defining what constitutes training, the study adopted Haywood and Maki (1991) training model. The model identifies the importance of four primary stakeholders in training and employment provision namely educators, employers, employees and students. The main purpose of this model was to depict the interdependence between the primary stakeholders in training and employment. The current study considered the views of employers and employees (former trainees) not the other stakeholders namely educators and students (current trainees) in the appraisal processes for the employees. This is because of the approach adopted in generating data from the employers in assessing job performance for the formally trained employees (training beneficiaries). The aspect of not considering educators and current trainees (students) is treated as a limitations, any further study on this should embrace it.

According to W.T.O, (1997) quality exists when expectations match perceptions. However, when expectations don't match perceptions quality gaps exists. Employees are well placed to comment on quality gaps in their capacity as end-users of the skills acquired at college or on-the-job. The hospitality employers were better placed to identify training-performance gaps, as Consumers of skills they provided critical information about training needs and identifying systematic shortcoming. Thus employers' opinion on employees' skills provided a useful assessment of training and education quality. Gaps identified were used to cross-check findings, in regard to job performance and the

subsequent effect on customer satisfaction. The purpose of this model was to show the interface between training, education and employment as illustrated hereby.

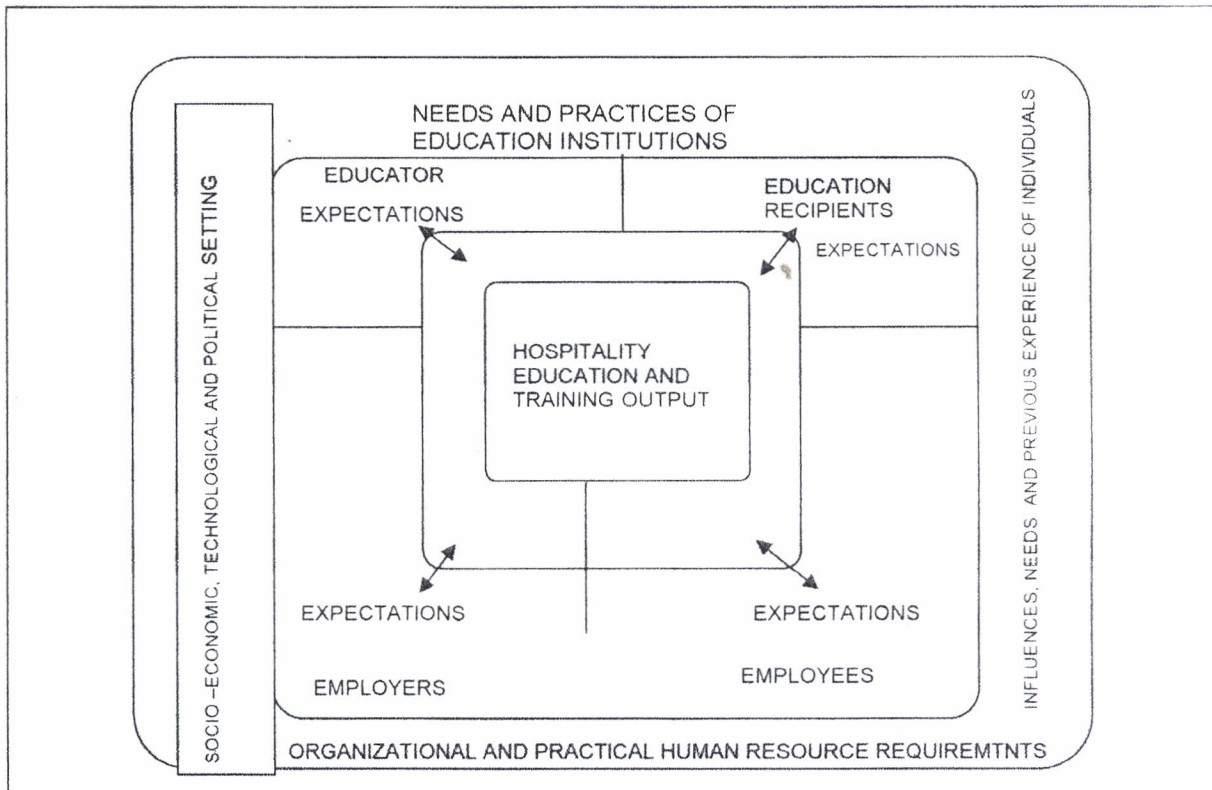


Fig. 1.1: The interface between training, education and employment

Source: adapted from Haywood and Maki (1991: 106)

1.10 Conceptual Framework

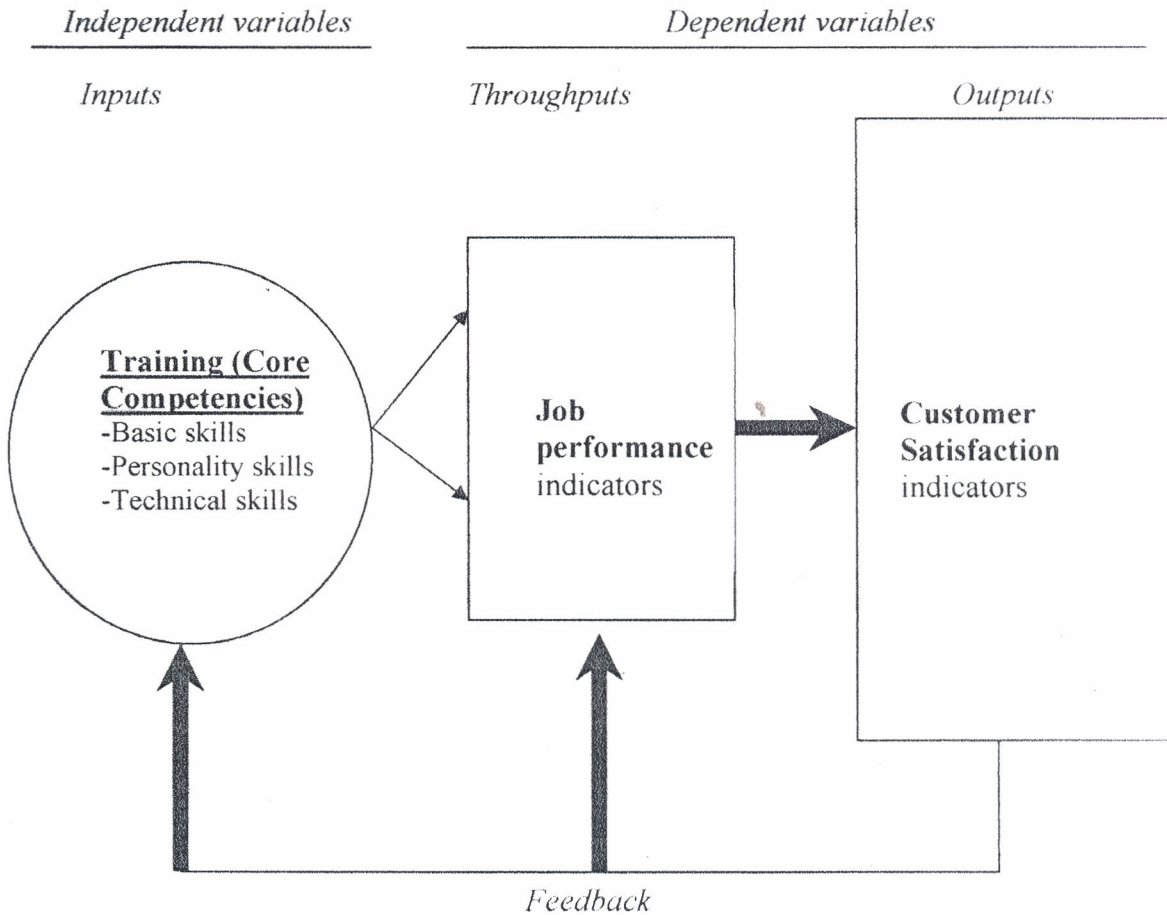


Fig. 1.2 Hypothesized relationships between hospitality training, job performance and customer satisfaction,

Source: Researcher, (2011).

The model indicates that, job performance is as a result of a combination of core competencies. The core competencies consisted of different skills level; basic training (knowing), technical training (knowing how to do a task) and personal skills (knowing how to behave). A combination of these skills equips the personnel in having an edge over the untrained. These skills are imparted during formal training and usually go a long way in affecting job performance and customer satisfaction.

In attempting to address the research objectives, the model hypothesizes that there is interdependence between formal training, job performance and customer satisfaction. The study concentrated on aspects relating to training (core competencies) as an input while job performance and customer satisfaction were the output. In this regard training was the independent variable while job performance and customer satisfaction were the dependent variables. These variables were ascertained and discrepancies between them were considered as a gap. Thus a comparison was made between these variables in addressing the objectives.

1.11 Operational definition of key terms

Hospitality: it is a complex combination of tangibles and intangible features and benefits. It involves a satisfying interaction between the service provider and the customer or guest.

Total quality management: it is a description of the culture, attitude and organization of a company that strives to provide customers with products and services that satisfy their needs continuously.

Training: the planned and systematic modification of behaviour through learning events, programmes and instruction which enables individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Development: the growth or realization of a person's ability and potential through the provision of learning and educational experiences.

Job performance: The output or results of service encounter.

Customer satisfaction: The aspect of meeting and exceeding guests' expectations during service delivery.

Core competencies: The key skills required by a service provider in order to effectively perform their duties i.e. basic training, technical skills and personality skills.

Basic training: A skill level that deals with the art of knowing e.g. Communication skills, market forecasting and administrative procedures.

Technical training: A skill level that deals with the art of knowing how to do a task e.g. technical competency and multi-lingual

Personal skills: A skill level that deals with the art of knowing how to behave e.g. ability to solve problems and personal ethics.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter covers review of related literature: performance appraisal and training in hospitality. It also depicts measurement framework of the performance gap and the gaps to be filled on completion of the research.

2.1 The core competencies influencing customer satisfaction.

Parasuraman (1988) addressed the issue of customers' perception of service received when it falls short of their expectations. He noted that when expectations and perceptions coincide, quality exists but when they diverge, then quality gaps exist. This explains the need for perpetual assessment for the training program that determines to a large extent job performance. He developed the model; five gap of service quality as follows:

Gap 1: Consumer expectations versus management perception

Hospitality executives may fail to understand what consumers expect in a service and which features are needed to deliver high quality service. When management does not understand what their customers want, a gap 1 exists. To avert this, initial studies should be conducted to find out what their market wants, but later they become internally focused and oblivious to the fact that customer's needs have changed. If the customer needs change but the product does not, the marketing mix becomes less attractive to the target market and gap 1 has increased. Managers should walk around their operations,

talk with customers and encourage feedback. Management can also gain information on customers from management information systems.

Gap 2: Management perception versus service quality specifications

Gap 2 occurs when managers know what their customers want but are unable or unwilling to develop systems that will deliver it. Several reasons have been given for gap 2 such as; inadequate commitment to service quality, lack of perception of feasibility, inadequate task standardization and absence of goal setting.

Some companies look for short-term profits and are unwilling to invest in people or equipment. This almost inevitably causes service quality problems. Hotel owners who are reluctant to provide enough operating capital can be a cause of gap 2 errors.

Finally, goals must be accepted by employees. Management must show its support through measurement of results, communication and rewarding employees for superior service in order to maintain customer satisfaction and loyalty (Sundaram et al, 1997).

Gap 3: service quality specifications versus service delivery

Gap 3 is referred to as the service-performance gap. Gap 3 occurs when management understands what needs to be delivered and appropriate specifications have been developed but employees are unable or unwilling to deliver the service. Gap 3 errors occur during moments of truth, when the employee and the customer interact. Service operations that use machines to deliver service are less likely to have gap 3 errors. Machines do not make human errors and guests expect less from machines.

Gap 3 errors can be minimized through internal marketing programs. Management of the human resources functions (hiring, training, monitoring working conditions and developing reward systems) is important in reducing gap 3 errors. Gap 3 errors also the result of customer-contact employees being overworked. This can occur when a business is understaffed or an employee is required to work a second shift for an employee that called in sick. Under these conditions employees will become tired and stressed. They lose their enthusiasm for the job and become less willing to solve customer problems. This lack of customer orientation leads to gap 3 errors.

Gap 4: service delivery versus external communications

Gap 4 is created when the firm promises more in its external communication than it can deliver. Lack of consistency can also cause gap problems. Hotel policies should be streamlined and marketers must be sure that operations can deliver what they promise. Customers expect chains to have similar products and policies. Inconsistency results in gap 4 errors.

Gap 5: expected service versus perceived service

Gap 5 is a function of the others. As any of other gaps increase in size, gap 5 also increases. It represents the difference between expected quality and perceived quality. The expected quality is what the guest expects to receive from the company.

The five-gap service model provides insights into the delivery of quality service. By studying this model, we can develop an understanding of the potential problem areas related to service quality which may be exhibited during service encounter or performance. A concrete understanding of this model may further help both employer and employee in closing or minimizing any gap that might exist in hospitality operations.

Robinson (2000) customer satisfaction is prime entity and a focus on customer satisfaction causes managers to realize the importance of providing quality customer service, which springs from early training and skills applications. Strong customer service initiatives have led some firms to gain competitive advantages in the market place, hence advocating vigorous program of education and self-improvement, alongside with improving constantly the system of training for the industry (Domingo, 2002).

Keller (1993) noted that a destination can often enhance its competitiveness by undertaking activities that have a beneficial impact on its customer's value chain. These activities boosting performance stemming from initial and on-job tailor made training programs. How well it manages its value chain activities relative to competitors is a key to building valuable core competencies and leveraging them into core. With rare exceptions, a firm's products or services are not a basis for sustainable competitive advantage is usually grounded in its skills and capabilities in the scope and depth of its ability to perform competitively crucial activities along the value chain better than rivals (Cooper et al, 2005).

With the perception that consumer tastes, needs and expectations are continually changing and becoming more complex and adventurous, retailers aim to provide a more effective range of high quality service encounter. This in turn exerts an influence on the type, range and quantity of goods offered and the market is becoming increasingly refined and hyper-segmented to accommodate consumers who are becoming “increasingly demanding and sophisticated” especially on service delivery (Hogarth-Scott, 1998).

Gnoth (1997) concluded that in tourism, perception is the image of a tourist destination that makes an effective behavior and intentions. Baloglu and McCleary, (1999) state that perceptions about destination are a function of internal and external motivations to travel which lead to different perceptions about tourist destination. Based on intrinsic and extrinsic motivation, the tourist builds his/her perceptions (Gartner, 1993; Dann, 1996; Baloglu, 1997).

Perceptions can be different from the true attributes of the product depending on how the individual receives and processes information. Perception focuses on the attributes of product that affects behavior and not the real attributes of product (Dann, 1981; Pearce, 1982). According to Morrison (1989), perceptions are cognitive measures of tourism destination value. The value represents the opportunity cost of the product (value for money), that is, perceptions are formed based on a cost benefit assessment.

Gnoth (1997) reports that the perception of a destination may be analyzed from a cognitive or behavioral perspective. Perceptions are of several types: they can have a cognitive component (which result from the evaluation of the destination attributes) and a personal component (that depends on how the individual intends to perceive that destination). The cognitive structure comprises the shaping of a perception represents of internal and external stimuli into “awareness set” which is a cognitive structure (Woodside and Lysonski, 1989; Crompton, 1979).

The service encounter or performance which emanates from training should be developed and presented to match or even exceed the value of money paid by guests. The service offered in the four and five star hotels in Kenya should also match guest expectation. This is because positive perceptions about a destination are related to a positive evaluation of tourist destination attributes (Murphy et al, 2000).

When consumer expectations are met and exceeded by the hospitality and tourism operations, one can expect repeat business and positive word-of mouth, advertising as well as the ability to maintain the existing hospitality service. The strongest of all individual travel motivations is simply that of satisfying a need for pleasure which is interrelated to performance (John, 2007). Kenyan marketers, promoters and hoteliers should meet and exceed customer expectations to expect repeat business. They should emphasize training as a key input for better job performance (Delbert, 1991).

Customer satisfaction is often used as an indicator of whether customers will return to a hotel or destination. While there is no guarantee of a satisfied customer's repeat visit, it is nearly certain that a dissatisfied customer will not return. An analysis of the element or attributes of customer satisfaction should provide clues regarding what action a hotelier or an employer should do to increase the likelihood that customers are satisfied and will come back (Domingo, 2002). When tourists' expectations are met and exceeded by the hospitality and tourism operations, one can expect repeat business and positive word-of-mouth advertising (Wall and Mathieson, 2006). This is possible by building strong brand image which is largely tied to performance as an output of training (Keller, 1993).

