Staff Training and Development in the Hospitality Industry, Problems and Challenges – A Comparative Study of SSNIT and KNUST Guest Houses at Kumasi in the Ashanti Region of Ghana

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Abstract: The hotel and hospitality business is made up of skilled workers responsible for the provision of food, accommodation and other services. Standards for the service delivery must be kept high at all times to ensure customer satisfaction. One of the crucial challenges for the human resource management in the hospitability sector is how to align the staffing needs with the strategic goals of the institution and contend with an environment of increased competition and growing demands in the hospitality sector. In view of this, there is the need to identify and tackle the challenges that hamper the delivery of quality services. Ideally, business enterprises should have a clearly defined strategy and set of objectives that direct and drive all the decisions made for training and developmental decisions. Firms that plan their training and development process are more successful than who do not. Most importantly, they normally do not face daunting problems and challenges that are likely to be encountered otherwise. A well-conceived training and development program can help a firm to succeed. A program structured with the company's strategy and objectives in mind has a high probability of detecting challenges such as human resource requirements for that training and development program, using the appropriate training technique. In view of the above importance of training and development, this study found out the training and development practices in KNUST and SNNIT Guest Houses and the problems and challenges associated with it, evaluate the relative importance of the various training systems and examine how training and development affect productivity in Guest Houses. Descriptive research design was employed with Stratified and convenient sampling methods. After administering questionnaire and conduction of interviews, data was collected and analyzed. It was found out that, majority of respondents rated training as important to their duties at work. The major problems that influence the need for training and development were found to be significant customer activities, fast changing business, new and growing businesses. Majority of the respondents however mentioned significant customer service as the challenge that influences training. Form the researchers recommendations, management at both guest houses must always ensure effective training and development techniques devoid of challenges, since the employees rated training and development as key to productivity. The quality of employees and their development through training and education are major factors in determining long-term profitability of businesses. If companies hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity. Training often is considered for new employees only. This is a mistake because ongoing training for all employees helps them adjust to rapidly changing job requirements.

Keywords: Staff Training, Customer satisfaction, Job requirements, Human resource, Strategic goals.

1. INTRODUCTION

Management according to Kreitner, (1998) is the process of working with and through other people to achieve organizational objectives by efficiently using limited resources in a changing environment. Hospitality management is a professional sector made up of skilled workers responsible for the provision of food, drink, accommodation and sweet

dreams among other services. This sector focuses on meeting the needs of its valued customers. Effective management of an organization's human resources thus, be seen a primary duty which managers can only ignore at their expense of organizational growth and survival (Abdulai, 2003).

However, standards for the services delivered have fallen short of required standard leading to collapse of the hospitality oriented units. For the above stated reason, there is the need to address the challenges that are the bottlenecks hampering the delivery of quality services.

According to Armstrong (1998), one of the features of working life today is that whatever training is obtained at the start will almost certainly become redundant or obsolete during the same working life. The need to train, acquire a new knowledge and new skills has become an everyday aspect of each individual's working life. Armstrong continues that, in some cases this may merely be an updating process, but in others, it will require a complete change. Employee training and development are at the heart of employee utilization, productivity, commitment, motivation and growth. Many employees have failed in organization because their need for training was not identified and provided for as an indispensable part of management function.

Training is organizational effort aimed at helping an employee to acquire basic skills required for efficient execution of the activities functions of which he is hired. Development deals with the activities undertaken to expose an employee to perform additional duties and assume positions of importance in the organizational hierarchy.

Many organizations face the challenge of developing greater confidence, initiatives, solutions-finding, and problem-solving capabilities among their people. Organizations need staff at all levels to be more self-sufficient, resourceful, creative and autonomous. This behaviour enables staff to operate at higher strategic level, which makes their organizations more productive and competitive. People's efforts produce bigger results. It is what all organizations strive to achieve.

Management Development

Management development may be defined as those activities designed to provide the organization with a competent management team which is able to meet its short, medium and long- term objectives Milborrow (1985). The well-being of any undertaking depends upon its staff and, in particular, on its management. Senior managers have vital responsibility to ensure that suitable people are available and are being developed to succeed to management posts as they arise, Gode (1989).

Gode (1989) add that, while conventional skill training gives people new techniques and methods, it will not develop their maturity, belief, or courage, which is so essential for the development of managerial and strategic capabilities. Again, focus is on developing the person, not the skills. Management must endeavor to see things from the staff point of view. Provide learning and experiences that they would like for their own personal interest, development and fulfillment.

Performance and capability are ultimately dependent on people's attitude and emotional maturity. Help them to achieve what they want on a personal level, and this provides a platform for trust, 'emotional contracting' with the organization, and subsequent skills/process/knowledge development relevant to managing higher responsibilities, roles and teams.

Participative workshops work well in beginning this type of attitudinal development. Involve people right from the start. Focus on what they want. You could use a personal development questionnaire to begin to set the scene and provide examples of 'alternative' learning opportunities. It starts with the person, not the skills. It's about attitude and emotional maturity. The Emotional Intelligence principle and methodologies fit very well with modern approaches to developing people's belief, maturity and attitude.

Thomson (1997), states that when people develop confidence, integrity, and become mature emotionally, they automatically become more proactive, solutions-focused, responsive, etc., which across a whole team has a cumulative effect. So many people at work are simply 'going through the motions', acting in a 'conforming' state, often because they feel insecure, lack confidence to do what they think is right, or nervous about being bold, whereas boldness is absolutely for self-sufficiency, initiative, greater responsibility; in fact all of the behavior's that organizations strive to encourage.