Sundaram (1997) asserts that a company's competitive strategy should consist of the business approaches and initiatives it takes to attract customers withstand competitive pressures in the market place and how to cultivate a clientele loyalty. Sindiga (1996) notes that an appropriately skilled work force in hospitality's component sectors can assist a destination to maintain and develop its competitive advantage and bring about sustainable development. This necessitates the need to analyze how training being provided responds to these.

For the hospitality industry to remain on the apex and compete effectively the core competencies must be assessed alongside with the service encounter. When a destination is competitive and able to meet and exceed customer satisfaction then there is high brands

loyalty. This means that a potential entrant must be prepared to spend enough money on advertising and sales promotion to overcome customer loyalties and build its own clientele, substantial time and money can be involved. To overcome the switching cost barrier weaker destinations or new entrants may have to offer buyers a discounted price or an extra margin of quality or service to thrive in such scenarios. All this means lower expected profit margins something that increases the risk to have a competitive advantage (Richardson, 1997).

2.2 The effect of job performance on customer satisfaction

Training and development system plays a crucial role in the assimilation of new employees as well as providing opportunities for current employees to grow and develop within the organization. The training should be tailored in a manner so that employees are able to implement skills and knowledge, which is the quickest route for the transfer of learning from theory to practice and for bringing about work performance improvement. Training and Development system plays a crucial role in the assimilation of new employees as well as providing opportunities for current employees to grow and develop within the organization (Sinclair, 1990).

Achieving quality and service excellence in a competitive international environment is increasingly important. It is widely acknowledged that destinations, which will be best.

placed to develop high quality products as a competitive strategy, usually sources well trained personnel for high performance (Jafari and Fayos-Sola, 1996).

Padhi (2007) notes that training is a very important component, if employees are to be highly productive in their work place. It enables them acquire interpersonal skills, the ability to function within teams, problem solving, decision making, job management, performance analysis and improvement, business economics and technical skills (Holloway, 1995). During early skills formation hospitality students are trained so that they can become effective employees. The quality of the skills obtained from the training and education system is critical to a destination's competitiveness (Wall, 2006).

Oakland (2000) suggests that training should never become static but reviewed systematically as an essence of continuous improvement according to the principles of total quality. Training for quality should have an appreciation of the personal responsibility for meeting the customer requirements by everyone involved in the training process. The responsibility for the training of trainees rests with education policy makers and educators. The policy should be able to develop a climate in which everyone is quality conscious in order to promote training for pronounced industrial achievement (Bunney, 1999).

TQM views an organization as a collection of processes. It maintains that organizations must strive to continuously improve these processes by incorporating the knowledge and experiences of workers. In order to continuously improve employee performances,

training is essential in achieving customer driven standards within the industry (Aquilano, 1999). A fundamental principle of TQM states that, mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root cause of mistakes can be identified and eliminated, and repetition can be prevented by changing the process (Stevenson, 2002).

It is imperative to check on training in order to limit the performance gaps in the industry. This emanates from the standards for training programmes, which should be designed to maximize customer satisfaction and subsequently enhancing the destination competitiveness. Doswell, (2000) noted that encouraging and rewarding employees to exercise initiative, creativity and imagination is essential and this draws its roots from an effective training geared toward the industry performances. Such training will enable the staff to interpret policy, make judgments and take appropriate action in order to contribute to the excellence of hospitality products and marketing mix. The staff should understand service elements and the importance of human warmth. When training program, skills, motivations and public awareness are incorporated the staffs become more productive (Dieke, 1991).

Debra (2002) looks at the performer of the task for solutions to service problems. The solution to improve service is viewed as being dependent on improvements in the skills, training and attitudes of the performers of that service. This indicates that the service sector will be forever inefficient and unsatisfying if there is no perpetual training.

2.3 Performance appraisal criterion and approaches.

Appraisal being a process by which an employer judges employees' performance as key tool used in ascertaining training. Most hotel managers periodically appraise employees for a number of reasons. One of the key principal uses of appraisal is to assess training and development needs of individual or as corporate. In this regard, an analysis of development needs enables individual competencies to be identified for any other subsequent on job training programs that always involve cost implication (Boella, 2001).

A formal performance appraisal ensures employees and supervisors effectively communicate about past and present job performance as well as establish future goals and expectations. When an appraisal is conducted in a professional manner with openness and fairness, the result can be extremely beneficial (Boella, 2001). Appraising employee performance using consistent and methodical approaches is key in ensuring employee contributions are recognized. Besides the performance management component is aligned with the selection and placement functions is integral for overall success of the organization (Thompson, 2004).

A formal performance appraisal ensures employees and supervisors effectively communicate about past and present job performance as well as establish future goals and expectations. Brennan, (1989) asserts that performance review and appraisal examine or inspect for evaluating performance. Appraisals may revolve around; planning, coaching, salary, growth and career development. Performance as a measure of a product's primary

operating characteristics can be measured in a quantitative term's a products performance characteristics are often compared and ranked with those of the competition, (Davis, 1999).

Appraising employee performance using consistent and methodical approaches is key in ensuring employee contributions are recognized. Ensuring the performance management component is aligned with the selection and placement functions is integral for overall success of the organization (Bradley, 1995). There are diverse reasons why an employer embrace performance appraisals such as; assessing training and development needs, improving current performance, reviewing past performance, assessing future potential for promotion and succession, assisting in career planning decisions, setting performance objectives, assessing remuneration reviews and updating individual personnel records. (Boella, 2001).

2.3.1 Industrial Performances techniques

According to Cole (2002) there are various criterion and approaches that employers use during appraisal, namely;

Ranking technique

It requires the manager to rank subordinates in order of merit, usually on their total ability in the job and other separate characteristics. Mostly used in determining future prospect and pay review. However, it can be used in identifying training needs or provide motivation.

Grading technique

It allots employees into a predetermined series of merit categories, on the basis of performance. It works well for a homogenous group of subordinates, and a fair agreement among rates is usually obtained. A grading structure is often used to indicate relative job values.

Point's assessment technique

It is a commonly used and very acceptable method for employers. Factors common to most jobs in the organization are identified such as knowledge and responsibility. Maximum points are allocated to each factor weighted according to importance. Each job examined is broken into the various factors. Each factor is then awarded points between zero and the maximum. The total of points awarded will give the score for the job and thereby it is standing relative to other jobs.

Behaviour expectation scales (Behaviour anchored rating scale's technique)

Requires the assessor to select some aspect of a subordinate's behaviour considered by the appraiser to be typical of the appraisee's performance in a certain aspect of a job.

Behaviour expectation scales, requires the assessor to select some aspect of a subordinate's behaviour considered by appraiser to be typical of the appraisee's performance in a certain aspect of a job. Hence the employer is at liberty of adopting one of these techniques or formulate a hybrid technique expounded hereof.

There are numerous criteria for assessing performance such as; achievements in relation to objectives, level of knowledge and skills possessed and applied (competencies), behaviour in the job as it affects performance (competencies), degree to which behaviour upholds the core values of the organization and day to day effectiveness in carrying out various duties, task and responsibilities (Boella, 2001).

2.4 The intervention programs adopted in bridging the training and performance gaps.

The TEDQUAL model (WTO, 1997) explored tourism and hospitality training. The study used employer perception of employee performance at different levels: supervisory, front line personnel, middle management and higher management levels as measure of training provision in the industry. The present study adapted this model in measuring skills from an employer's perspective through an integrated performance appraisal. The particular skills to be tested are basic, technical and personal skills in respect to job performance in the view of customer satisfaction.

The hospitality training should be aimed at assisting potential employees in changing their behaviour and developing them career-wise. To create such changes, both commitment and understanding are needed. Commitment grows from the knowledge and understanding of ideas and will be developed during the training sessions and the subsequent output through job performance (WTO, 1997). The use of performance measure was aimed at aligning personal objectives with organizational goals. This was evident during appraisal which emanated from skills and competence formation during

early training programs (Armstrong, 2006). Well-trained and motivated workers are an asset toward an organization growth and development. This is mainly pegged on early skills formation for potential employees during formal training. The quality of the skills obtained from the training and education system is critical to an effective job performance (Stevenson, 2002).

For employees to be highly productive it is important to enable them acquire skills and the ability to function within teams. During early skills formation hospitality trainees are trained so that they can become effective employees. The quality of the skills obtained from the training and education system is critical to a destination's competitiveness (Padhi, 2007). It is important to evaluate training, in order to assess its effectiveness in producing the learning outcomes specified when the training intervention was planned and to indicate where improvements or changes were required to make the training even more effective (Armstrong, 2006). He further noted different Levels of training evaluation as follows:

Level 1: Reaction

Evaluation measures how those who participated in the training have reacted to it. It was also a measure of immediate customer satisfaction. This is mainly done by developing acceptable standards and then measuring reactions against the set standards and taking appropriate corrective action.

Level 2: Evaluating learning

This level obtains information on the extent to which learning objectives have been attained. Its aim is to find how much knowledge was acquired, what skills were developed or improved and the extent to which attitudes have changed in the desired direction via performance appraisal.

Level 3: Evaluating behaviour

This measures the extent to which knowledge, skills and attitudes have been transferred from classroom to the workplace, implying the application of knowledge and skills have been achieved.

Level 4: Evaluating results

This is the ultimate level of evaluation, and provides the basis for assessing the benefits of training against its costs. The evaluation has to be based on before and after measures and to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. 'be satisfied with evidence, because proof is usually impossible to get', the evaluation of training is pegged on performance (Kirkpatrick, 1994). There are three key training models mainly used in impacting skills and knowledge, these are; systematic, transitional and instructional system development model. Any of these model should form the basis for effective training as input and performance as output.

The study sought to understand the extent to which formal training contributes to performance as expressed through customer satisfaction and the impact it poses to the industry. A high quality service is one where the customer's perceptions meet and exceed their expectations. Quality exists when expectations match perceptions. However when there is a discrepancy between the two quality gaps exists. The main reason for considering employees is because they are well placed to comment on quality gaps in their capacity as end-users of the skills acquired at college or on-the-job.

The hospitality employer was better placed in identifying any relevant 'performance gaps'. As Consumers of skills, they provide critical information about training needs and identify systematic shortcomings. Thus employer's opinions on employee's skills provided a useful assessment of training and education quality. Gaps identified were used to cross-check findings, in regard to job performance and the subsequent effect on customer satisfaction.

2.5 Summary of the Literature Review

The core competencies were imparted during formal training and usually had an impact on job performance and customer satisfaction. This study sought to answer research questions;

1. What are the core competencies influencing job performance?
2. What are the effects of formal training on job performance?
3. Why do performance gaps exist and what are their effects on customer satisfaction?
4. What causes customer dissatisfaction and is it related to performance and training in any way?
5. How do training and performance gaps affect service provision and what kind of intervention measures are in place?

In attempting to answer these research questions, the study hypothesized that there was interdependence between formal training, job performance and customer satisfaction. The study concentrated on aspects relating to training (core competencies) as an input and job performance and customer satisfaction (as an output). The two dimensions of job performance and training were measured through customer satisfaction and discrepancies ascertained as a gap between them. A comparison was made between these variables in addressing the objectives. Hence the study sought to understand the extent to which formal training contributed to job performance, customer satisfaction and the impact it had on the industry.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the procedure the researcher used to gather the required data. This chapter is further divided into the following sections; research design, measurement of variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection technique, data analysis, logistical and ethical considerations.

3.1 Research Design

The study adopted a cross section descriptive survey design to assess the relationship between training, job performance and customer satisfaction. This was used to answer questions concerning the current status of the subjects in the study, from a relatively large number within the same period (Kothari, 2004).

3.2 Measurement of Variables

The researcher measured variables in the following ways:

Independent variables:

- 1) Training skills – This was measured through asking formally trained employees and line manager's questions using questionnaires based on assessing skills level and relevance. Training was represented by core competencies such as basic skills, personality skills and technical skills.

Dependent variables

- 1) Job performance – This was measured through asking line manager's questions using questionnaires and interview schedule for section head's information based job performance. This was done through performance appraisals.
- 2) Customer satisfaction- This was measured through asking customers questions using questionnaires and interview schedule for section head's information based on customer satisfaction. This was done through performance criteria evaluation.

3.3 Location of the Study

The study was carried out in the City of Nairobi. The area had been chosen due the adequate representation of classified hotels, 4 and 5 stars hotels. The study area is a metropolis and it has a high number of hospitality trained personnel mostly employed in 4 and 5 star rated hotels. More so the hotels managers would go along way in seeking the very polished employees in terms of training and performance to meet the market niche demands. With all these factors, it made the City of Nairobi and 4 and 5 star hotels an ideal place for this study.

3.4 Target Population

There were four sets of population used in this study. The main population was that of operatives working in 4 to 5 star hotels located in Nairobi as employees and beneficiaries of formal training. The second set was that of the Line Managers of these hotels as

immediate managers (employer). The third set was that of the customers as the end-user of services provided. The fourth set was that of the section heads as employers. However the key responses considered for this study were based on customers, line managers and operatives' responses on customer satisfaction, training and performance respectively. The response from section head was for triangulation.

Operatives: They were targeted in order to generate specific information in respect to formal training in relation with job performance and customer satisfaction. By involving operatives the reliability of the study was enhanced. A total of 180 operatives were chosen using stratified random sampling method. This was viewed as a prime representation for operatives from 9 star rated hotels. All this was aimed at ascertaining validity of the assessment done in helping to identify training gap and possible areas for further re-training and improvement.

Line Managers: They were the direct consumers of the skills acquired by potential employees and also knowledgeable on the current demands in the industry in respect to the study variables. These respondents were found in 4 and 5 star hotels in Nairobi. They appraised the employees based on job performance from human resource files through the section head records as a measure of dependent variables. A total of 36 Line managers were purposively chosen and they appraised the 180 operatives' under them. This sample was viewed as a prime representation for line managers from the 9 star hotels.

Customers: These were the direct consumers of services provided in the hospitality industry. Job performance is entirely geared toward meeting and exceeding their expectation. Convenience sampling was adopted for the entire key hotel departments. A total of 72 respondents were sampled.

Heads of departments: They were the key management personnel responsible for the formulation of career development and performance appraisal plans for the operatives in liaison with the strategic management team. A total of 36 section heads were purposively chosen. They randomly sampled and appraised operatives by giving general comments based on job performance, customer satisfaction and training.

3.5 Sample size and sampling Procedures

The sample size constituted line managers and departmental heads in 4 and 5 Star hotels. The four key departments consisted of; restaurant, production, housekeeping and front office were selected. The line managers, departmental heads and hotels were selected using purposive sampling.

Employees who were formally trained in hotel management and had worked in these departments for the last one year were randomly selected. This was because they had been appraised at least once or twice in regard to their performance. With the consent of Human resource managers and or training managers, the researcher was led in the preliminary stages when establishing sampling sequence through the sectional heads. Stratified random sampling was used to generate the sample size for the operatives who

were formally trained. A total of 180 operatives were sampled forming the baseline survey.

There are 7, five star hotels and 2, four star in Nairobi and the researcher purposively chose all of them for this study (The Kenyan gazette, 2003). These hotels have an average of 120 formally trained operatives which gives a total of 1070. According to Fisher et al, (1993) as quoted by Mugenda and Mugenda, (2003) one can use the formula to calculate the sample size when the population is below 10,000;

$$nf = \frac{n}{(1+n)/N} \quad nf = \frac{n}{(1+384)/1070} = 0.3598 = 360$$

50% of 360 operatives were chosen to give a sample of 180.

According to the Kenya gazette, (2003), there are: 7, five star hotels and 2, four star hotels in Nairobi, giving a total of 9 hotels as the sample population. All the 9 hotels were used for the actual study. In each hotel 20 operatives from the 4 main departments were selected. In addition 4 departmental heads in each hotel were purposively chosen. One line manager/supervisor was selected in every key department adding upto 4 in each hotel.

A total of 72 customers were sampled, because these are the end-users of skills through service provision (output) which largely emanate from training (input). In each hotel, 8 respondents were conveniently sampled.

The sample selected was viewed as a prime representation for the respondents generated in these star rated hotels. The total number of respondents for the study was 324.