You cannot 'teach' boldness- people have to experience things which enable them to feel bolder, to take risks, and to want to take risks. This means the rewards must be there too or people have no reason to stick their necks out. Not just the prospects of financial reward, more importantly the Herzberg-type motivators-real extra responsibility, recognition, and involvement in new successful and interesting projects. These are for people's growth and change.

Hospitality is the relationship between guest and host, or the act or practice of being hospitable. Specifically, this includes the reception and entertainment of guests, visitors, or strangers, resorts, membership clubs, conventions, attractions, special events, and other services for travelers and tourists. (McCoy 1996)

Tourism is an integrated industry that requires a good mix of attractions and support facilities to ensure its sustainability. Provision of accommodation services plays a key role as a support service in its promotion. The accommodation sector in Ghana includes hotels, lodges, resorts, inns, motels, guesthouses and hostels. (Mensah 2009)

The term hospitality has emerged as the way hoteliers and caterers would like their industry to be perceived, it convinced an image that reflects the tradition of service that goes back over many centuries to the earliest of inn – keeping. Thus, in 1987 the hotel catering and institution management association – the industry professional association – change the name of its journal to hospitality. Likewise in 1991, the British Hoteliers and restaurateurs' and caterers association the UK industry main trade association – change its name to the British Hospitality Association. The term had been adopted by educators, so that most, if not all, universities and colleges now offer courses in hospitality management. (Jones 2002)

Hospitality Industry:

Hospitality Industry Refers primarily to businesses that provide lodging/accommodations and foodservices for people when they are away from their homes. (Turkson 2009)

The hospitality industry consists of broad category of fields within the service industry that includes lodging, restaurants, event planning, theme parks, transportation, cruise line, and additional fields within the tourism industry. The hospitality industry is a several billion dollar industry that mostly depends on the availability of leisure time and disposable income. A hospitality unit such as a restaurant, hotel, or even an amusement park consists of multiple groups such as facility maintenance, direct operations (servers, housekeepers, porters, kitchen workers, bartenders, etc.), management, marketing, and human resources.

The hospitality industry covers a wide range of organizations offering food service and accommodation. The hospitality industry is divided into sectors according to the skill-sets required for the work involved. Sectors include accommodation, food and beverage, meeting and events, gaming, entertainment and recreation, tourism services, and visitor information. (Bryant 2000)

Guest House:

A Guest House was chosen for the research work as a case study. A guest house (also guesthouse) is a kind of lodging. A Guest House is a kind of small hotel with less than fifty (50) bedrooms where the furnishings and tariff vary tremendously. In such hotels the owners may work as the manager and the assistant manager, with a general assistant and little other stuff. Some or all staff may combine jobs, example the room maid may be a relief waitress and the house potter may serve early morning tea. this type of hotel is by far the largest group in this country and there is a great variation in the type of accommodation and services offered. In some parts of the world a guest house is similar to a hostel, bed and breakfast, or inn whereas in other parts of the world (such as for example the Caribbean), guest houses are a type of inexpensive hotel-like lodging. In still others, it is a private home which has been converted for the exclusive use of guest accommodation. The owner usually lives in an entirely separate area within the property and the guest house may serve as a form of lodging business. (Bryant 2000)

Types of Hotels:

Classifying hotels is not easy. The lodging industry is so diverse that many hotels do not fit into any single well defined category. Some of the characteristics used to classify hotels are; location, the type of guest (markets) attracted the kind of ownership structure or chain affiliation, the size and the service level. The lodging industry properties, for the sake of simplicity be classified in terms of three (3) basic service level categories; Economy Hotels, Mid – Market Hotels, and Luxury Hotels. (Bryant 2000)

Economy Hotels:

Economy hotels are growing segment of the lodging industry, this property focus on meeting the most basic needs of guest, by providing clean comfortable and inexpensive rooms. Economy hotels appeal primary to budget minded travellers who wants rooms with all the amenities required for a comfortable stay, but without the extras they do not really need or want to pay for. The types of guests attracted to this type of hotel are; business travellers, vacationers, retirees, families with children, bus tour groups, conventioneers. Economy hotels have properties between 50 and 150 guest

rooms. The staff of this type of hotels generally consists of a property manager, several room attendants, front desk agents and sometimes a maintenance person. Amenities offer now include, television (TV) (many with cable or satellite reception), swimming pools, limited food and beverage service, play grounds, small meeting rooms and other special features.

Also, economy hotels do not offer usually offer room service, uniform service banquet rooms, health clubs or any of the more elaborate services and facilities found at Mid - Market and Luxurious properties.

Mid – Market Hotels:

Hotel offering Mid – Market service probably appeal to the largest segment of the travelling public. A mid – Market service is modest and sufficient and the starting level is moderate and not huge. Guest likely to stay at a Mid – Market Hotel are business travellers on expense accounts, tourists or families taking advantage of special children's rate, special rate may be offered for military personnel, educators, travel agents, senior citizens and corporate groups. Meeting facilities of a Mid – Market service hotels are usually adequate for conferences and training meetings, and small conventions.

A typical hotel offering market service is a medium size (150 and 300 rooms) this hotel generally offers uniform service, airports limousine service and full food and beverage facilities. The property may have a specialty restaurant, coffee shop, and lounge that all cater to all local resident as well as to hotel guests. The management staff mid – Market hotel, usually consist of general manager and several departmental managers.