Summary- sample size assessment matrix

Sample population	5 Star Hotels: (7)	4 Star Hotels: (2)	TOTAL (9)
Operatives	140	40	180
Line managers	28	8	36
Customers	56	16	72
Section heads	28	8	36
TOTAL			324

3.6 Research Instruments/Method

3.6.1 Questionnaires

Data were collected using both open and closed ended questionnaire. The questionnaires were used by operatives, line managers and customers in gathering data relating to training, job performance and customer satisfaction respectively.

Likert scale was used to rate job performance by the line managers. The questionnaire included three sections; personal information, training evaluation and job performance assessment.

3.6.2 Interview schedules

Data were collected using structured interviews from heads of department to supplement information provided by operatives and line managers. They provided secondary information in terms of personal information based on: performance record, career development plan and performance improvement plan.

3.7 Pre-testing of the Instruments

This part focused on ways of establishing validity and reliability of the instruments:

3.7.1 Validity of the Instruments

This was done at Diani resort hotel in Mombasa, to validate the appropriateness for the study before it was subjected to the respondents. The hotel was chosen due to its vastness in terms of operation and also being a four star hotel. A preliminary secondary data from the human resource file for the periods when the employee had been appraised was collected. A total of 8 operatives were randomly chosen. 4 line managers and 4 section heads were purposively chosen. 4 customers were conveniently chosen. Questionnaires were given to operatives, line managers and customers while interview schedule was adopted for section heads. Their responses were noted and appropriate corrections done in terms of clarity and the ease of answering questions. Suggestions were incorporated in the final drafts of the instruments for it to enrich the data, establish time it takes to administer and make the results more meaningful to the researcher.

3.7.2 Reliability of the Instruments

A structured interview was designed to provide secondary information to complement primary data. This instrument proved reliable in ascertaining the information on the training and job performance. Interview schedules were used to collect data from the heads of department, which were structured covering performance record, career development plan and performance improvement plan.

Both unstructured and structured questionnaires were constructed and used to collect data from operatives, line managers and customers based on training, job performance and customer satisfaction respectively. A preliminary secondary data from the human resource file for the periods when the employee had been appraised was collected and found reliable. Further, related and relevant data was obtained from government press and central bureau of statistics.

3.8 Data Collection procedures

An introduction letter was written to the hotels requesting them to allow the researcher to use their operatives, line managers, customers and section heads in the data collection. Questionnaires for both operatives and line managers were initially handed to the respondents through section heads, in order to ensure high response rate. The line managers handed over questionnaires to the operatives who were requested to fill in the questionnaires and these were collected back by the line managers. Every questionnaire collected back by the line managers formed basis for them (line managers) to fill in questionnaire for each operative chosen. The questionnaires were handed back to the

researcher by the line managers. Structured interview was one on one for the section heads by the researcher based on the selected respondents. Questionnaires for Customers were administered to them directly by the researcher.

3.9 Data Analysis

The questionnaires had closed and open-ended question. The closed questions were already pre-coded and for the open ended questions the coding of the response were done after collecting data. Data entry was done using MS access and double checking was carried out to minimize errors. The data were then exported to SPSS for analysis. Both descriptive and inferential statistics were computed.

3.10 Logistical and Ethical Consideration

To ensure confidentiality of the results, the sampled hotels were given codes: A, B, C, D, E, F, G, H and I rather than using their real names. Consent of respondents was obtained and anonymity assured by observing research ethics. In addition, a research authorization letter was obtained from the University (Appendix B) and the permission sought from the Ministry of Higher Education Science and Technology to carry out this research (Appendix C).

CHAPTER FOUR: RESULTS AND DISCUSSION

4.0 Introduction

The purpose of the study was to assess the relevance of formal training and its implication on job performance and customer satisfaction in the selected in the selected four and five star hotels in Nairobi. The study was guided by the following objectives:

1. To analyze the core competencies influencing job performance.
2. To assess the effect of job performance on customer satisfaction.
3. To evaluate the performance criterion and approaches used by employer in appraising formally trained employees.
4. To determine the intervention programs adopted in bridging the training and performance gaps.

Data were gathered through questionnaires and interviews conducted in the 7 five and 2 four star hotels. The findings of this study were presented under the following sub-topics: descriptive statistics, the core competencies influencing performance and customer satisfaction, effect of job performance on customer satisfaction, performance criterion and approaches used by employer in appraising formally trained employee and finally the intervention programs adopted in bridging the training and performance gaps. Chi-square test and multiple regression were used to test the null hypotheses.

4.1 Demographic characteristics of the respondents

A total of 180 questionnaires were administered to the respondents at the beginning of the study. The completed questionnaires were 161 which represented 89.4 percent of the total sample. However, 10.6 percent of respondents were left out from the analysis of the results because they were incomplete. The study aimed at having an equal representation of males and females. 59 percent were males while 41 percent were females. Respondents with 31 to 40 years had the highest percentage of 37 percent, between 18-30 had 29 percent, 41-50 had 22 percent and 50 and above had 11 percent. On the marital status, majority of the respondents were married, 65.5 percent, single were 26 percent and 7.5 percent were either divorced or widowed. The level of education of the respondents ranged from University degree to college certificate. Those with diploma had the highest percentage of 47 percent while the least qualifications were represented as 'others' (on-job training had 1 percent), this was followed by with degree 7 percent. Those with certificate had 26 percent while higher national diploma had 20 percent. This information was generated from operatives' working in hotels under study and it was evident that many of the employees had formal training in hospitality management courses. The relevance of testing different levels was to assess the performance based on skills obtained.

In the Line manager's questionnaire, the questions were formulated in a way that would rate the employees in terms of performance. A total number of 180 questionnaires containing training and performance criteria questions were generated and distributed

based on operatives chosen earlier as respondents. Line managers were chosen to handle 180 operatives' questionnaires based on the training and performance criteria questions. The questionnaires were rated in a scale ranging from 4 to 1: where; 4= excellent, 3=good, 2=average and 1=below average performance.

In the customer's questionnaire, the questions were formulated in a way that would help rate the employees in terms of performance. A total number of 72 questionnaires containing training and performance criteria questions were generated and distributed. Customers were chosen to handle questionnaires based on the training and performance criteria questions. The study aimed at having an equal representation of gender. 57 percent were males while 43 percent were females. Respondents with 50 years and above had the highest percentage of 34 percent while 31 to 40 years had the percentage of 20 percent while between 18-30 and 41-50 years had the same percentage of 23 percent. On the marital status, majority were married, 67 percent, unmarried were 27 percent and 6 percent were either divorced or widowed. The level of education of the respondents ranged from University degree to primary school certificate. Those with college certificate had the highest percentage of 54 percent while the least qualifications had primary school certificate at 3 percent. Those with secondary school certificate had 5 percent while those with University degree had 38 percent. This information was generated from customers visiting the hotels under study.

Each department was represented by the respondents. The restaurant recorded the highest percentage of 34 percent, followed by food production 28 percent, house-keeping 20 percent and front office/business centre with 18 percent. It was evident that many of the customers had an experience with the service providers. In this regard the questionnaires were rated in a scale ranging from 4 to 1: where; 4= excellent, 3=good, 2=average and 1=below average performance. The importance of targeting customers as respondents was to assess the effectiveness and relevance of training through job performance on customer satisfaction.

Interview schedules for section heads (HOD) were formulated in a way that would rate the employees in terms of performance. A total number of 36 respondents were chosen based on the training and performance criteria questions.

4.2.1 Distribution of hotel departments

For the purpose of analyzing the data the operatives in the key departments were categorized into: restaurant, food production (kitchen), house-keeping, front office and administration (management).

■ Restaurant ■ Food production ■ House keeping ■ Front office ■ Management

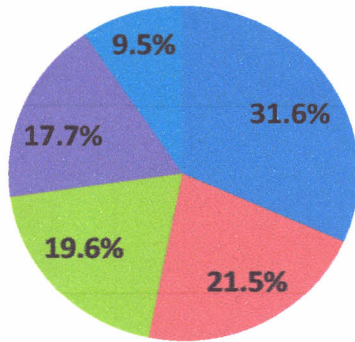


Figure 4.1: The Key Hotel Departments

Figure 4.1 indicates that 31.6 percent of the total respondents were from the restaurant department, 21.5 percent from food production, 19.6 percent from house-keeping and laundry, 17.7 percent front office and 9.5 percent management. The restaurant recorded the highest percentage, followed by food production, house-keeping, front office and management with the lowest representation. The aspect of considering management staff basically featured and encompassed secretaries, accountants and information technology personnel. The departmental representation was considered appropriate and adequate for the hotels.

4.2.2 Manpower distribution in the various departments

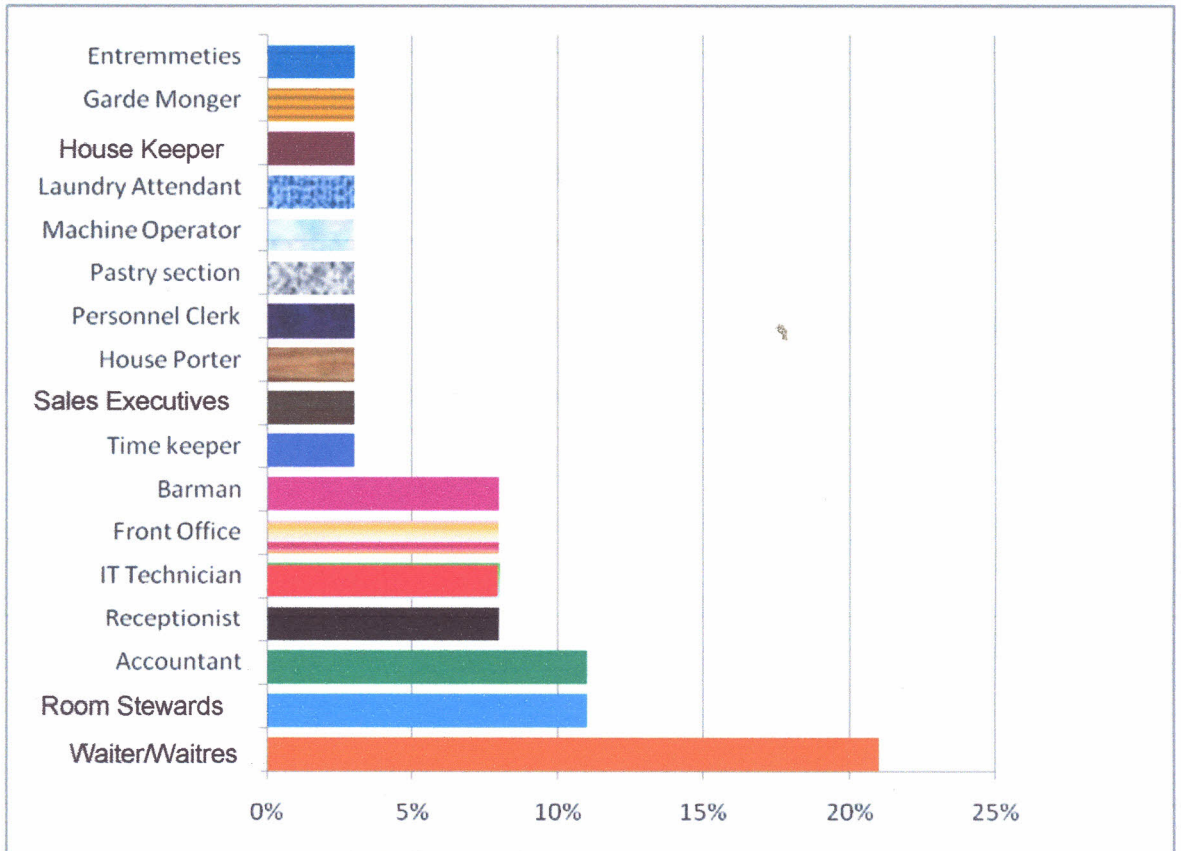


Figure 4.2: Position held by the respondents

Figure 4.2 shows the manpower distribution in the various departments among operatives who formed the basis for the study. The highest percent obtained represented waiter/waitress (21 percent), followed by room stewards and accountant (11 percent), followed by receptionist, information technologists, front officer and barmen at 8 percent while the lowest percentage had 3 percent as represented by: time keeper, sales and marketing team, house porter, personnel clerk, machine operators, laundry attendant,

house keeper and kitchen staffs (cook). This was a clear indication of an even distribution of manpower for the study which was considered ideal.

The manpower distribution indicates the number of respondents (161) which encompassed the operatives across various departments. A total of 180 respondents (operatives) were sampled from the 4 and 5 star hotels. The operatives were targeted in order to generate specific information in respect to formal training and job performance. All this was aimed at ascertaining validity of the assessment done and helping in identifying training gap as areas for further re-training and improvement.

4.2.3: Work experience

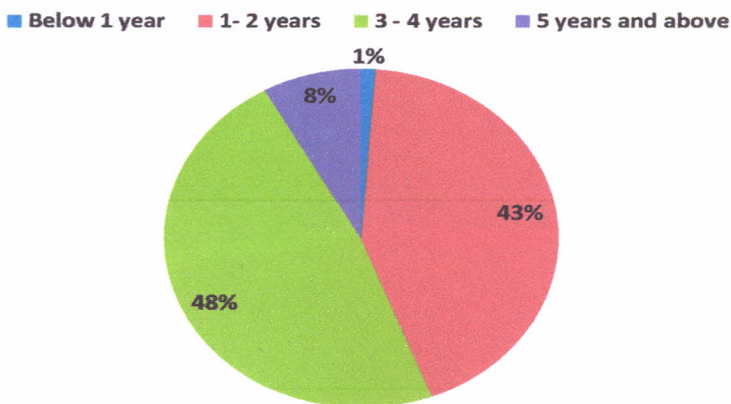


Figure 4.3: Duration in hotel industry

The results showed that 48 percent had worked in the current hotels for a period of 3 to 4 years, 43 percent had worked in the current hotels for a period of one to two years, 8 percent had worked in the current hotels for a period of 5 years and above, and 1 percent had worked in the current hotels for a period of below 1 year (Figure 4.3). The aspect of considering employees who were formally trained in hospitality management and had worked in these departments for the last one year were selected since they had been appraised at least once or more in regard to their performance. This formed the basis for performance appraisal among the operatives employed in hotels under study.

4.3 The core competencies influencing job performance

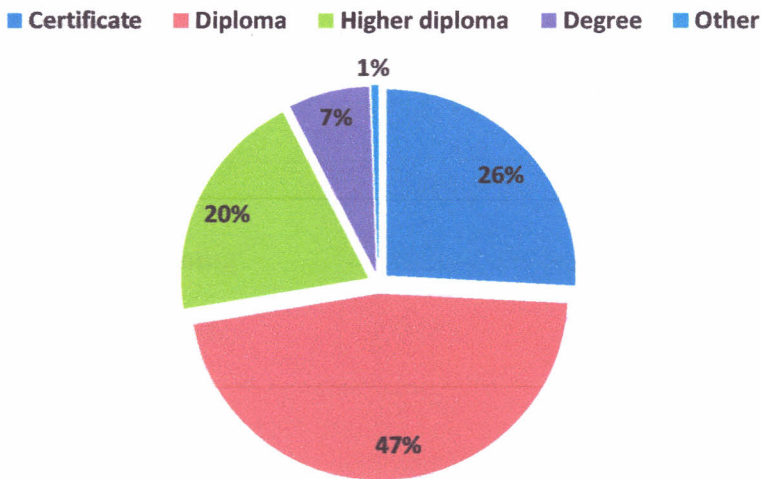


Figure 4.4: Highest level of education

The level of education for the respondents ranged from University degree holders to college certificate holders. Diploma holders had the highest representation of 47 percent while the least qualifications were represented as ‘others’ (on-job training) had 1 percent, this was followed by degree holders who represented 7 percent. The certificate level was 26 percent while higher national diploma was 20 percent (Figure 4.4). This information was generated from operatives’ working in hotels under study and it was evident that many of the employees had formal training in hospitality management courses. The relevance of testing different levels was to assess the job performance based on skills obtained and its effect on customer satisfaction.

The core competencies under consideration in the study were: basic training, technical skills and personal skills against job performance rating (Table 4.1.1, 4.1.2 and 4.1.3). Likert scale was used to analyze these competencies against job performance rating based on line managers’ appraisals of employees.