A fast growing segment of the mid-market category is the suite hotel, typical hotel accommodation feature one room an adjacent bath room, a desk or dresser Modula unit, and one or two chairs. A Suite on the hand offers a living or a parlour area with a grouping of appropriate furniture (often including a sofa bed and a small bedroom with a king-size bed)

Professionals such as accountants, lawyers and executives find suite hotel attractive since they can work or entertain in an area that is separate from the bedroom. A compact kitchenette complete with cooking utensils, refrigerator, microwave unit and a wet bar is an additional feature. (Bryant 2000)

Luxury Hotels:

Luxury Hotels offer world class service providing upscale restaurant and lounges, exquisite decor, concierge service, and opulent meeting, and private dining facilities. This category of hotel gives a special service like turndown service in addition this guest rooms contains classic furnishings, decor and art work than guest house in the mid – market service category. The room or suite may be stocked daily with freshly cut flowers and fresh fruit. (Bryant 2000)

Six Types of Training and Development Techniques:

According to Markus Taylor, (2009) an international Education Consultant, there are six types of Training and Development Techniques. They are:

1. On-the-job Training and Lectures:

The two most frequently used kinds of training are on-the-job training and lectures, although little research exists as to the effectiveness of either. It is usually impossible to teach someone everything she needs to know at a location away from the workplace. Thus on-the-job training often supplements other kinds of training, e.g., classroom or off-site training; but on-the-job training is frequently the only form of training. It is usually informal, which means, unfortunately, that the trainer does not concentrate on the training as much as she should, and the trainer may not have a well-articulated picture of what the novice needs to learn.

On-the-job training is not successful when used to avoid developing a training program, though it can be an effective part of a well-coordinated training program.

Lectures are used because of their low cost and their capacity to reach many people. Lectures, which use one-way communication as opposed to interactive learning techniques, are much criticized as a training device.

2. Programmed Instruction (PI):

These devices systematically present information to the learner and elicit a response; they use reinforcement principles to promote appropriate responses. When PI was originally developed in the 1950s, it was thought to be useful only for basic subjects. Today the method is used for skills as diverse as air traffic control, blueprint reading, and the analysis of tax returns.

3. Computer-Assisted Instruction (CAI):

Because the student interacts with the computer, it is believed by many to be a more dynamic learning device. Educational alternatives can be quickly selected to suit the student's capabilities, and performance can be monitored continuously. As instruction proceeds, data are gathered for monitoring and improving performance.

4. Audiovisual Techniques:

Both television and film extend the range of skills that can be taught and the way information may be presented. Many systems have electronic blackboards and slide projection equipment. The use of techniques that combine audiovisual systems such as closed circuit television and telephones has spawned a new term for this type of training, **'teletraining'.** The feature on "Sesame Street " illustrates the design and evaluation of one of television's favorite children's program as a training device.

5. Simulations:

Training **simulations** replicate the essential characteristics of the real world that are necessary to produce both learning and the transfer of new knowledge and skills to application settings. Both machine and other forms of simulators exist. Machine simulators often have substantial degrees of physical fidelity; that is, they represent the real world's operational equipment. The main purpose of simulation, however, is to produce psychological fidelity, that is, to reproduce in the training those processes that will be required on the job. We simulate for a number of reasons, including controlling the training environment, for safety, to introduce feedback and other learning principles, and to reduce cost.

6. Business games:

They are the direct progeny of war games that have been used to train officers in combat techniques for hundreds of years. Almost all early business games were designed to teach basic business skills, but more recent games also include interpersonal skills. Monopoly might be considered the quintessential business game for young capitalists. It is probably the first place youngsters learned the words mortgage, taxes, and goes to jail.

Bryant also highlights on the importance of Training and Development as:

Optimum Utilization of Human Resources – Training and Development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals.

Development of Human Resources – Training and Development helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth.

Development of skills of employees – Training and Development helps in increasing the job knowledge and skills of employees at each level. It helps to expand the horizons of human intellect and an overall personality of the employees.

Productivity – Training and Development helps in increasing the productivity of the employees that helps the organization further to achieve its long-term goal.

Team spirit – Training and Development helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the zeal to learn within the employees.

Organization Culture – Training and Development helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

Organization Climate – Training and Development helps building the positive perception and feeling about the organization. The employees get these feelings from leaders, subordinates, and peers.

Quality – Training and Development helps in improving upon the quality of work and work-life.

Healthy work environment – Training and Development helps in creating the healthy working environment. It helps to build good employee, relationship so that individual goals aligns with organizational goal.

Health and Safety – Training and Development helps in improving the health and safety of the organization thus preventing obsolescence.

Morale – Training and Development helps in improving the morale of the work force.

Image – Training and Development helps in creating a better corporate image.

Profitability – Training and Development leads to improved profitability and more positive attitudes towards profit orientation. Training and Development aids in organizational development i.e. Organization gets more effective decision making and problem solving. It helps in understanding and carrying out organizational policies. Training and Development helps in developing leadership skills, motivation, loyalty, better attitudes, and other aspects that successful workers and managers usually display. (Kirkpatrick,1994)

Hospitality sector is growing at a very fast rate in Ghana. The sector is growing at a rate of approximately 8%. This sector can be classified into hotel industry, travel and tourism, restaurants, pubs, clubs and bars, contract catering, and aviation. Other than that, opportunities also exist in universities, sporting venues, exhibition centers and smaller events management   companies. The major challenge of this sector is shortage of skilled employees along with the challenge of attrition rate. Skilled chefs and managers are in great demand. Managers require huge range of competencies such as, people management, viable skills, business insights, analytic skills, succession planning, and resources development in order to get success in this sector. In addition to that, employees are resource development in order to get success in this sector. In addition to that, employees are not enough trained on Business Etiquettes, Courtesy, and Business Communication. Hospitality is all about handling people. So an employee must have right attitude, tolerance, and listening skills in order to move up the hierarchy. There is still a long way to go to inculcate good public relation, interpersonal skills.

Various authorities have given diverse definitions of the term training and development. Training prepares employees to do their jobs effectively, it describes job procedures and helps develop skills to do their jobs at the proper levels of performance. Training can be given to new employees, and when necessary, to employees already on staff. Training is the organisation's efforts to help employees learn job-related knowledge, skills, and behavior.

Development is the organisation's efforts to help acquire knowledge, skills, and behaviours that improve their ability to meet changes in job requirements and customer needs. (Wright & R. A. Noe 1995)

Training, in hospitality setting, simply means teaching people how to do their jobs (Muller, Porter & Drummond) you may instruct and guide a trainee toward learning knowledge(such as certain facts and procedures), skills necessary to do the standard required (such as loading the dish machine), or attitudes (such as customer-oriented attitude). Three kinds of training are needed in food and lodging operations: job instruction, retraining, and orientation. Job instruction is just that-instruction in what to do and how to do it in every detail of a given job in a given enterprise.

Retraining applies to current employees. It is necessary when workers are not measuring up to standards, when a new method or menu or piece of equipment is introduced, or when a worker ask for it. It takes place whenever it is needed.

Orientation is the initial introduction to the job and the organization. It sets the tone of what it is like to work for the organization and explains the facility and the nitty-gritty of days and hours and rules and policies. It takes place at the beginning of day one.

Relevance of Training and Development:

According to Mathis (1991), effective training is an important factor in achieving competitive advantage through human resources. In the Hospitality industry as a whole we do very little of all the three kinds of training. Training prepares employees to do their jobs effectively. It describes job procedures and helps employees develop skills. In hospitality, training encompasses the three S's- Standards, Service, and Safety. Training employees on job standards means demonstrating and providing information about: The specific job task required of the employee in his or her job. The acceptable standards of performance for job tasks

Effective service training should include an overview of hospitality and what it makes the hospitality industry different. How guest feedback is used as a measure of service. The difference between external customers (guests) and internal customers (co-workers and other departments) and the importance of providing service to both behaviour modeling of appropriate service. Safety training involves training employees how to maintain their own personal safety, maintain guest safety recognize safety hazards and react during an emergency.

Often the employees you are training will want to know why they are there and how the training will benefit them. It is your job to help trainees see and understand how the task you are training fit into the "big picture" of their job, the department, and the property. If employees 'buy in" to the training, they will be more motivated and will ultimately learn more and perform better on the job (Nwachukwu, 1998)

Employee Development:

The importance of qualified manpower in the social and economic development of any hospitality industry (hotel) can hardly be overstated. No organization is known to have attained, sustained high level of economic growth and development without an ample supply of qualified manpower, of all the factors that unlock the forces of growth and development of a hotels' human resource is the most vital, for without it, all the other factors have to wait. Changes in the quality of work force account for the rapid economic development that has taken place in most five star hotels than any other factors.

The essence of any manpower programme is to enhance the welfare of workers by maximizing their skills and the quality and quantity of their employment opportunity and, in so doing, add to the country's economic strength. Thus all manpower programmes are aimed at human resources development and utilization Foskett et al, (2007)

Challenges Facing Training and Development:

There is increasing pressure on staff in organizations to perform quickly, perform well, and adapt to change in a heartbeat. No longer is skill development the only hat worn by trainers. And in addition to dramatic shifts in responsibilities and accountability, effective training and development functions are finding themselves an integral part of the organization's strategic planning. In the hospitality and other business organizations, few things change as much as the training and development function. Change can be seen from numerous perspectives, including the way programs are initiated, developed, designed, and delivered. The various individuals that comprise the process - from trainees to immediate managers, to professional staff, to senior management - are changing perspectives and paradigms on training and development.

Performance Resources Organization surveyed more than 2,000 practitioners and pulled additional data from literature searchers and workshops designed for senior training and development executives to determine the most important trends in the training and development field. The seven trends discussed in this article represent very difficult issues that have not been tackled appropriately in the past and are true challenges for all industries.

According to Casse and Banahan (2007), the different approaches to training and development need to be explored. It has come to their attention by their own preferred model and through experience with large Organizations. The current traditional training continuously facing the challenges in the selection of the employees, in maintaining the uncertainty related to the purpose and in introducing new tactics for the environment of work and by recognizing this, they advising on all the problems, which reiterates the requirement for flexible approach. Usually the managers have the choice to select the best training and development programme for their staff but they always have to bear in mind that to increase their chances of achieve the target they must follow the five points highlighted by Miller and Desmarais (2007).

According to Davenport (2006), mentioned in his recent studies that it's easy to implement strategy with the internet supported software. Some of the Training theories can be effective immediately on the future of the skill and developments. The "content" and the "access" are the actual factors for the process. It is a representation itself by the Access on main aspect what is effective to the adopted practice in training development. As per the recent theories to access the knowledge is changing from substantial in the traditional to deliver the knowledge for the virtual forms to use the new meaning of information with electronic learning use. There is a survey confirmation for using classroom to deliver the training would drop dramatically, (Meister, 2001).

A manager is that what the other members of the organization want them to be because it is a very popular trend of development training for the managers in the training for the management (Andersson, 2008, Luo, 2002).

Most of the managers seem to reject a managerial personality in support of the other truth for themselves (Costas and Fleming, 2009). Conflict can arise between HR/Training and other parts of the organization, commonly due to differing priorities among performance management functions within a business, and notably relating to training, development and welfare of staff. If so, you need to identify conflict and manage it. Conflict is often caused by the different aims of the departments, and you need to facilitate understanding and cooperation on both sides. This is especially important in order to achieve successful training needs assessment, training design, planning, delivery and optimal take-up and implementation. Aside these there are very much deeper implications for organizations seeking to be truly cohesive, 'joined-up', and aligned towards common set of corporate aims and values. If you see any of the following symptoms of conflict, consider the root cause and facilitate strategic discussion and agreement, rather than limit your activity to simply resolving or responding only to the symptom.