Table 4.1.1: The effect of basic training on job performance

Basic Training	Rating			
	Below Average	Average	Good	Excellent
Communication Skills	0.6%	21.7%	59.6%	18.0%
Business Knowledge	1.2%	19.3%	55.3%	24.2%
Marketing Ability	0.6%	21.1%	55.9%	22.4%
Administrative Procedures	1.2%	24.2%	58.4%	16.1%
Marketing Forecasting	0.0%	26.1%	51.6%	22.4%

Knowledge& Trends	0.6%	22.4%	59.0%	18.0%
Strategic Planning	2.5%	21.1%	57.8%	18.6%
Communication & Promotion	0.6%	18.0%	62.7%	18.6%
Legal Knowledge	0.6%	30.4%	52.2%	16.8%

In basic training the core competencies tested were business knowledge, marketing forecasting, marketing ability, communication skills, administrative procedures, marketing ability, knowledge and trends, legal knowledge and communication and promotion and strategic planning (Table 4.1.1). Business knowledge, market ability and forecasting were rated highest. Basic training deals with the art of knowing. It equipped employees with the right knowledge on various issues relating to job performance and are essential elements during service encounter.

Table 4.1.2: The effect of technical skills on job performance.

Technical skills	Below Average	Average	Good	Excellent
Technical Competency	0.0%	23.6%	55.9%	20.5%
Foreign Languages	0.6%	23.0%	58.4%	18.0%

Technical skills which encompassed technical competency and foreign languages (Table 4.1.2). The highest ranking on technical competency was rated good at 55.9 per cent, while foreign language was rated good at 58.4 per cent. These skills were considered vital because it deals with the art of knowing how to do a task. It

equipped employees with the right skills on how to carry out various issues relating to job performance and are essential elements during service encounter. In the hotel business beside the service provision a customer also consume the expertise being displayed by the service provider and it forms part of their experience (Armstrong, 2006).

Table 4.1.3: The effect of personal skills on job performance

Personal skills	Below Average	Average	Good	Excellent
Work in Multicultural Environment	0.6%	23.6%	56.5%	19.3%
Motivation & Initiative	1.9%	19.9%	59.0%	19.3%
Supervision	2.5%	18.6%	64.0%	14.9%
Training other Employees	0.0%	23.6%	60.2%	16.1%
Teamwork	0.6%	23.6%	61.5%	14.3%
Company Loyalty	0.0%	25.5%	64.6%	9.9%
Courteous & Friendly	0.0%	19.3%	68.3%	12.4%
Resolving Conflicts	0.6%	22.4%	65.8%	11.2%
Ability to Solve Problems	0.0%	23.0%	63.4%	13.7%
Effectively Dealing with People	0.0%	20.5%	62.1%	17.4%
Personal Ethics	1.2%	24.8%	57.1%	16.8%

Efficient Use of Time	0.0%	22.4%	64.0%	13.7%
Work Systematically	0.6%	22.4%	66.5%	10.6%
Decision making Capacity	0.0%	19.9%	66.5%	13.7%

Personal skills which encompassed work in multicultural environment, motivation and initiative, supervision, training other employees, teamwork, company loyalty, courteous and friendly, resolving conflicts, ability to solve problems, effectively dealing with people, efficient use of time, work systematically and decision making capacity (Table 4.1.3). A personal skill deals with the art of knowing how to behave. This implies that the way a service provider relates with the guest is a core element on performance.

All these skills played a great role on job performance. This is evident on the rating for each competency. The majority of rating was inclined on 'good', while excellent and average ratings were relative. Rating on below average was very low. This meant that all those elements relating to training were positively influencing job performance. These skills were acquired right from training and enhanced through on job training and work experience. The assimilation of these skills was evident on job performance and its subsequent effect on influencing customer satisfaction positively (Table 4.3).

This assessment on the extent to which training skills had been transferred from

classroom to the workplace, was relevant in ascertaining whether the application of knowledge and skills had been achieved during service encounter. Further more this was also an indication on the relevance of training, highlighting its short coming and implication in the industry. In this case all the hotels in this study had developed acceptable standards for assessing individual performance against the set standards as benchmark. All the hotels had workable programs in taking appropriate corrective action in bridging training and performance gaps through in-house and off the job training.

These findings were supported by Armstrong, (2006) who asserted that a destination's competitiveness is usually grounded on skills and capabilities to perform crucial activities along the value chain better than rivals.

Stevenson, (2002) noted that well-trained and motivated workers are an asset toward an organization growth and development. The quality of the skills obtained from the training and education system is critical for an effective job performance. For employees to be highly productive it is important to enable them acquire the appropriate skills and the ability to function within teams.

Padhi (2007) noted that training is a very important component, if employees are to be highly productive in their work place. It enables them acquire interpersonal skills, the ability to function within teams, problem solving, decision making, job management, performance analysis and improvement, business economics and

technical skills. During early skills formation hospitality students are trained so that they can become effective employees. The quality of the skills obtained from the training and education system is critical to a destination's competitiveness.

Achieving quality and service excellence in a competitive international environment is increasingly important. It is widely acknowledged that destinations, which will be best, placed to develop high quality products as a competitive strategy, usually sources well trained personnel for high performance (Jafari and Fayos-Sola, 1996).

Table 4.2: The effect of integrated performance elements on actual job performance

Integrated performance elements	Below Average	Average	Good	Excellent
Planning & organization	0.6%	31.7%	57.8%	9.9%
Quality of work	0.0%	24.2%	67.7%	8.1%
Attitude to work	0.6%	31.7%	62.7%	5.0%
Ability to meet deadlines	1.2%	22.4%	69.6%	6.8%
Adaptability	1.2%	22.4%	69.6%	6.8%
Ability to take criticism	0.0%	26.7%	64.0%	9.3%
On job training	0.6%	25.5%	66.5%	7.5%
Listening responsiveness	0.6%	24.2%	70.8%	4.3%
Customer awareness	0.6%	27.3%	63.4%	8.7%
Follow up	0.0%	23.6%	68.3%	8.1%

Leadership	0.6%	20.5%	66.5%	12.4%
Time management	0.6%	17.4%	64.0%	18.0%
Accuracy	0.0%	15.5%	71.4%	13.0%
Decisiveness	0.6%	13.0%	75.8%	10.6%
Initiative	0.6%	14.9%	72.7%	11.8%
Flexibility	0.6%	23.0%	66.5%	9.9%
Risk taking	0.0%	17.4%	72.0%	10.6%
Assertiveness	0.6%	12.4%	73.9%	13.0%

Finally the other core competencies considered was performance criteria elements namely: Planning and organization, quality of work, attitude to work, ability to meet deadlines, adaptability, ability to take criticism, on job training, listening responsiveness, customer awareness, follow up, leadership, time management, accuracy, decisiveness, initiative, flexibility, risk taking and assertiveness (Table 4.2). All these elements were considered to have played great role on job performance. This meant that all those performance elements were indicators relating to core competencies and were deemed to positively influence job performance. These skills were acquired right from training and perfected through on job training and work experience. The assimilation of these skills was evident on job performance and equipped employees with the right knowledge during service encounter. This implied that the trained personnel had an edge in understanding customers' needs and requirement during service provisions. This kind of assessment was ideal in this study in that it helped the researcher to find out how much

knowledge was acquired, what skills were developed or improved and the extent to which attitudes had changed in the desired direction as a result of training and the subsequent impact on job performance.

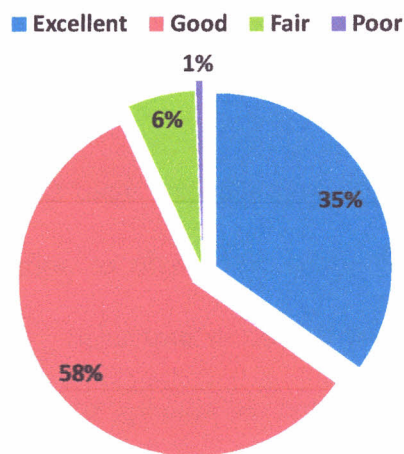


Figure 4.5: Overall rating on job performance

In summary 58 percent were rated good, 35 percent excellent, 6 percent fair and 1 percent poor. All these rating were based on line manager's responses which indicated performance and training. In this regard the questionnaires were rated in a scale of 4 to 1, where; 4= excellent, 3=good. 2=average and 1=below average

In support of all these findings, Stevenson (2002) asserts that well-trained and motivated workers are an asset toward an organization growth and development. This is mainly pegged on early skills formation for potential employees during formal training. The

quality of the skills obtained from the training and education system is critical to an effective job performance.

For employees to be highly productive it is important to enable them acquire skills and the ability to function within teams. During early skills formation hospitality trainees are trained so that they can become effective employees. The quality of the skills obtained from the training and education system is critical to a destination's competitiveness (Padhi, 2007).

Boella (2001) noted that there are numerous criteria for assessing performance such as; achievements in relation to objectives, level of knowledge and skills possessed and applied (competencies), behaviour in the job as it affects performance (competencies), degree to which behaviour upholds the core values of the organization and day to day effectiveness in carrying out various duties, task and responsibilities. From this study the main benefits of training were noted; increased sales, enhanced labour productivity, improved customer retention and satisfaction, professionalism, reduced accidents and risk, improved work quality and conditions, improved job satisfaction and performance, low labour turnover, team spirit, low industrial unrest, improved interpersonal relations, openness, mentorship and enhanced succession planning, repeat business and referrals.

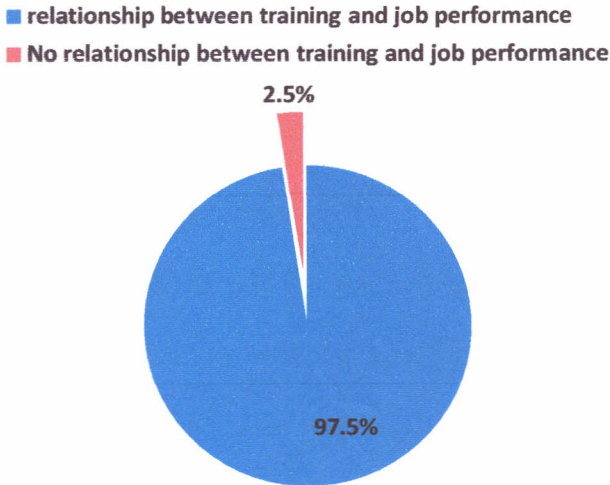


Figure 4.6: Relationship between training and performance

According to the study 97.5 percent of the respondents admitted that there was a strong correlation between formal training and job performance. This was in relation to questionnaires based on the supervisors' responses who rated degree holders better than certificates holders in terms of delivery of services both to the industry and the clients. The analysis was very vital due to the fact that the level of education is paramount to the performance of employees and eventually customer satisfaction. In support of this Robinson (2000) reported that customer satisfaction was prime entity and a focus on it causes managers to realize the importance of providing quality customer service, which springs from early training and skills applications. Strong customer service initiatives have led firms to gain competitive advantages in the market place, hence advocating

vigorous program of education and self-improvement, alongside with improving constantly the system of training for the industry.

Based on these findings it is worth noting that in order to perpetually improve employees' performance, training is essential in achieving customer driven standards within the industry. The industry should therefore understand the entire components associated with performance and customer satisfaction. This is because when expectations and perceptions diverge, quality gaps exist which eventually makes a destination less competitive. This explains the need for training, which to a large extent influences job performance due to the fact that there was a strong relationship between these two variables (figure 4.6).

4.4 Effects of Job performance on Customers satisfaction

In assessing the level of customer satisfaction against training based on job performance, it was found that 33.3 percent of the customers were very satisfied, 44.4 percent were satisfied while 22.2 percent were not satisfied with the level of service provided in 4 and 5 star hotels. This incorporated all the key departments namely restaurant, front office, house keeping and food production. The restaurant recorded the highest percentage of 34 percent, followed by food production 28 percent, house-keeping 20 percent and front office/business centre with 18 percent. It was evident that many of the customers had an experience with the service providers. In this regard the questionnaires were rated in a scale ranging from 4 to 1: where; 4= excellent, 3=good. 2=average and 1=below average performance.

The key elements considered were based on training components which dealt with basic training, technical and personality skills. The importance of targeting customers as respondents was to assess the effectiveness and relevance of training through job performance on customer satisfaction. These findings were regressed as follows (Table 4.3).

Table 4. 3: Job performance criteria by customers

Core Competencies	N	Minimum	Maximum	Mean	Std. Deviation
Ability to communicate	72	2.00	4.00	3.3889	.5453
Technical competency	72	2.00	4.00	3.1944	.5474
Courteous	72	2.00	4.00	3.2917	.5422
Solve problems	72	2.00	4.00	3.2083	.5551
Effectiveness	72	2.00	4.00	3.1528	.5216
Personal ethics	72	2.00	4.00	3.1111	.5705
Timeliness	72	2.00	4.00	3.1806	.5393
Guest expectation	72	2.00	4.00	3.2083	.5551
Decisions	72	2.00	4.00	3.0972	.6316
Valid N	72				

The core competencies formed the basis for the dependent variables. The variables tested were: ability to communicate skillfully, technical competency, courteous and friendly behaviour, ability to solve problems, ability to deal effectively with customers, personal ethics, efficient use of time, ability to meet guest expectation in terms of articulated services and ability to make quick and appropriate decisions. Table 4.3 indicated a linear relationship among the skills tested. The ability to communicate had the highest mean of 3.3889 and ability to make quick decisions had the lowest mean of 3.0972. These findings were also emphasized by the standard deviation analysis which indicated a close range between the skills level, customer's perception and expectation. This implied that job performance which was tested through skills had a strong correlation with customer satisfaction. The underlying reason of testing performance was to establish when this variable had any association with customer satisfaction. In this regard customer satisfaction was only possible to be measured through performance and not training directly. This implies that when guests visit a destination they have expectations which should be met and exceeded. The hotel managers should understand the potential problem related to service quality which may be exhibited during service encounters. In this regard they should know what customers expect in a service and what features are needed to deliver high quality service. In addition to this they should not just know what their customers want but also be willing to develop systems that will deliver such; commitment to service quality, adequate task standardization and goal setting that are accepted by employees. This would be possible by carrying out initial studies to find out what their market wants due to its dynamism. Further the management must show its

A destination can often enhance its competitiveness by undertaking activities that have a beneficial impact on its customer's value chain. These activities boosting performance stemming from initial and on-job tailor made training programs. How well it manages its value chain activities relative to competitors is a key to building valuable core competencies and leveraging them into core. A firm's sustainable competitive advantage is usually grounded on skills and capabilities to perform competitively crucial activities along the value chain better than rivals (Cooper et al, 2005).

With the perception that consumer's needs and expectations are continually changing and becoming more complex and adventurous, destinations ought to provide a more effective range of high quality service encounter. This in turn exerts an influence on the type, range and quantity of goods offered and the market because it is becoming increasingly refined and hyper-segmented to accommodate consumers who are becoming "increasingly demanding and sophisticated" especially on service delivery (Hogarth-Scott, 1998).

Customer satisfaction is often used as an indicator of whether customers will return to a hotel or destination. While there is no guarantee of a satisfied customer's repeat visit, it is nearly certain that a dissatisfied customer will not return. An analysis of the element or attributes of customer satisfaction should provide clues regarding what action an employer should do to increase the likelihood that customers are satisfied and will come

back (Domingo, 2002). When tourists' expectations are met and exceeded by the hospitality and tourism operations, one can expect repeat business and positive word-of-mouth advertising (Wall and Mathieson, 2006).

This is possible by building strong brand image which is largely tied to performance as an output of training (Keller, 1993). The hospitality training should be aimed at assisting potential employees in changing their behaviour and developing them career-wise. To create such changes, both commitment and understanding are needed. Commitment grows from the knowledge and understanding of ideas and will be developed during the training sessions and the subsequent output through job performance (WTO, 1997). The use of performance measure was aimed at aligning personal objectives with organizational goals. This was evident during appraisal which emanated from skills and competence formation during early training programs (Armstrong, 2006). Well-trained and motivated workers are an asset toward an organization growth and development. This is mainly pegged on early skills formation for potential employees during formal training. The quality of the skills obtained from the training and education system is critical to an effective job performance (Stevenson, 2002). In determining the impact of job performance on customer satisfaction results in table 4.3 were regressed. In this regard customer satisfaction scale ranged from 4 to 1. Where 3.75 – 4.0 = very satisfied, 3.74 - 3.0 = satisfied and below 2.9 = not satisfied.