Management resisting release of staff for training due to day-to-day work demands short-term needs of performance management versus long-term outlook of HR

HR have no line authority over trainees therefore cannot control training take-up

Training is rarely well followed-through once delegates are back in jobs, despite HR efforts to achieve this via managers HR budgets are often cut if profits come under pressure.

Generally conflict would stem from the values and priorities of directors, managers and staff involved, and the aims and processes of the different HR functions. Here are some subject headings that serve as a checklist to see that the aims and priorities of HR/Training align optimally with those of other departments (the list is not exhaustive but should enable the main points of potential misalignment to be addressed):

A range of challenges are faced by organizations and Human Resource Development professionals in managing and implementing effective Human Resource Development Training and Development, particularly in the climate of globalization, and the new technological revolution begins with the importance of human capital in Human Resource Development practice, their education and technical training, and also their communication and language skills. Human resources' learning and motivation are also described as important features of effective Human Resource Development practices. However, their deficiencies in supporting the effectiveness of Human Resource Training Development pose a challenge to the development, management and implementation of effective Human Resource Training and Development in organizations.

Furthermore, the workforce's changing demographics are also seen to have an impact on Human Resource Development practices, alongside the organization's Human Resource strategies and investments in Human Resource Training Development. The central factor in Human Resource Development is the human resources or the human capital in an organization. They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience (Becker, 1975; Schmidt & Lines, 2002; Harrison & Kessels, 2004). Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Nadler & Wiggs, 1986; Chalofsky & Reinhart, 1988; Nadler & Nadler, 1989; O'Connell, 1999; Streumer et al, 1999; Low, 1998; Harrison, 2000; Sadler-Smith et al, 2000). However, these are some of the problems faced by employers and organizations and seen as a hindrance to the effective management, training and development of human resources in a global economy (Roberts & McDonald, 1995; Fernald et al, 1999; Shim, 2001; Lloyd, 2002; Budhwar et al, 2002; Bates et al, 2002)

In the specific context of Human Resource Development professionals, the literature has indicated that there is a shortage of Human Resource Development professionals who are skilled and experienced systems thinkers (Bing et al, 2003), and who have the ability to manage the vast and specialised function of Human Resource Development across organizations (Eidgahy, 1995; Buyens et al, 2001; Garavan, et al, 2002).

For instance, it was reported by Budhwar et al (2002) that the lack of Human Resource Development professionals in Oman is a major obstacle to the nation's Human Resource Development efforts. Kerr & McDougall (1999) argued that problems also arise due to a lack of experience and understanding of Human Resource Training and Development on the part of managers. Indeed, some writers have claimed that Human Resource Development professionals do have an important role, as they possess expertise in learning and in developing others to become experts (Wright et al, 1999; Eichinger & Ulrich, 1998; Chermack et al, 2003).

For instance, Silver (1991) reported that studies have shown that employees in British firms are seen to have low levels of educational and training qualifications compared to their competitor nations. Following this lead, if Britain, a developed country, is seen to have this problem, it is likely to be even more evident in developing countries. On this note, the International Labour Organization has reported that more than half of the workforce in manufacturing firms, particularly in the South East Asia Region, only possess educational qualifications at primary level or lower (ILO, 1997). The arguments arise that as well as possessing the required skills for the job and being knowledgeable and trainable, human resources should also be required to posses at least a college or university qualification (Low, 1998; Chermack et al, 2003). However, the generalization of this standard of education to all levels of employees is unclear and requires further empirical evidence. Nevertheless, it is agreed that an undergraduate degree provides the essential 'intellectual human capital' on which to build future learning and also a knowledge-workforce (ILO, 1997; Harrison & Kessels, 2004).

However, it may seem that poaching is benefiting employers in terms of financial investment in training, but the extent of employees' adaptability to the new working environment and their ability to transfer previous experience and learning to their new jobs are unclear. In this context, Lloyd (2002) argued that it might be more cost effective to provide more rather than less training for highly skilled employees. However, in the context of the 'elite expertise workers' phenomenon, a better proposition and an effective strategy are yet to be empirically examined.

In order to remain competitive and to ensure excellent staff are attracted to and remain within the organization, companies need to ensure that the training and development of all employees is an issue which is taken seriously. By investing in the development of the people who are the face of the business, companies can get ahead of the competition and excel in what they do. One of the most important aspects of managing people lies in helping employees become more effective at their jobs and being able to adapt to that job or another job as he/she matures within the organization. This requires a high level of co-ordination between employee training and development and the range of other personnel functions, such as recruitment and selection, performance appraisal, reward systems and employee relations. Identification of a company's training needs, designing a relevant training plan, selecting and implementing the resulting training programme and evaluating it's success are therefore integral elements of the overall Human Resource process.

However, for any of these functions to be effective, the Training plans and policies must be in line with the organization's strategic objectives. The Training function is increasingly considered to be a key player in helping the organization to achieve its goals through its people as it is becoming more generally accepted that there is a strong correlation between organizational success and investment in training and development. There is now a growing awareness of the importance of a planned approach to training and development as a tool for competitive advantage, staff recruitment, selection, retention and motivation.