4.4.1 Areas enhanced by formal training

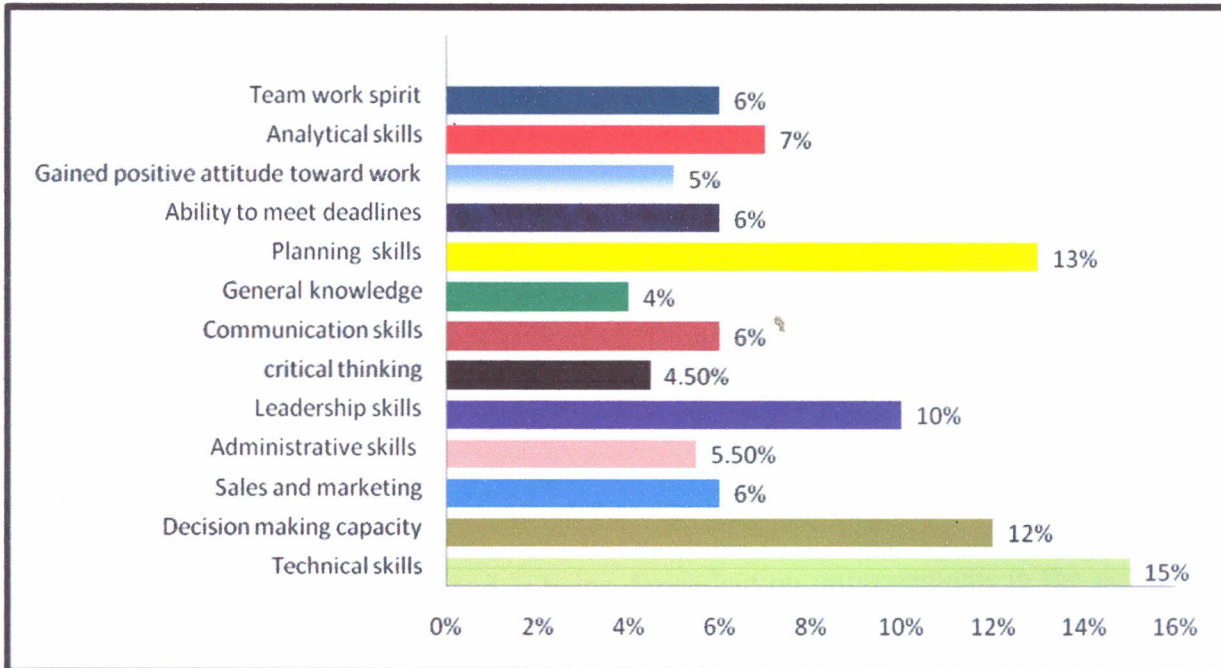


Figure 4.7: Areas or skills enhanced by formal training

An assessment on areas/skills enhanced by formal training was done. The operatives noted the following areas/skills which were highly enhanced by formal training. Technical skills had the highest rating of 15 percent followed by planning skills 13 percent, whereas general knowledge and trends in the hospitality and tourism industry had the lowest rating 4 percent (Figure 4.7). Other areas competency enhanced through training were: sales and marketing, administrative skills, leadership skills, critical thinking, communication skills, planning skills, ability to meet deadlines, gained positive attitude toward work, analytical skills and teamwork. All these areas formed core element

in service delivery and competencies and it was clear that formal training played a key role in equipping personnel with skills and knowledge hence affirming a relationship between training and performance. In support of this finding Sindiga (1996) noted that an appropriately skilled work force in hospitality's component sectors to a large extent assist a destination to maintain and develop its competitive advantage and bring about sustainable development. This necessitates the need to analyze how training being provided responds to manpower needs. In order to continuously improve employee performances, training is essential in achieving customer driven standards within the industry (Aquilano, 1999).

Debra (2002) looks at the performer of the task for solutions to service problems. The solution to improve service is viewed as being dependent on improvements in the skills, training and attitudes of the performers of that service. This indicates that the service sector will be forever inefficient and unsatisfying if there is no perpetual training.

It is imperative to check on training in order to limit the performance gaps in the industry. This emanates from the standards for training programmes, which should be designed to maximize customer satisfaction and subsequently enhancing the destination competitiveness.

In conclusion this implies that for employees to be highly productive it is important to enable them acquire skills during formal training. During early skills formation hospitality trainees should be trained so that they can become effective employees. The

quality of the skills obtained from the training and education system is critical to a job performance and customer satisfaction.

4.5 The performance criterion and approaches used by line managers

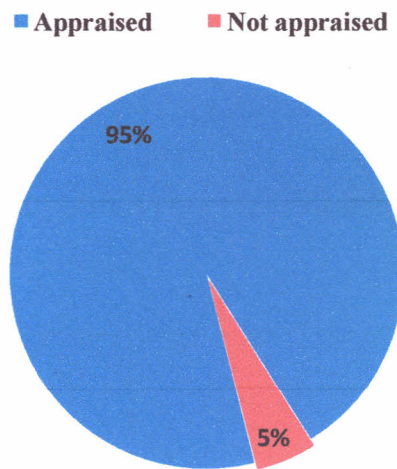


Figure 4.8: Performance criteria used by employer for appraisal

From the study 95 percent of the respondents admitted that the performance criterion used by the employer was ideal and facilitated better job performance. However 5 percent indicated that the criteria used was ineffective. This was a significant indication on the importance upheld by both the appraiser and appraisee. Performance appraisal was done by line managers, customers and section heads on operatives. It entailed assessing key attributes based on training and performance which were deemed significant during service encounter. These findings were supported by

Boella (2001) who noted that when an appraisal is conducted in a professional manner with openness and frankness, the result can be extremely beneficial to both the appraiser and appraisee. He further indicated that appraising employee performance using consistent and methodical approaches is key in ensuring employee contributions are recognized.

Sundaram (1997) further noted that management must show its support through measurement of results, communication and rewarding employees for superior service in order to maintain customer satisfaction and loyalty.

4.5.1 Significance of performance criterion and approaches

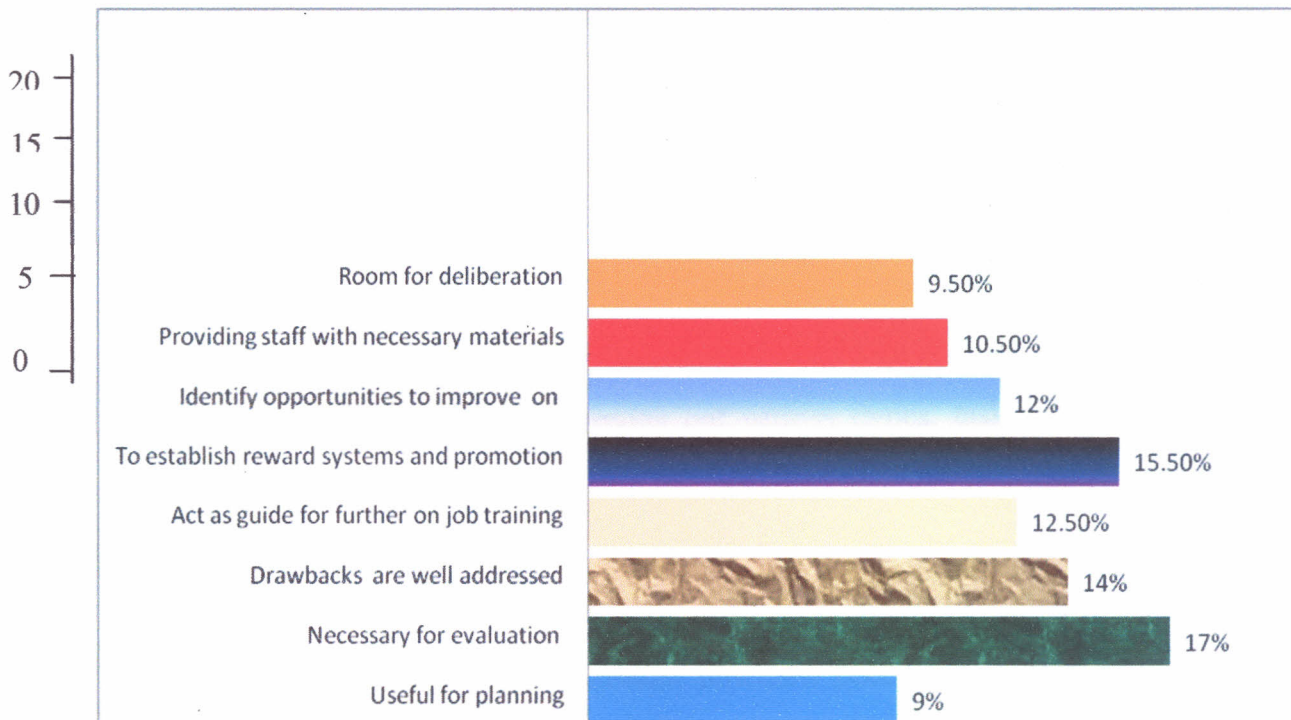


Figure 4.9 Significance of performance criterion and approaches

The usefulness of performance criterion and approaches was obtained and the following findings made (Figure 4.9). The highest response was 17 percent which indicated that performance criterion and approaches were necessary for evaluation or appraisal and this was followed by 15.5 percent who noted it was vital in establishing reward systems and promotion while the lowest 9 percent noted that it was useful for planning and this was followed by 9.5 percent who asserted that it was important in creating room for deliberation.

From the study the relevance of using the right performance criterion and approaches were noted: essential for planning, for the purpose of evaluation, improved performance, a guide for further on job training, establishment of reward systems and promotion, opportunities to improve on, providing staff with necessary resource materials and creating room for deliberation.

It was noted that numerous criteria for assessing performance were used, such as: level of knowledge and skills possessed and applied (competencies), behaviour in the job (personality) and degree to which behaviour upholds the core values of the organization and day to day effectiveness in carrying out various duties, task and responsibilities (performance criteria).

Thompson, (2004) asserted that the performance management component should be aligned with the selection and placement functions because it is integral for overall success of the organization. He further noted that when managers know what their

customers want but are unable or unwilling to develop systems that will deliver it several issues would be observed such as; inadequate commitment to service quality, lack of perception of feasibility, inadequate task standardization and absence of goal setting. All these would eventually affect performance and could be minimized through relevant appraisal techniques where gaps are ascertained and bridged.

A 360-degree feedback appraisal where opportunity is given frequently to both the managers and staff to rate themselves was quite limited and this contradicts Boella, (2001) who noted that appraisal of individual employee should use a reliable and objective measurement standard. Evaluating training is important in order to assess its effectiveness in producing the learning outcomes through appropriate appraisal. It is also an indicator for further training programs (Armstrong, 2006).

4.6. The intervention programs adopted in bridging the training and performance gaps.

Performance gap occurs when management understands what needs to be delivered and appropriate specifications has been developed but employees are unable or unwilling to deliver the service. He further noted that it occurs during moments of truth, when the employee and the customer interact. This gap can be minimized through internal marketing programs and embracing management of the human resources functions such as training, hiring, monitoring working conditions and developing reward systems. This gap may also be as result of customer-contact employees being overworked making them lose their enthusiasm for the job and become less willing to solve customer problems

(Kotler, 2006). Lack of customer orientation and preparedness in terms of training for the industry by service providers widen this gap. 66 percent of the respondents (operatives) indicated that there were areas not fully covered during training while 34 percent were satisfied with their formal training. The following areas were identified as the training and performance gaps (figure 4.10).

4.6.1 Areas not fully covered during formal training.



Figure 4.10: Areas not enhanced by formal training

The study noted the following areas or disciplines were not inadequately covered: standardization of training modules 12.8 percent, involving industry players in designing modules or curriculum 8.5 percent, personal ethics 8.5 percent, inclusion of foreign languages in training 8 percent, disaster management 7.5 percent, issues of insecurity for guests 5 percent, management skills 3.4 percent, planning ability 6.5 percent, leadership skills 3.5 percent, legal knowledge 5.1 percent, uniformity in training amongst institutions (curriculum), resolving conflicts 5.5 percent, international cuisines 5.5 percent, technical skills 5.3 percent, administrative skills (handling phone calls and filling) 2.5 percent and ability to handle criticism positively 3.0 percent. All these areas are critical for effective job performance and service provision for the hospitality industry. Therefore, these areas are considered to be the training and performance gap. These gaps were mainly addressed by hotel managers through regular on job training programs that were consolidated to enhance performance.

In supporting the above finding the following general comment from the section heads indicated that the following areas were key to job performance and required further on-job training in the next 6-12 months; banqueting services, menu planning procedures, strategic planning and budgeting, costing and planning, managerial task, knowledge on cross-cultural integration, customer care and public relations, knowledge on wine and bar services, disaster management, team work participation and involvement, market forecasting, succession and promotion preparedness and career development plan.

The areas which were not adequately enhanced by formal training in this study became the training-performance gap. The gap may have emanated right from formal training and possibly got widened during service encounter. The hospitality executives therefore should understand what customers expectation are and also become aware of what features are needed to deliver high quality service. They should also understand that customers' needs are dynamic and the right skills have to be embraced either through formal training or in the industry. A fundamental principle of TQM states that, mistakes may be made by people, but most of them are caused, or at least permitted, by faulty systems and processes. This means that the root cause of mistakes can be identified and eliminated, and repetition can be prevented by changing the process (Stevenson, 2002).

In support of these finding, Kotler (2006) noted that a customer might experience various degrees of satisfaction. If a product's performance falls short of expectations, customer is dissatisfied. If performance matches expectations, the customer is satisfied. If performance exceeds expectations, the customer is highly satisfied leading to loyalty.

Murphy (2000) noted that the service encounter or performance which emanates from training should be developed and presented to match or even exceed the value of money paid by guests. The service offered in the four and five star hotels in Kenya should also match guest expectation. It costs between 5 and 6 times more to attract a new customer than to keep an existing one. Happy customers tell 4 to 5 others of their positive experience and dissatisfied customers tell 9 to 12 how bad it was. This is based on the

fact that 67 percent of the customers do not feel valued by the service providers as asserted by Kotler, (2006).

When the current performance is equal to current competence and yet the performance gap exist a training intervention program is required. The performance gap must be measured against organizational objectives; analyzing the individuals, the operation and the organizing (Padhi, 2007). Due to the identifiable gaps in this study the following intervention programs were suggested.

4.6.2: Ways government can assist institutions in hospitality training

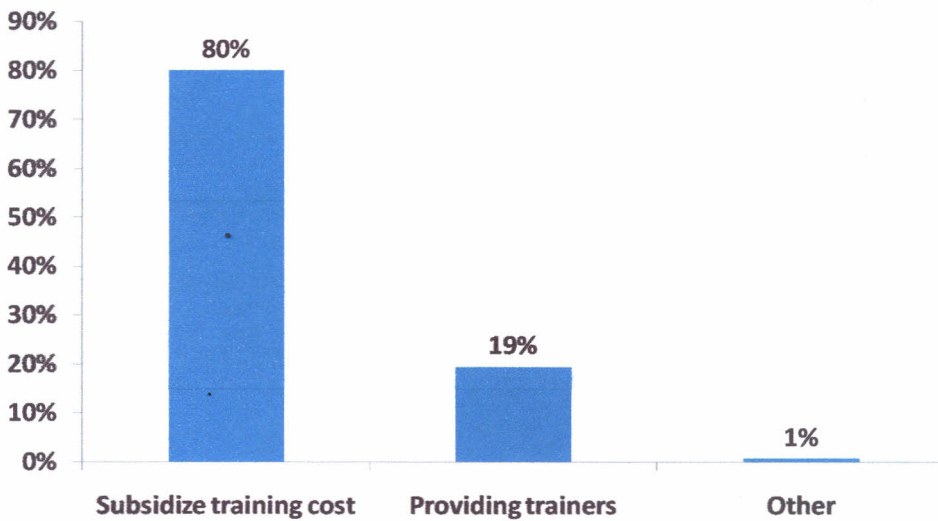


Figure 4.11: Ways government can assist institutions in hospitality training

Figure 4.11 indicate the various intervention programs that the government should embrace in assisting institutions training hospitality management programs. 80 percent of the respondents indicated that the government should support training by subsidizing cost. 19 percent felt the government should provide trainers, on the other hand 1 percent of the respondents were indifferent of which option the government should use as the intervention measure to support the hospitality industry. These results are important in considering the subsidy the government offers to the hospitality industry. To support these findings it worth noting that the industry is a key pillar to the economy; it earns approximately Kshs.60 Billion in a year and provides over 300 000 employment opportunities to Kenyan citizens. (Kenya Economics Survey, 2007).

Amman Declaration on peace through tourism (2000), recognized that travel and tourism is a worldwide social and cultural phenomenon, engaging people of all nations as hosts and guests and as such is a humanity's truly global activities and that travel and tourism is one of the world's largest and fastest growing industries, creating one in eleven jobs, contributing to international and regional economic growth, bridging disparities between developed and developing countries and bringing prosperity which fosters peace and that peace is an essential precondition for travel and tourism and aspects of human growth and development as asserted by Goeldner and Ritchie, (2003). They also mentioned that the development of tourism as a global vehicle for promoting understanding, trust and goodwill among people of the world requires an appropriate political and economic

framework. This implies the need to support the industry in regard to training for a capable workforce, which would eventually replicate effective job performance.

4.6.3: Ways industry can assist institutions in hospitality training

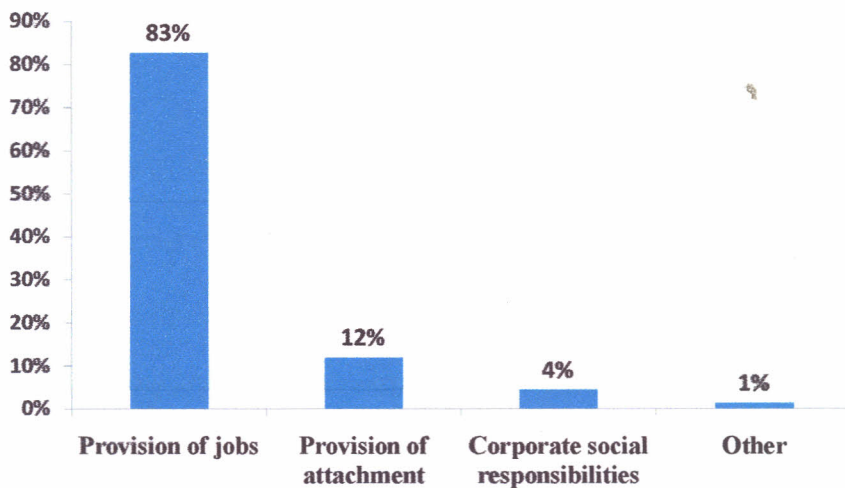


Figure 4.12: Ways industry can assist institutions in hospitality training

It was noted that 83 percent of the respondents indicated that the industry should provide jobs, 12 percent suggested provision of attachment, 4 percent recommended corporate social responsibility. On the other hand 1 percent of the respondents were not certain on the contribution of the industry (Figure 4.12). The analysis also indicated similar results since provision of employment opportunities to graduates equipped them with the necessary skills and experience that was vital in the operation and consequently improved on performance. To win in today's market place destinations must be customer centred,

and deliver superior value to their target customer. For any destination to become competitive customer satisfaction, must be achieved by matching perception and expectation of performance. This implies that, customer satisfaction depends on the product's performance suitability relative to expectations. Any discrepancy between the two is expressed through satisfaction gap (Kotler, 2006).

ANALYSIS OF INFERENTIAL STATISTICS

In determining the correlation between training provisions, job performance and customer satisfaction the study was guided by the following objectives;

1. To analyze the core competencies influencing job performance.
2. To assess the effect of job performance on customer satisfaction.
3. To evaluate the performance criterion and approaches used by employer in appraising formally trained employees.
4. To determine the intervention programs adopted in bridging the training and performance gaps.

Ho-1: There is no significant relationship between training and job performance.

Ho-2: There is no significant relationship between job performance and customer satisfaction.

Ho-3: There is no significant relationship between work experience and job performance.

Ho-1: There is no significant relationship between training and job performance.

In determining association between variables Chi-square tests were used to determine the relationship between educational level and job performance (Table 4.4.1 and 4.4.2).

Table 4.4.1: Cross tabulation of highest level of education and performance rating

			Rating job performance				Total
			Excellent	Good	Fair	Poor	
Highest level of education	Certificate	Count	7	30	4	0	41
		Expected					
	Diploma	Count	14.2	24	2.6	0.3	41
		Expected					
	Higher diploma	Count	15	52	6	1	74
		Expected					
	Degree	Count	25.6	43.3	4.7	0.5	74
		Expected					
	Other	Count	25	7	0	0	32
		Expected					
	Total	Count	11.1	18.7	2	0.2	32
		Expected					
	Total	Count	8	3	0	0	11
		Expected					
Total	Count	3.8	6.4	0.7	0.1	11	
	Expected						
Total	Count	0	1	0	0	1	
	Expected						
Total	Count	0.3	0.6	0.1	0	1	
	Expected						
Total	Count	55	93	10	1	159	
	Expected						
Total	Count	55	93	10	1	159	
	Expected						

A cross tabulation on level of education and performance rating was done and the following Chi-square tests were generated (Table 4.4.2).

Table 4.4.2: Educational level and Job performance (Chi-square tests).

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	48.345(a)	12	0.00001
Likelihood Ratio	50.041	12	0.00001
Linear-by-Linear Association	25.104	1	0.00001
N of Valid Cases	161		

$$X^2=48.345, df=12, p < 0.05$$

The results showed that there was a significant relationship between level of education and job performance because P-value was less than 0.05. The findings indicated the important role played by education and formal training of employees in respect to job performance. The higher the level of education and training were the better the job performance. This was demonstrated by the statistical significant level of degree holders and higher national diploma as opposed to diploma and certificate counterparts. This could be attributed due to the fact that degrees graduate are steeped in management theories and little practical operational skills while the diploma graduate are steeped in practical operational skills and very little management theories. The results indicated a higher percentage of employees with highest qualification performed better than those

with lower qualifications. In support of this finding, Jafari and Fayos-Sola, (1996) reported that achieving quality and service excellence in a competitive international environment is increasingly important. It is widely acknowledged that destinations, which will be best placed to develop high quality products as a competitive strategy, usually sources well trained personnel for high performance. These findings were further supported by Debra, (2002) who emphasized at the performer of the task for solutions to service problems. The solution to improve service was viewed as a dependent on improvements in the skills, training and attitudes for the service provider. This indicated that the service sector would be inefficient and unsatisfying if there is no perpetual training, hence rejecting the null hypothesis stating that there was no relationship between educational level and job performance.

The results indicated the important role played by education and formal training of employees in respect to performance in the hospitality industry. The higher the level of education and training were the better the job performance. This was demonstrated by the statistical significant level of degree holders and higher national diploma as opposed to diploma and certificate counterparts. This could be attributed due to the fact that degrees graduate are steeped in management theories and little practical operational skills while the diploma graduate are steeped in practical operational skills and very little management theories. In support of this finding Padhi, (2007) noted that training was a very important component if employees were to be highly productive in their work place.

Further from Table 4.5, the model is significant as the P-value was less than 0.05. This means that there is a positive relationship between the kind of training the student gets and their job performance. This is indicated by beta which gave a positive value of 0.192. The study therefore developed the following regression model.

$$\text{Performance} = 1.451 + 0.192 \text{ Training}$$

Where Performance is the rating of performance and training is the rating of training that the students received.

Table 4.5 : Coefficients: Relationship between training and job performance.

		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	1.451	0.155		9.347	0.0001
	Training of the student	0.192	0.087	0.172	2.201	0.029

a) Dependent Variable: Performance of the formally trained employees

From the model therefore, increasing a rating of training by 1 point leads to increase of performance by 19.2 percent. In support of these findings, Armstrong (2006) noted that the use of performance measurement is aimed at aligning personal objectives with

organizational goals and it is evident during appraisal which emanates from skills and competence formation during early training.

Stevenson, (2002) also supported these finding as he asserted that well-trained and motivated workers are an asset toward an organizational growth and development. This is mainly pegged on early skills formation for potential employees during formal training. The quality of the skills obtained from the training and education system is critical to an effective job performance.

Ho-2: There is no significant relationship between job performance and customer satisfaction

A cross tabulation on performance rating was done and the following Chi-square tests were generated (Table 4.6).

		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
Model		B	Std. Error	Beta		
1	(Constant)	0.797	0.146		8.387	0.001
	Job performance	0.518	0.0093	0.517	5.549	0.018
a) Dependent Variable: customer satisfaction						

The results showed that there was a significant relationship between job performance and customer satisfaction because P-value was less than 0.05. The beta value of 0.517 shows that the model accounted for 51.7 percent of the likelihood of job performance influencing customer satisfaction. The results indicated a close correlation between these variables. In support of this finding, Jafari and Fayos-Sola, (1996) reported that achieving quality and service excellence in a competitive international environment is increasingly important. It is widely acknowledged that destinations, which will be best placed to develop high quality products as a competitive strategy, usually sources well trained personnel for high performance. These findings were further supported by Debra, (2002) who emphasized at the performer of the task for solutions to service problems. The solution to improve service was viewed as a dependent on improvements in the skills, training and attitudes for the service provider. This indicated that the service sector would be inefficient and unsatisfying if there is no perpetual training for improved job performance. In support of this finding Padhi (2007) noted that training was a very important component if employees were to be highly productive in their work place. Thus the null hypothesis stating that there was no relationship between job performance and customer satisfaction was rejecting.

Ho-3: There is no significant relationship between work experience and job performance.

Chi-square tests were used to determine the relationship between training, work experience and job performance. The results indicated that performance was mainly brought about by two factors: duration in the hotel industry (work experience) and highest level of education (training). To emphasize on this a cross tabulation of duration in hotel industry and performance rating was done (Table 4.7.1 and 4.7.2).

Table 4.7.1: Cross tabulation of duration in hotel industry and performance rating

Work experience			Rating job performance				Total
			Exce- llent	Good	Fair	Poor	
Below 1 yr	Count	0	1	1	0	2	
	Expected Count	0.7	1.2	0.1	0	2	
1- 2 yrs	Count	23	41	5	0	69	
	Expected Count	24	40.3	4.3	0.4	69	
3 - 4 yrs	Count	25	49	2	1	77	
	Expected Count	26.8	45	4.8	0.5	77	
5 yrs and above	Count	8	3	2	0	13	
	Expected Count	4.5	7.6	0.8	0.1	13	
Total		Count	56	94	10	1	161
		Expected Count	56	94	10	1	161

Table 4.7.2: Chi-square tests

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.472(a)	9	0.042
Likelihood Ratio	15.058	9	0.089
Linear-by-Linear Association	1.67	1	0.196
No. of Valid Cases	161		

$X^2 = 17.472$, $df=9$ and $p \leq 0.05$

The results showed that there was a significant relationship between duration (experience) in hotel industry and job performance. The results indicated a higher percentage of employees who had worked for a longer duration were inclined to better performance. These findings contradict Padhi, (2007) who noted that training is the most important component for high job performance in the work place. This implied that other factors such as work experience played a key role in job performance and productivity. Therefore the null hypothesis stating that there was no relationship between work experience and job performance was rejected (Table 4.7.2).

In summary, the following conclusions were made;

Ho-1: There is no significant relationship between training and job performance.

Ho-2: There is no significant relationship between job performance and customer satisfaction.

Ho-3: There is no significant relationship between work experience and job performance.

In summary 97.5 percent of the respondents reported that there was an association between formal training and job performance. It emerged that the level of education was paramount in the performance of employees and subsequent customer satisfaction. The degree holders performed better than certificate holders in terms of delivery of services. Therefore for the industry to have an edge on the basis of job performance, training is a key component for effective manpower. In conclusion, the null hypotheses in this study

were tested and rejected; hence there is significant relationship between customer satisfaction, training and job performance in hospitality industry.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview of the Chapter

This chapter is an overview of this study which attempts to clarify the achievement of the research objectives which were to examine into employees' perception of training on job performance, determine the extent to which employees' performance had improved as a result of training and also to establish if there was any relationship between training outcome and performance appraisal results. The chapter is divided into the following sections: summary of the findings, conclusions, recommendations for policy and further research.

5.2 Summary

In recognition of the role training plays in human capital development for hospitality industry, the study sought to assess the link between customer satisfaction and training with job performance. Based on the finding of this study the following summary were made:

1. From the study the relevance of performance criterion and approaches were noted essential for planning, for the purpose of evaluation, improved performance, a guide for further on job training, establishment of reward systems and promotion, opportunities to improve on, providing staff with necessary resource materials and creating room for deliberation.

2. It was noted that numerous criteria for assessing performance were used, such as: level of knowledge and skills possessed and applied (competencies), behaviour in the job (personality) and degree to which behaviour upholds the core values of the organization and day to day effectiveness in carrying out various duties, task and responsibilities (performance criteria).

3. 97.5 percent of the respondents admitted that there was a strong correlation between formal training and job performance. This was in relation to questionnaires based on the operatives' responses. The analysis was very vital due to the fact that training significantly contributed to better job performance.

4. It was found that 33.3 percent of the customers were very satisfied, 44.4 percent were not satisfied while 22.2 percent were not satisfied with the level of service provided in 4 and 5 star hotels and this was identified as a gap.

5. It was clear that formal training played a key role in equipping personnel with skills and knowledge hence affirming a relationship between training and performance. The higher the level of education and training were the better the job performance. This was demonstrated by the statistical significant level of degree holders and higher national diploma as opposed to diploma and certificate counterparts.

6. 66 percent of the respondents indicated that there were areas not fully covered during training while 34 percent were satisfied with their formal training. This necessitated the need to analyze how training being provided responded to manpower need. In order to improve employees' performance perpetual on job training were done which denoted

heavy cost implication. Therefore, the areas identified were considered to be the training and performance gap.

6. Various intervention programs that the government and industry should embrace in assisting institutions training hospitality management programs were suggested. The government should support training by subsidizing cost, providing trainers and use valid intervention measure to support the hospitality industry. On the other hand industry should provide jobs, offer attachment, apprenticeship and corporate social responsibility.

5.3 Conclusion

The results indicated that there was a positive linear relationship between training and job performance. An increase of rating training by 1 point led to an increase of performance by 19.62 percent. Similarly it was clear that formal training played a key role in equipping personnel with skills and knowledge. The affirmed a relationship between training and performance. The findings indicated the important role played by education and formal training of employees in respect to job performance. The higher the level of education and training were the better the job performance. This was demonstrated by the statistical significant level of degree holders and higher national diploma as opposed to diploma and certificate counterparts. This could be attributed due to the fact that degrees graduate are steeped in management theories and little practical operational skills while the diploma graduate are steeped in practical operational skills and very little management theories. However 66 percent of the respondents indicated that there were areas not fully covered during formal training while 34 percent were

satisfied with their formal training. The areas that were inadequately covered were considered to be the training and performance gap which required improvement through on job training in order to boost performance. It was found that 33.3 percent of the customers were very satisfied, 44.4 percent were satisfied while 22.2 percent were not satisfied with the level of services provided. Therefore for the industry to have an edge on the basis of job performance and customer satisfaction, training was considered a key component for effective manpower. In conclusion all the null hypotheses in this study were tested; there is significant relationship between formal training, job performance and customer satisfaction in the hospitality industry.

5.4 Recommendations for policy

Based on the findings of this study, the following recommendations are derived:

- a) Liaison between industry and training institutions in all aspects of hospitality training and best practices. The hotel managers should carry out regular market research in order to know what their customers' needs are and be willing to develop systems that will deliver it. This is by investing in people, facilities and also showing support through measurement of results, communication and rewarding employees for superior service in order to maintain customer satisfaction and loyalty. To boost commitment to service quality both formal and on job training programs should be enhanced for superior performance.

- b) Hotel managers to embrace objectively based appraisal style for individual employee's using a reliable and objective measurement standard of rating in order to

point out strength and areas that need further re-training or career progression. Further a 360-degree feedback appraisal where opportunity is given frequently to both the managers and staff to rate themselves would be more appropriate.