The whole Training and Development function has increasingly acquired status as the instrument for breaking new ground and bringing about change through its developmental activities. Training managers must provide expert advice to top level management, usually about the value to the organization of a particular kind of training. Furthermore, they must have the means to persuade management as to a systematic approach to training outlining for example, the extent to which changes in structure and procedures will be necessary to support training. The training must take place within a framework of partnership between the trainer, employer and employee.

This relationship must be characterized by trust between all stakeholders so that training does not simply reflect the views of the employer. This commonality of interest must be identified and worked towards. Training and development is about making a difference to the bottom line, both in terms of how people feel about their jobs as well as in the area of performance and productivity. Ultimately, it is about adding real value to the organization and those who comprise it.

According to Lloyd (2002), there are two important things to remember about training:

1. Some employees may find external training worrying, particularly if it is assessed in any way or in a classroom environment, or may feel that you are implying that they are not doing their job well enough by sending them on courses. This is where an appraisal system helps enormously, as training is linked to the job role and objectives, and mutually agreed between you.

2. Most people, however, welcome the opportunity to develop new skills or to gain further qualifications. Offering training and development opportunities can be a very significant factor in retaining staff that are keen to progress.

2. METHODOLOGY

The study employed descriptive research design on the Challenges and problems of Training and Development in the hospitality industry in Ghana. Stratified and convenient sampling methods were used for selecting the respondents to gather data. The sample was done by dividing the population into sub groups based on their unique characteristics and randomly selected from each group. The data for this particular research was gathered from Human Resource practioners and employees at both Social Security and National Insurance Trust (SSNIT) and Kwame Nkrumah University of Science and Technology (KNUST) guest houses. In selecting the interview samples, a convenient sampling technique was applied to select an appropriate sample of individuals. A total of 58 Human Resource practitioners and employees were selected for interviews. Out of this, 27 employees were from SSNIT and 31 employees from KNUST

There is a broader policy in KNUST which is also affiliated to their guesthouse in Accra. The policy states that employees have a minimum of six years after they have been confirmed before they are granted study leave upon their request as individual member under the policy. As at the moment, 98% are full time employees in the guest house.

The study followed the quantitative methodology and made use of questionnaires as the measuring instrument. According to Leary (2004), the major advantages of questionnaires are that they can be administered to groups of people simultaneously, and they are less costly and less time-time consuming than other measuring instruments. Structured interview was used to gather the primary information from the employees at the two guest houses used. Questionnaires were prepared and administered to collect the information. This section describes how the researcher gathered the relevant data for study. Statistical program used for the analysis and presentation of data research in the Statistical Package for Social Sciences (SPSS) version 16. Statistical analyses were used to describe an account for the observed variability in the behavioral data.

3. RESULTS

The respondents were asked to tick/circle answers to the questions asked so that they will not encounter any difficulty in answering the questionnaire and the time spent on the questionnaire will be less. The following represent the analysis done by the SPSS as well as their interpretations by the researcher.

Table 1a indicates that at the KNUST Guest House, thirty questionnaires were administered and only 20 employees responded. Out of the twenty responses, 11 of them were Males which represented 55% valid percentage while 9 being Females represented 45% valid percentage.

The SSNIT Guest House as indicated in **Table 1b** has 27 employees. Twenty five questionnaires were administered and twenty two responded. Sixteen (16) of the respondents were males which represented 72.7 valid percentage while 6 Females represented 27.3 valid percentage.

Table 2a shows the Educational qualification of the works in KNUST ranging from Junior High School (JHS) to Higher National Diploma (HND). Majority of them representing 45 valid percent had JHS certificate, 30 valid percentage had HND, 15 valid percentage had NVTI while 10 valid percentage were holders of GCE "O" Level certificate.

Table 2b also shows the Educational qualification at SSNIT ranges from Junior High School (JHS) to Degree. Most of the employees had MSLC and HND certificates representing 27.3 and 27.3 valid percentages respectively, 18.2 and 18.2 valid percentages had NVTI and JHS respectively while 4.5 and 4.5 valid percentages had Degree and RSA respectively.

Table 3a indicated that waiters represent 27.8 valid percent, the number for both Banqueting and Housekeeping represented 22.2 valid percentage each respectively. Other employees such as Accountants had 11.1 valid percentages while Electricals had 16.7 valid percentages.

In Table 3b employees with Electrical specialist at the SSNIT guest house formed 29.4%, Banqueting formed 23.5% waiters represent 17.6%, and Housekeeping was 17.6%. There were other employees such as an Accountant, an HRM representing 5.9% each respectively.

From the responses in **Table 4a**, the training methods mainly used at KNUST guest house are On-the-job training which is 95.2% and computer assisted instructions which is 4.8%

Table 4b indicates that, similarly, SSNIT also adopted the On-the-job training method which is 74.1% , Job rotation 14.8%, followed by the other methods with 3.7% each for Programmed Instruction, Off the job and Instruction respectively.

Table 5a shows that the importance of various training method however, (40%) responded each to split between very important and important while 20% percentage responded the training method was alright.

In Table 5b of SSNIT rating the importance of the training methods, majority of the respondents said they were very important representing 50%, 27.3% responded that the training method was alright, 27.2% also said they were important while no respondent said no.

Table 6a indicates that majority of the respondents which is 50% responded that they are evaluated on business results, 44.4% responded that they are evaluated on job application while only 5.6 are evaluated on learning.

Table 6b shows that at SSNIT, majority of the respondents representing 52.6% said they are evaluated on business results, 21.1% responded that they are evaluated on job application, 15.8% on return on investment while 5.3% each on reaction and planned action and learning respectively

Table 7a indicates that evaluating the effectiveness of various training methods was done only sometimes representing (80%) of the employees' response, 15% said it is not often done while only 5.0% responded regularly.

Table 7b indicates that at SSNIT, the frequency of evaluating the effectiveness was found to be sometimes which represented 81.8% of the employees responses, 18% said it is not often.

In table 8a, the main problem identified to be the influencing factor in training and development was found to be significant customer service activities. This was responded to by 57.1% of the employees and 19.0% responding that it was fast changing business with the rest saying it was new and growing businesses.

Table 8b highlights the respondents at SSNIT stating that the main problem which influences training and development was significant customer service activities. This represented 54.5% of the employees and 27.3% responding that it was fast changing business which influences training and development the rest saying it was new and growing businesses.

In table 9a, majority of the respondents representing 40% thought that on-the-job training technique will improve productivity, 25% thought of programmed instructions, 20% responding to job rotation.

In table 9b 34.8% of the respondents thought that on-the-job training technique will improve productivity, 21% thought that both programmed instructions and Computer Assisted Instruction improve productivity with 17.4% responding to job rotation.

Generally, **table 10a** indicates that the respondents believe that the training methods are productive for their guest house, then 68.4% believed it is productive whiles 31.6% believed it is very productive.

Table 10b also indicates that, the respondents at SSNIT believed generally that the training methods are productive for their guest house and representing 66.7% whiles 33.3% of them even believed it was very productive.

Open Ended Questions:

These were the responses from both SSNIT and KNUST:

Q1. In your opinion, what are the other problems and challenges?

Answers:

Lack of right electricians and porters

Long hours of work due to inadequate staff

Lack of logistics and late notices for functions

Customers think of delay when we are doing the right in serving them

Inadequate On-the-job techniques

Inadequate Off-the-job techniques

Not enough refresher courses are undertaken

Unavailability of staff on time as a result of the shift system

Inadequate staff training in customer service provision

Q2. In your opinion what can you suggest to solve the problems?

Answers:

More electricians and porters should be employed

Provision of additional hands

Notices must be given early and team work must also be built among the employees

Notices must be placed in the restaurants telling customers to exercise patience when being served.

Management must provide more avenues for on-the-job training

There should be more avenues for on-the-job training

More training programmes must be conducted

In summary, the quality of employees and their development through training and development are major factors in determining long-term profitability of businesses. If companies hire and keep good employees, it is a good policy to invest in the development of their skills, so they can increase their productivity. Though training is often considered for new employees only, it will be more appropriate to do ongoing training for existing employees to help them adjust to rapidly changing job requirements. The research revealed that, when employees receive the appropriate training and development their productivity will increase commensurately. Respondents acknowledged this fact by rating as productive, the contribution of training and development programmes they have received.

Respondents at both SSNIT and KNUST guests' houses indicated that on-the-job training technique is their preferred training and development technique. This could be due to the fact that it provides practical experience for the employees whiles at work, however, majority of the respondents mentioned significant customer service activities, lack of logistics and late notices for functions, inadequate On-the-job techniques, inadequate Off-the-job techniques and not enough refresher courses as the major at both SSNIT and KNUST guests' houses. From the responses of the questionnaires given out, some of the employees that have been with SSNIT guest house for a longer period had relatively lower qualification as compared to that of the KNUST guest houses, and this result in lower productivity.

4. CONCLUSION

Employees frequently develop a greater sense of self-esteem, dignity and interests as they become more valuable to the firm and society. Generally they will receive a greater share of the material gains that result from their increased productivity. These factors give them a sense of satisfaction through the achievement of personal and company goals.

Reasons for emphasizing the growth and development of personnel may include creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization. Enhancing the company's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff. Building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale and ensuring adequate human resources for expansion into new programs.

Benefits that a business receives from training and developing its workers also include increase in productivity, reduced employee turnover, increased efficiency resulting in financial gains and reduction in supervision. It is on this profound conclusion that the researchers believed that training and development programmes must be taken very seriously at both SSNIT and KNUST guest houses.

5. RECOMMENDATIONS

- Management at both guest houses must always ensure effective training and development techniques devoid of challenges
- Training techniques must be structured by management to ensure that employees can apply what they are trained to do to reflect on the result of the business of the guest house. This is because most of the respondents believe that the effectiveness of their training is based on business results and how they can apply their training.
- Since the main problems/challenges that influence the need for training and development were found to be Significant customer service activities, fast changing Business and New and growing businesses, management must focus much of their resources into training their employees to provide superior customer service to meet the fast changing business environment.
- The researcher recommends that compulsory and rigorous training should be given to the employees of SSNIT Guest Houses. Some of the sectors which need this training most are Food and Beverage sector, which is made up of the kitchen and restaurants, the waiting needs training and skills in waiting and hygiene. Whiles the Room Division service needs to be trained in terms of security of customer property and safety.
- Promotion at the Guesthouses must be regularized for all staff should be based on equitable and fair process to avoid strained staff – management relationship.
- For training to be profitable to the establishment there is the need to conduct or use effective performance assessment techniques for the training to benefit the establishment as well as the employee's interest.
- The management of KNUST and SSNIT Guest Houses to institute mentoring for Senior Staff in the establishment in the area of career succession plan.
- Finally, management must provide more avenues for on-the-job training

Table 1a: Gender at KNUST (Kwame Nkrumah University of Science and Technology)

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	11	52.4	55.0	55.0
	Female	9	42.9	45.0	100.0
	Total	20	95.2	100.0	

Table 1b: Gender at SSNIT (Social Security and Insurance Trust)

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	32.7	72.7	72.7
	Female	6	12.2	27.3	100.0
	Total	22	44.9	100.0	