- c) Stakeholders to carry out an analysis of training needs incorporating; job analysis requirements, job performance requirements and customer diagnostic surveys based on market demand for hospitality industry.
- d) Hospitality executives should understand what customers expect during service encounter and what features are needed to deliver high quality services. Failure to understand customer's wants and needs spurs gaps. Hence to avert this, initial studies should be conducted to find out what customer's wants and needs are without becoming oblivious to the fact that their needs are dynamic and may need to be reconstituted and repackaged regularly.
- e) Hotel executives to address the service-performance gap by ensuring that managers understands what need to be delivered and appropriate specifications have been developed for employees to deliver superior service. This can be enhanced through internal marketing programs and monitoring human resources functions such hiring, training, monitoring working conditions and developing reward systems. Further hotel policies should be streamlined to ensure that establishments deliver what they promise consistently.
- f) Promote partnership between students and the industry for practical exposure through industrial training such as internship and attachment.

- g) Setting regulations or standards for quality training by involving industry players such Ministry of Tourism, Training institutions, Hoteliers, C.T.D.L.T and K. I.E while designing course modules for standardization and relevance of content.
- h) Implementation of on the job training programs in the hospitality industry by hotels in bridging the training gap and eventually increase labour productivity, in an attempt to benefit customers, employees and the hotels.

5.5 Recommendations for Research

- 1) Further studies should be carried out to investigate the needs of trainers and trainees prior to entry into the work force.
- 2) A research on policy formulation for hospitality training through participatory modules and curriculum development reflecting industry workforce needs should be conducted.

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APPENDICES

APPENDIX A: Demographic Characteristics of the Respondents (Operatives)

Characteristic		Frequency	Percentages (N=180)
Gender	Male	95	59
	Female	66	41
Age	18-30	47	29
	31-40	59	37
	41-50	37	22
	50-above	18	11
Marital Status	Married	107	66.5
	Unmarried	42	26
	Widowed/divorced	12	7.5
Level of education	Degree	11	7
	Higher diploma	32	20
	Diploma	75	47
	Certificate	42	26
	Other	1	1
Hotels visited	A	17	11
	B	18	11
	C	19	12
	D	18	11
	E	18	11
	F	17	11
	G	18	11
	H	17	11
	I	19	12

APPENDIX B:

Clearance letter from the Ministry of Higher Education, Science and Technology



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote

P. O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/5/002/R/1099/5

Date:

1st December, 2009

**Lawrence Kabuitu Wang'ombe
Kenyatta University
P. O. Box 43844
NAIROBI**

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Linking customer satisfaction and training with job performance in the hospitality industry*" I am pleased to inform you that you have been authorized to undertake your research in *four and five star hotels and restaurants in Nairobi Province* for a period ending *28th February 2010*.

You are advised to report to **The Provincial Commissioner Nairobi Province, The Provincial Director of Education Nairobi Province and The Managers of the Hotels and Restuarants** that you will visit before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

**PROF. S. A. ABDULRAZAK Ph.D, MBS
SECRETARY**

Copy to:

APPENDIX C**8.1 Request Letter****8.2 Cover Letter****8.3 Questionnaires**

8.1 REQUEST LETTER

LAWRENCE K. WANG'OMBE

P.O BOX 342,

THIKA, KENYA

Dear Sir/Madam,

RE: DATA COLLECTION

I am a student at Kenyatta University undertaking Masters Degree in Hospitality and Tourism Management.

As part of my Masters Course I am expected to carry out a research entitled 'linking customer satisfaction and training with job performance in the hospitality industry': A case of five and four star hotels in Nairobi.

I am requesting to use your hotel to collect data from your operatives, supervisors and section heads to enable me analyze my research findings. I would greatly appreciate your assistance.

Thanking you in advance.

Yours faithfully,

Lawrence Wang'ombe

8.2 COVER LETTER

FOR THE RESPONDENTS

I am a student pursuing a Master's degree in Hospitality and Tourism Management at Kenyatta University. As part of my Masters course I am required to carry out a research study titled entitled 'linking customer satisfaction and training with job performance in the hospitality industry': A case of five and four star hotels in Nairobi.

The findings will greatly benefit the Ministry of Tourism and Wildlife, ministry of higher education, Hotel managers/employers and Government of Kenya in planning and policy formulation for the future tourism of Kenya as a strategy in the development of human capital in respect to training.

Please indicate with a tick (✓) where appropriate and comments/remarks in the spaces provided in the questions below.

Your response will be highly appreciated and the information you provide will be treated with high level of confidentiality.

Yours faithfully,

Lawrence Wang'ombe

8.3 QUESTIONNAIRE: OPERATIVES

INSTRUCTIONS

i. Tick inside a box.

ii. Fill where there are open ended dots.....

iii. Explain where required.

A) PERSONAL INFORMATION

i) What is your Gender?

Male

Female

ii) What is your age?

18-30 years

31-40 years

41-50 years

50 years and above

iii) What is your marital status ?

Single

Married

Others

B). BACKGROUND INFORMATION

Q1). Name of the hotel

Q2. a) For how long have you worked in the hotel industry?

Below 1 year

1-2 years

3- 4 years

5 years and above

b) Position/job title held.....

Q3). Indicate the department that you are in.....

Restaurant

Food production

Front office

Housekeeping

Management

Q4). Please give the highest level of education achieved

Certificate

Diploma

Higher diploma

Degree

If any other, specify:.....

C) OTHER PERTINENT INFORMATION

Q5. a) How would you rate your job performances based on formal training received for the industry?

Excellent

Good

Fair

Poor

b) Do you think there is a relationship between formal training and job performances?

Yes

No

c) If yes to (b) above, highlight the specific areas that have been enhanced by formal training you received?

Q6). In what ways can the government assist tertiary training institutions in promoting hospitality training?

Providing trainers

Subsidize training cost

If any other way specify

Q7). In what ways can the industry assist tertiary institutions in promoting hospitality training?

Provision of jobs

Provision of attachment

Corporate social responsibilities

If any other, specify

Q8. a) Do you think there is any linkage between customer satisfaction and training with job performance?

Yes

No

b) Explain a) above.....

.....
.....

Q9. a) During your formal training are there areas or discipline you realize you were not fully prepared for?

b) What kind of review would you advocate for (a) above?

.....
.....
.....

Q10). In your own views give general comments on training in tertiary training institutions for the industry with job performance and customer satisfaction in perspective?

.....
.....

.....
.....

Q11. a) Are the performance criterion and approaches used by employer in appraising you facilitating better job performance?

Yes []

No []

b) Explain (a) above?

.....
.....
.....
.....

8.4 QUESTIONNAIRES – IMMEDIATE MANAGER/SUPERVISORS

INSTRUCTIONS

- i. Tick inside a box.
- ii. Fill where there are open ended dots.....
- iii. Explain where required.

JOB PERFORMANCE CRITERIA

How would you rate the performances of your staff as depicted by the following model

(Tick where appropriate)

A) TRAINING AREAS

TRAINING AREAS	Excellent	Good	Average	Below Average
RATING	4	3	2	1
1 Basic Training				
Communication skills				
Business knowledge				
Marketing ability				
Administrative procedures				
Market forecasting				
Knowledge of hospitality industry and trends				

	Strategic planning				
	Communication and promotion				
	Legal knowledge				
2	Technical Skills				
	Technical competency				
	Languages				
3	Personal Skills				
	Work in a multicultural environment				
	Motivation and initiative				
	Supervision				
	Training other employees				
	Team work				
	Company loyalty				
	Courteous and friendly behaviour				
	Ability to resolve conflicts within the organizations				
	Ability to solve problems				
	Deal effectively with people				
	Personal ethics				
	Efficient use of time				
	Ability to work in a systematic way				

Flexibility				
Decision making capacity				

B) PERFORMANCE CRITERIA

	PERSONAL ATTRIBUTE	RATINGS			
		Best	Good	Average	Below Average
		4	3	2	1
Work performance	Planning and organization				
	Quality of work				
	Attitude to work				
	Ability to meet deadlines				
	Adaptability				
	Ability to take criticism				
	On job training				
Communication	Listening				

	responsiveness				
	Customer awareness				
	Follow up/feedback				
Management	Ability to delegate				
	Leadership				
	Dependability				
	Time management				
	Accuracy				
Decision making	Decisiveness				
	Initiative				
	Flexibility				
	Risk taking				
	Assertiveness				

SUMMARY FOR THE APPRAISAL

Overall performance rating	<u>A</u> <u>B</u>	Signature	Date
Comments: appraiser – line manager			
Comments: operatives			
Comments: appraiser, departmental head			
Comments: based on customer satisfaction: by the line manager			

8.5 QUESTIONNAIRE: CUSTOMERS

INSTRUCTIONS

- i. Tick inside a box.
- ii. Fill where there are open ended dots.....
- iii. Explain where required.

A) PERSONAL INFORMATION

i) What is your Gender?

Male

Female

ii) What is your age?

18-30 years

31-40 years

41-50 years

50 years and above

iii) What is your marital status?

Unmarried

Married

Widowed/divorced

B). BACKGROUND INFORMATION

Q1). Name of the hotel

Q3). Indicate the department that you are currently being attended at.

Restaurant

Food production

Front office

Housekeeping

Q4). Please give the highest level of education achieved

Primary school education

Secondary school education

College education

University education

If any other, specify:.....

C) JOB PERFORMANCE CRITERIA

Q5). How would you rate the job performance of the service provider as depicted by the following model?

	AREAS OF EVALUATING	Excellent	Good	Average	Below Average
	RATING	4	3	2	1
a.	Ability to communicate skillfully				
b.	Technical competency				
c.	Courteous and friendly behaviour				
d.	Ability to solve problems				
e.	Ability to deal effectively with customers				
f.	Personal ethics				
i.	Efficient use of time (quick services)				
j.	Ability to meet guest expectation in terms of articulated services				
k.	Ability to make quick and appropriate decisions				

APPENDIX D

Interview schedule for section heads (H.O.D)

9.1 INTERVIEW SCHEDULE – HEAD OF DEPARTMENT (H.O.D)**PERFORMANCE RATING**

Using the rating key below, please allocate an appropriate performance rating to each of the four performance criteria, which follow. Use a scale of A to D where D is the lowest rating and A is the highest, the best. i.e.

Overall Performance score

A - 85% - 100%: Excellent

B - 70% - 84%: Good

C - 55% - 69%: Average

D - 54 % and below: Below Average

Total Score = Appraiser's Score x 100

Total points

A) EMPLOYEES PERFORMANCE RECORD

Performance record in the last 6 months	FromTo.....
Awards	
Recommendations	
Training attended	
Number of valid warnings	
Absentees days	
Sick offs	

B) PERFORMANCE IMPROVEMENT PLAN

	Areas for improvement	Action plan	What should be achieved	Timing

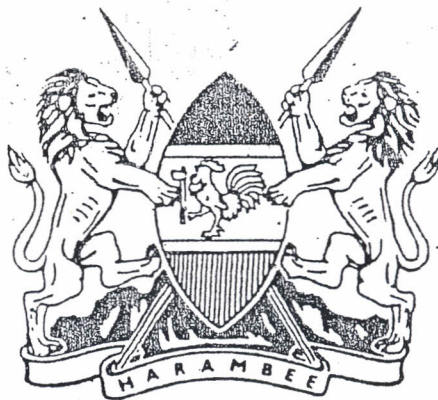
C) CAREER DEVELOPMENT PLAN

1.	Development needs (skills and knowledge needed in preparation for future career)	
2.	Job targets (specific positions of interest)	
3.	Career objectives (personal accomplishment and work)	
4.	Longer term objectives (3 years and longer)	
5.	Focus for the next 6 months (indicating specifics)	
a)	Work exposure needed	

b)	Training required	
c)	Promotion possibilities	
d)	Additional responsibility (for lateral growth)	

SUMMARY FOR THE APPRAISAL

Overall performance rating	<u>A</u> <u>B</u> <u>C</u> <u>D</u>	Signature	Date
Comments: appraiser – line manager			
Comments: appraiser; - H.O.D			
Comments: based on customer satisfaction- by H.O.D			



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Price

GAZETTE NOTICE No. 3976

THE HOTELS AND RESTAURANTS (CLASSIFICATION OF HOTELS AND RESTAURANTS) REGULATIONS, 1988

CLASSIFICATIONS

IN EXERCISE of the powers conferred by regulations 2 and 7 of the Hotels and Restaurants (Classification of Hotels and Restaurants) Regulations, 1988, the Hotels and Restaurants Authority classifies the hotels and restaurants listed in the schedule in the manner specified.

SCHEDULE

Name of hotel	Address	No. of beds	Location
TOWN HOTELS			
<i>Five Star:</i>			
Hotel Intercontinental	P.O. Box 30353-00200, Nairobi	770	Nairobi
Grand Regency Hotel	P.O. Box 57549, Nairobi	388	Nairobi
Hilton Hotel	P.O. Box 30624-00100, Nairobi	353	Nairobi
The Norfolk Hotel	P.O. Box 40064	334	Nairobi
Nairobi Serena	P.O. Box 46302, Nairobi	283	Nairobi
The Stanley	P.O. Box 30680, Nairobi	434	Nairobi
Safari Park Hotel	P.O. Box 45038, Nairobi	285	Nairobi
<i>Three Star:</i>			
The Bounty Hotel	P.O. Box 75200, Nairobi	100	Nairobi
Fair View Hotel	P.O. Box 40842, Nairobi	163	Nairobi
Marble Arch Hotel	P.O. Box 12224, Nairobi	77	Nairobi
Landmark Hotel	P.O. Box 14287, Nairobi	242	Nairobi
Holiday Inn	P.O. Box 66807, Nairobi	342	Nairobi
Windsor Golf Country Club	P.O. Box 45587, Nairobi	260	Nairobi
Nairobi Safari Club	P.O. Box 43564, Nairobi	282	Nairobi
Utalii Hotel	P.O. Box 31052, Nairobi	105	Nairobi
Outspan Hotel	P.O. Box 24, Nyeri	90	Nyeri
Ambassadeur Hotel	P.O. Box 30399, Nairobi	190	Nairobi
Sportsman Arms Hotel	P.O. Box 3, Nanyuki	125	Nanyuki
<i>Two Star:</i>			
Pan African Hotel	P.O. Box 30486, Nairobi	46	Nairobi
Silver Springs Hotel	P.O. Box 61367, Nairobi	138	Nairobi
Midland Hotel	P.O. Box 908, Nakuru	65	Nakuru
Tea Hotel	P.O. Box 75, Kericho	77	Kericho
Hotel Sirikwa	P.O. Box 3361, Eldoret	210	Eldoret
Hotel Kunst	P.O. Box 1369, Nakuru	146	Nakuru
Hotel Boulevard	P.O. Box 42831, Nairobi	140	Nairobi
Eel Hotel	P.O. Box 36, Elburgon	78	Elburgon
Six Eighty	P.O. Box 43436, Nairobi	680	Nairobi
Sports View Hotel	P.O. Box 74194, Nairobi	104	Nairobi
Kakamega Golf Hotel	P.O. Box 118, Kakamega	124	Kakamega
Lotus Hotel	P.O. Box 90193, Mombasa	64	Mombasa
Hotel Genevieve	P.O. Box 127, Nakuru	46	Nakuru
Lakeside Tourist Lodge	P.O. Box 894, Naivasha	65	Naivasha

SPECIAL (Contd.)