Table 2a: Educational Qualification – KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	O Level	2	9.5	10.0	10.0
	HND	6	28.6	30.0	40.0
	JHS	9	42.9	45.0	85.0
	NVTI	3	14.3	15.0	100.0
	Total	20	95.2	100.0	

Table 2b: Educational Qualification – SSNIT

Item		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RSA	1	2.0	4.5	4.5
	HND	6	12.2	27.3	31.8
	JHS	4	8.2	18.2	50.0
	NVTI	4	8.2	18.2	68.2
	MLSC	6	12.2	27.3	95.5
	Degree	1	2.0	4.5	100.0
	Total	22	44.9	100.0	

Table 3 a: Level and Specialist - KNUST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Banqueting	4	19.0	22.2	22.2
	Waiter	5	23.8	27.8	50.0
	Accounting	2	9.5	11.1	61.1
	House Keeping	4	19.0	22.2	83.3
	Electricals	3	14.3	16.7	100.0
	Total	18	85.7	100.0	

Table 3b: Level and Specialist – SSNIT

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Banqueting	4	19.0	22.2	22.2
	Waiter	5	23.8	27.8	50.0
	Accounting	2	9.5	11.1	61.1
	House Keeping	4	19.0	22.2	83.3
	Electricals	3	14.3	16.7	100.0
	Total	18	85.7	100.0	

Table 4a: Kindly Identify the Method(s) of training practices in your institution - KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On the job	20	95.2	95.2	95.2
	Computer Assisted Instruction	1	4.8	4.8	100.0
	Total	21	100.0	100.0	

Table 4b: Kindly identify the method(s) of training practices in your institution - SSNIT

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On the job	20	40.8	74.1	74.1
	Off the job	1	2.0	3.7	77.8
	Programmed Instruction	1	2.0	3.7	81.5
	Computer Assisted Instruction	1	2.0	3.7	85.2
	Job Rotation	4	8.2	14.8	100.0
	Total	27	55.1	100.0	

Table 5a: On a Scale of 1 to 5, How will you rate the Importance of training Methods used in your institution? – KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	8	38.1	40.0	40.0
	Important	8	38.1	40.0	80.0
	Alright	4	19.0	20.0	100.0
	Total	20	95.2	100.0	

Table 5b: On a Scale of 1 to 5, How will you rate the Importance of training Methods used in your institution? – SSNIT

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	11	22.4	50.0	50.0
	Important	5	10.2	22.7	72.7
	Alright	6	12.2	27.3	100.0
	Total	22	44.9	100.0	

Table 6a: On which of the following basis does your establishment evaluate the effectiveness of the methods used in training your staff- KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning	1	4.8	5.6	5.6
	Job Applications	8	38.1	44.4	50.0
	Business Results	9	42.9	50.0	100.0
	Total	18	85.7	100.0	

Table 6b: On which of the following basis does your establishment evaluate the effectiveness of the methods used in training your staff? SSNIT

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Reaction and Planned Action	1	2.0	5.3	5.3
	Learning	1	2.0	5.3	10.5
	Job Applications	4	8.2	21.1	31.6
	Business Results	10	20.4	52.6	84.2
	Return on Investment	3	6.1	15.8	100.0
	Total	19	38.8	100.0	

Table 7a: How often does your establishment evaluate the effectiveness of the training methods used in training the staff? - KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	1	4.8	5.0	5.0
	Sometimes	16	76.2	80.0	85.0
	Not often	3	14.3	15.0	100.0
	Total	20	95.2	100.0	

Table 7b: How often does your establishment evaluate the effectiveness of the training methods used in training your staff? – SSNIT

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	18	36.7	81.8	81.8
	Not often Regularly	4 0	8.2 0	18.2 0	100.0
	Total	22	44.9	100.0	

Table 8a: Which of the following problems/challenges influence the need for training and development in your institution? - KNUST

	Item	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fast changing Business	4	19.0	19.0	19.0
	Significant customer service activities	12	57.1	57.1	76.2
	New and growing businesses	5	23.8	23.8	100.0
	Total	21	100.0	100.0	

Table 8b: Which of the following problems/challenges influence the need for training and development in your institution? – SSNIT

Item		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fast changing Business	6	12.2	27.3	27.3
	Significant customer service activities	12	24.5	54.5	81.8
	New and growing businesses	4	8.2	18.2	100.0
	Total	22	44.9	100.0	

Table 9a: Which of the following training techniques mostly improves the productivity of your Guest House? – KNUST

Item		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On the job Training	8	38.1	40.0	40.0
	Programmed Instruction	5	23.8	25.0	65.0
	Computer Assisted Instruction	3	14.3	15.0	80.0
	Job Rotation	4	19.0	20.0	100.0
	Total	20	95.2	100.0	

Table 9b: Which of the following training techniques mostly improves the productivity of your Guest House? - SSNIT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	On the job Training	8	16.3	34.8	34.8
	Programmed Instruction	5	10.2	21.7	56.5
	Computer Assisted Instruction	5	10.2	21.7	78.3
	Audiovisual Techniques	1	2.0	4.3	82.6
	Job Rotation	4	8.2	17.4	100.0
	Total	23	46.9	100.0	

Table 10a: How does the training method in question (9) affect the productivity of your Guest House on a scale of 1 to 5? - KNUST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very Productive	6	28.6	31.6	31.6
	Productive	13	61.9	68.4	100.0
	Total	19	90.5	100.0	

Table 10b: How does the training method in question (9) affect the productivity of your Guest House on a scale of 1 to 5? - SSNIT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Productive	5	10.2	33.3	33.3
	Productive	10	20.4	66.7	100.0
	Total	15	30.6	100.0	

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