Name of Hotel	Address	No. of beds	Location
Sunset	P.O. Box 1260, Kisumu	140	Kisumu
Blue Post	P.O. Box 42, Thika	64	Thika
<u>One Star</u>			
Van Hotel	P.O. Box 5184, Eldoret	52	Eldoret
The Lantern	P.O. Box 484, Kitale	24	Kitale
Frank Walton Inn	P.O. Box 1, Embu	15	Embu
Pig Tree Hotel	P.O. Box 31938, Nairobi	60	Nairobi
Millimani Hotel	P.O. Box 30715, Nairobi	40	Nairobi
Hotel Water Buck	P.O. Box 3327, Nakuru	120	Nakuru
Midwest Hotel	P.O. Box 1175, Kericho	130	Kericho
Hotel Southern Blue	P.O. Box 32956, Nairobi	112	Nairobi
Sunset Hotel	P.O. Box 215, Kisumu	100	Kisumu
Royal Court Hotel	P.O. Box 41247, Mombasa	116	Mombasa
Blue Hill Hotel	P.O. Box 31223, Nairobi	100	Nairobi
Meru Safari Hotel	P.O. Box 6, Meru	54	Meru
Zonic Hotel	P.O. Box 541, Kisii	80	Kisii
Hotel 3 Steers Meru	P.O. Box 155, Meru	60	Meru
Quale Hotel	P.O. Box 33924, Mombasa	66	Mombasa
Karibu Hotels	P.O. Box 41821, Nairobi	72	Nairobi
Park Villa Hotel	P.O. Box 100, Webuye	50	Webuye
Millimani Resort	P.O. Box 2652, Kisumu	60	Kisumu
Garden Hotel	P.O. Box 223, Machakos	118	Machakos

VACATIONAL HOTELS

Five Star:

Hemingways Resort	P.O. Box 267, Watamu	154	Malindi
The Whitesands Hotel	P.O. Box 90173, Mombasa	716	Kilifi

Four Star:

Severin Sea Lodge	P.O. Box 82169, Mombasa	380	Kilifi
Nyali Beach Hotel	P.O. Box 90581, Mombasa	240	Kilifi
Mombasa Serena Beach Hotel	P.O. Box 90352, Mombasa	348	Kilifi
Indian Ocean Beach Club	P.O. Box 73, Ukunda	200	Kwale
Travellers Tiwi Beach Hotel	P.O. Box 1877, Ukunda	420	Kwale
Club Sun "N" Sand	P.O. Box 2, Kikambala	600	Kilifi

Three Star:

Lawfords Hotel and Beach Club	P.O. Box 20, Malindi	300	Malindi
Mombasa Beach Hotel	P.O. Box 90414, Mombasa	302	Kilifi
Diani Sea Resort	P.O. Box 37, Ukunda	340	Kwale
L.T.I. Kaskazi Beach	P.O. Box 135, Ukunda	382	Kwale
Diani Reef Grand Hotel	P.O. Box 35, Ukunda	600	Kwale
Saobab Beach Resort	P.O. Box 99527, Mombasa	230	Kwale
Adiana Beach Apt. Hotel	P.O. Box 82662, Mombasa	31	Mombasa
Southern Palms Beach Resort	P.O. Box 363, Ukunda	398	Kwale
Kilifi Baharini Resort	P.O. Box 93, Malindi	54	Malindi
Jobum Residence Club	P.O. Box 33, Malindi	28	Malindi
Reef Hotel	P.O. Box 82234, Mombasa	252	Mombasa
Shari Beach Hotel	P.O. Box 82662, Mombasa	200	Mombasa
Residence Lodge Beach and Golf Resort	P.O. Box 84383, Mombasa	506	Kwale

Two Star:

Optune Paradise Hotel	P.O. Box 696, Ukunda	516	Kwale
Sar al Bahir Hotel	P.O. Box 81443, Mombasa	30	Mombasa
Seban Village Club	P.O. Box 5262, Diani	138	Kwale
Male Island Paradise	P.O. Box 4, Ukunda	35	Kwale
Sabao Holiday Resort	P.O. Box 99527, Mombasa	190	Kilifi
Millon Lagoon Reef Hotel	P.O. Box 5292, Ukunda	238	Kwale
Wood Beach	P.O. Box 63, Malindi	70	Malindi
Beach Hotel	P.O. Box 81443, Mombasa	400	Mombasa
Lamu Palace Hotel	P.O. Box 421, Lamu	44	Lamu
Roc Hotel	P.O. Box 350, Malindi	396	Malindi
Sea Lodge	P.O. Box 37, Ukunda	290	Kwale
Shing Hotel	P.O. Box 81443, Mombasa	225	Mombasa
Shing Beach Hotel	P.O. Box 81443, Mombasa	308	Mombasa
Shing Beach Hotel	P.O. Box 83966, Malindi	300	Kilifi
Shing African Dream Village	P.O. Box 63, Malindi	250	Malindi
Shing Villas	P.O. Box 368, Mombasa	94	Malindi
Shing Beach Hotel	P.O. Box 537, Kilifi	110	Kilifi
Shing Beach Hotel	P.O. Box 81443, Mombasa	34	Mombasa
Shing Beach Hotel	P.O. Box 81125, Mombasa	30	Kilifi
Shing Beach Club	P.O. Box 84737, Mombasa	22	Kilifi
Shing Club	P.O. Box 1095, Kilifi	168	Kilifi

SCHEDULE—(Contd.)

Name of hotel	Address	No. of beds	Location
Hotel Baracuda	P.O. Box 59, Watamu	99	Malindi
Malindi Beach Club	P.O. Box 68, Malindi	52	Malindi
Blue Bay Village	P.O. Box 162, Watamu	213	Malindi
Karibuni Villas	P.O. Box 840, Malindi	300	Malindi
Cocoon Village	P.O. Box 68, Malindi	90	Malindi
Stephanie Sea House	P.O. Box 583, Malindi	100	Malindi
Mwembe Resort	P.O. Box 426, Malindi	60	Malindi
Seahorse M. Club	P.O. Box 81443, Mombasa	80	Kilifi
Dormina Palm Tree Club	P.O. Box 1463, Malindi	90	Malindi
Peponi Hotel	P.O. Box 24, Lamu	48	Lamu
Bush Baby Resort	P.O. Box 5760, Malindi	87	Malindi
Giriama Beach Hotels	P.O. Box 86693, Mombasa	184	Mombasa
Acquirius Beach Resort	P.O. Box 96, Watamu	120	Malindi
<i>One Star:</i>			
Royal Reserve Safari Club	P.O. Box 34190, Nyali	168	Kilifi
Watamu Beach Hotel	P.O. Box 1, Watamu	280	Malindi
LODGES			
<i>Five Star:</i>			
Mara Simba Lodge	P.O. Box 84334, Mombasa	168	Narok
Mpata Safari Club	P.O. Box 58402, Nairobi	46	Narok
Mt. Kenya Safari Club	P.O. Box 35, Nanyuki	230	Nanyuki
Mara Serena Lodge	P.O. Box 48690, Nairobi	148	Narok
Arnbosei Serena Safari Lodge	P.O. Box 48690, Nairobi	182	Kajiado
<i>Four Star:</i>			
OI Tukai Lodge	P.O. Box 47557, Nairobi	160	Kajiado
Finch Hattons Tented Lodge	P.O. Box 24423, Nairobi	70	Taita/Taveta
Shaba Sarova Lodge	P.O. Box 72493, Nairobi	170	Isiolo
Kichwa Tembo Camp	P.O. Box 74957, Nairobi	80	Narok
Olonana Camp	P.O. Box 59749, Nairobi	32	Narok
Mountain Lodge	P.O. Box 48690, Nairobi	81	Nyeri
The Ark	P.O. Box 449, Nyeri	122	Nyeri
<i>Three Star:</i>			
Severn Safaris Camp	P.O. Box 82169, Mombasa	50	Taita/Taveta
Mara Sopa Lodge	P.O. Box 72630, Nairobi	200	Narok
Voi Safari Lodge	P.O. Box 565, Voi	104	Voi
Greater Rift Valley Lodges Golf Resort	P.O. Box 227, Naivasha	62	Naivasha
Sweetwaters Tented Camp	P.O. Box 763, Nanyuki	60	Laikipia
Sixna Springs Camp	P.O. Box 74888, Nairobi	80	Narok
Samburu Lodge	P.O. Box 47557, Nairobi	120	Samburu
Baringo Island Camp	P.O. Box 1141, Nakuru	51	Baringo
Tree Tops Lodge	P.O. Box 24, Nyeri	100	Nyeri
Samburu Serena Safari Lodge	P.O. Box 48690, Nairobi	124	Samburu
Voyageur Safari Lodge	P.O. Box 74888, Nairobi	165	Narok
Samburu Intrepids	P.O. Box 74888, Nairobi	54	Samburu
Mara Safari Club	P.O. Box 58581, Nairobi	100	Narok
Lake Baringo Country Club	P.O. Box 33, Kampi ya Samaki	96	Baringo
Sarova Lion Hill Lodge	P.O. Box 7094, Nakuru	134	Nakuru
Saltlick Safari Lodge	P.O. Box 30624, Nairobi	192	Taita/Taveta
Taita Hills Safari Lodge	P.O. Box 30624, Nairobi	120	Taita/Taveta
Lake Naivasha Country Club	P.O. Box 15, Naivasha	102	Naivasha
Kilaguni Serena Lodge	P.O. Box 48690, Nairobi	112	Taita/Taveta
Sarova Mara Camp	P.O. Box 855, Narok	155	Narok
Kee Korok Lodge	P.O. Box 40075, Nairobi	168	Narok
Lake Nakuru Lodge	P.O. Box 561, Nakuru	140	Nakuru
<i>Two Star:</i>			
Little Governors Camp	P.O. Box 48217, Nairobi	24	Narok
Voyage Safari Camp Ziwani	P.O. Box 74888, Nairobi	50	Narok
Rondo Retreat Centre	P.O. Box 2153, Kakamega	35	Kakamega
Lake Elementaita Lodge	P.O. Box 66, Gilgil	70	Gilgil
Amboseli Lodge	P.O. Box 30139, Nairobi	224	Kajiado
Tortilis Camp	P.O. Box 39806, Nairobi	34	Kajido
Travelers Mwaluganje El. Camp	P.O. Box 87649, Mombasa	40	Kwale
Aberdare Country Club	P.O. Box 449, Nyeri	82	Nyandarua
Safari Gordon Blue	P.O. Box 312, Naivasha	16	Naivasha
Voi Wildlife Lodge	P.O. Box 603, Voi	48	Voi
Naro Moru River Lodge	P.O. Box 18, Naro Moru	133	Laikipia
Shimba Rain Forest	P.O. Box 83, Kwale	62	Kwale
Westermans Safari Camp	P.O. Box 5, Voi	40	Voi
Ngulia Safari Lodge	P.O. Box 42, Mtito Andei	104	Taita/Taveta

GAZETTE NOTICE No. 5695

THE HOTELS AND RESTAURANTS (CLASSIFICATION OF HOTELS AND RESTAURANTS) REGULATIONS, 1988

CLASSIFICATIONS

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SCHEDULE

Name of hotel	Address	No. of beds	Location
TOWN HOTELS			
<i>Five Star:</i>			
Windsor Golf and Country Club	P.O. Box 45589-00100, Nairobi	24	Nairobi
<i>Four Star:</i>			
Fairview Hotel	P.O. Box 40842-00100, Nairobi	167	Nairobi
<i>Three Star:</i>			
Six Eighty Hotel	P.O. Box 43436-00100, Nairobi	544	Nairobi
Silver Springs Hotel	P.O. Box 61362, Nairobi	184	Nairobi
Hotel Sirikwa	P.O. Box 3361, Eldoret	210	Eldoret
Merica Hotel	P.O. Box 560, Nakuru	144	Nakuru
<i>Two Star:</i>			
Kwality Hotel	P.O. Box 44275-00100, Nairobi	21	Nairobi
Greenhills Hotel	P.O. Box 313, Nyeri	210	Nyeri
<i>One Star:</i>			
Wagon Hotel	P.O. Box 2408, Eldoret	72	Eldoret
VACATIONAL HOTELS			
<i>Five Star:</i>			
Sun "N" Sand Beach Resort	P.O. Box 2, Kikambala	600	Kilifi
<i>Four Star:</i>			
Travellers Beach Hotel	P.O. Box 37649, Mombasa	576	Mombasa
Leisure Lodge Limited	P.O. Box 84383, Mombasa	506	Kwale
Leopard Beach Hotel	P.O. Box 34, Ukunda	318	Kwale
L.T.I. Kaskazi Beach	P.O. Box 138, Ukunda	382	Kwale
<i>Three Star:</i>			
Safari Beach Hotel	P.O. Box 90690, Mombasa	440	Kwale
Alliance Jadini Beach Hotel	P.O. Box 84616-8400, Mombasa	320	Kwale
Alliance Africana Sea Lodge	P.O. Box 84616, Mombasa	322	Kwale
Voyager Beach Resort	P.O. Box 34117, Mombasa	462	Mombasa
Papillion Lagoon Reef Limited	P.O. Box 5292, Diani	234	Kwale
Turtle Bay Beach Club	P.O. Box 457, Malindi	350	Malindi
<i>Two Star:</i>			
Le Solei Beach Club	P.O. Box 8473, Mombasa	222	Kilifi
Kenya Bay Beach Hotel	P.O. Box 767, Mombasa	250	Mombasa
Chale Paradise Island	P.O. Box 4, Ukunda	110	Kwale
LODGES			
<i>Five Star:</i>			
Samburu Serena Safari Lodge	P.O. Box 48690, Nairobi	124	Samburu
<i>Four Star:</i>			
Lake Naivasha Simba Lodge	P.O. Box 66601, Nairobi	140	Nakuru
<i>Three Star:</i>			
Mara Safari Club	P.O. Box 58581, Nairobi	90	Narok
Aberdare Country Club	P.O. Box 449, Nyeri	92	Nyeri
Lake Naivasha Sopa Resort	P.O. Box 72630, Nairobi	160	Nakuru
<i>Two Star:</i>			
Lake Elementaita Lodge	P.O. Box 66, Gilgil	70	Nakuru
RESTAURANTS			
<i>Four Star:</i>			
The Horseman Restaurant	P.O. Box 24360-00500, Nairobi		Nairobi

Dated the 30th June, 2004.

GAZETTE NOTICE NO. 5693

THE HOTELS AND RESTAURANTS (CLASSIFICATION OF HOTELS AND RESTAURANTS) REGULATIONS, 1988
CLASSIFICATIONS

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SCHEDULE

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<i>Five Star:</i>			
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<i>Four Star</i>			
Fairview Hotel	P.O. Box 40842-00100, Nairobi	167	Nairobi
<i>Three Star:</i>			
Six Eighty Hotel	P.O. Box 43436-00100, Nairobi	544	Nairobi
Silver Springs Hotel	P.O. Box 61362, Nairobi	184	Nairobi
Hotel Sirikwa	P.O. Box 3361, Eldoret	210	Eldoret
Merica Hotel	P.O. Box 560, Nakuru	144	Nakuru
<i>Two Star:</i>			
Kwality Hotel	P.O. Box 44275-00100, Nairobi	21	Nairobi
Greenhills Hotel	P.O. Box 313, Nyeri	210	Nyeri
<i>One Star</i>			
Wagon Hotel	P.O. Box 2408, Eldoret	72	Eldoret
VACATIONAL HOTELS			
<i>Five Star:</i>			
Sun "N" Sand Beach Resort	P.O. Box 2, Kikambala	600	Kilifi
<i>Four Star:</i>			
Travellers Beach Hotel	P.O. Box 87649, Mombasa	576	Mombasa
Leisure Lodge Limited	P.O. Box 84383, Mombasa	506	Kwale
Leopard Beach Hotel	P.O. Box 34, Ukunda	318	Kwale
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<i>Three Star:</i>			
Safari Beach Hotel	P.O. Box 90690, Mombasa	440	Kwale
Alliance Jadini Beach Hotel	P.O. Box 84616-8400, Mombasa	320	Kwale
Alliance Africana Sea Lodge	P.O. Box 84616, Mombasa	322	Kwale
Voyager Beach Resort	P.O. Box 34117, Mombasa	462	Mombasa
Papillion Lagoon Reef Limited	P.O. Box 5292, Diani	234	Kwale
Turtle Bay Beach Club	P.O. Box 457, Malindi	350	Malindi
<i>Two Star:</i>			
Le Soleil Beach Club	P.O. Box 8473, Mombasa	222	Kilifi
Kenya Bay Beach Hotel	P.O. Box 767, Mombasa	250	Mombasa
Chale Paradise Island	P.O. Box 4, Ukunda	110	Kwale
LODGES			
<i>Five Star:</i>			
Samburu Serena Safari Lodge	P.O. Box 48690, Nairobi	124	Samburu
<i>Four Star:</i>			
Lake Naivasha Simba Lodge	P.O. Box 66601, Nairobi	140	Nakuru
<i>Three Star:</i>			
Mara Safari Club	P.O. Box 58581, Nairobi	90	Narok
Aberdare Country Club	P.O. Box 449, Nyeri	92	Nyeri
Lake Naivasha Sopa Resort	P.O. Box 72630, Nairobi	160	Nakuru
<i>Two Star:</i>			
Lake Elementaita Lodge	P.O. Box 66, Gilgil	70	Nakuru
RESTAURANTS			
<i>Four Star:</i>			
The Horseman Restaurant	P.O. Box 24360-00500, Nairobi		Nairobi

Dated the 30th June, 2004.

I. S. KIRIINYA,
Secretary,
Hotels and Restaurant Authority.

KENYATTA UNIVERSITY LIBRARY