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**THE NATURE OF MANAGERIAL CAREER DEVELOPMENT IN THREE, FOUR  
AND FIVE STAR HOTELS IN KENYA**

BY

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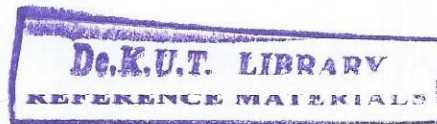
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**YEAR 2013**

The nature of managerial career develop



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## DECLARATION BY CANDIDATE

I declare that this research dissertation is my original and own work and to the best of my knowledge has not been presented for a degree in any other University or institution of Higher learning. All the sources that I have used or quoted have been indicated and due acknowledgment made by means of complete references.

Lilian K. M. Mwenda

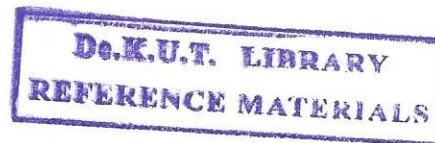
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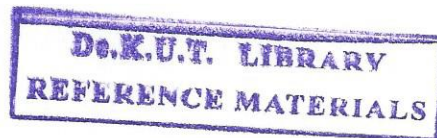


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## DECLARATION BY SUPERVISOR

This research dissertation has been submitted for examination with the approval by the supervisor in partial fulfillment for the award of Doctor of Philosophy in Business Administration and Management of Dedan Kimathi University of Technology

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**DEDICATION**

This study is dedicated to my family and friends for giving me emotional and moral support that was much needed. I would like to especially thank my husband and greatest cheerleader, Gerald Mwenda; children, Kiunga Mwenda and Samantha Mwenda, Kathambi and Nkirote for their encouragement and support; my parents, Mr. and Mrs. Mugambi, for teaching me the value of hard work; my siblings, Dr. Susan, Ndumba, Muchai, Gitonga, Julia, Kimathi, Murithi and Kendi for their emotional support; Bob Osana and Kendi Osano for professional advice; my friend and sister, Anita Wanjugu Wachira for walking the walk with me.

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## ABSTRACT

The purpose of this study was to identify and explore factors that affect managerial career development in three, four and five star hotels in Kenya. The research examined the relationship and link between various independent variables such as Vocational Education (VE), Management Training (MT), Mentorship (MS), Job Experience (JE), Leadership Style (LS) and Life-Chances (LC); and managerial career development (MD). Based on the identified relationship, the study developed a framework that explained the relative importance of the variables under study on Managerial Career development. Six hypotheses based on the variables under study were tested. The study was conducted in Nairobi and Mombasa given that the two areas have the highest concentration of the target population. The sample population included 108 managers and operational departmental heads from 18 such hotels as approved by the Hotels and Restaurants Authority within the ministry of Tourism. A cross-sectional survey that employed both analytical and descriptive methods to address the objectives of the study was used. Stratified random sampling (SRS) was used to obtain a representative sample of hotels and purposive sampling used to select managers. Data was collected using both structured and semi-structured questionnaire. The findings reveal that Vocational Education, Management Training, Mentoring, Job Experience, leadership Style and life chances are positively correlated to managerial career development with the following coefficients; vocational education (VE) 0.52, Management Training (MT) 0.401, Mentoring (MS) 0.010, Job Experience (JE) 0.165, Leadership Style (LS) 0.123 and Life-Chances (LC) 0.136. The F-value of 4.31 with a probability of 0.002 at 5% significance and adjusted R squared of 0.76 dictated that the joint contribution of the independent variables was significant in predicting the dependent variable in these hotels. The study recommends that hotels and training organizations in this industry should emphasize vocational education and management training in their development programs, besides mentorship and leadership style. This research contributes to the hotel industry, by providing a framework for the development of appropriate human resource strategy

**Key words:** Hotel Industry, Career Development, Vocational Education, Job Experience and mentoring.

**CHAPTER ONE: INTRODUCTION**

**1.1 RESEARCH BACKGROUND**

According to Kenya Bureau of Statistics Report (2010) Kenya's service sector contributes about 63 percent of gross domestic product. This sector is dominated by Tourism. Kenya's tourism relies on natural resources such game parks (13 game parks spread throughout the country), tourist coastal beaches, mountains (Mt Kenya in central Kenya and Mt Kilimanjaro at the Kenya-Tanzania Border), and the expansive hotel industry. The industry boasts of a wide range of hotels and lodges that hold different classifications. These different groupings enable the hotel industry to cater for different categories of people ranging from those with banal needs to those with specialized needs. Though the contribution of the hotel industry especially five, four and three star hotels toward the economy by way of; foreign currency, employment and market for agricultural and other products has tremendously increased Since Kenya got her independence in 1963, this contribution could be further enhanced if more local people could be put in decision making positions in these hotels. It is factors that affect the development of managers in these institutions that are discussed in this study.

The Kenya Hotel and Restaurant Act (1986) and the World Tourism Organization (2012) define a hotel as any establishment that offers accommodation only or accommodation and other services to five or more people at any given time for payment. In commercial circles, a hotel is explained as a 'city within a city' (Tribe, 2005). This description means that hotels need to diversify the services they offer to the customers. Today five, four and three star hotels offer a wide range of services.

The success of hotels especially those that are classified as three, four and five star is dependent on the quality of services they offer. This is due to the fact that such hotels boast of selling an experience better than their competitors for people to get value for their money. Hotels are classified and certified according to comparative levels of quality of service and products offered. These certifications are in the form of 'stars' awarded. A hotel with a higher number of stars is considered to offer better services and products. The highest number of stars awarded to Kenyan hotels by the ministry of tourism in 2012 was five. As in other countries, the achievement of more stars rests predominantly on the management-style that is in place. The training of managers and their career development are therefore crucial to the industry and to the country.

Research into the education, the employment, the retention, and the career development of managers in Kenya remains limited. The hotel-management career attracts different people for a variety of reasons. Nevertheless, career patterns vary between individuals, occupations and societies, and are a function of structural opportunities and individual choices (Arthur et al., 1989). Opportunities are however scarce, particularly in developing economies, and one requires a strategy in order to access them. Often the strategy involves the acquisition of relevant college education. However, whether this translates into the desired access, and is followed by acceptable performance, is a different matter and calls for research. According to Arnold and co-workers (Arnold et al., 2006) the area of career theory that is widely researched in the developed economies is that relating to career development. An investigation into the career development of Hotel managers in Kenya is likely to

benefit from what has been done in the western world. So, this study is an attempt to investigate/ the factors that affect career development of managers in the Kenyan hotel industry. But to begin with, what is career development?

Today, organizations, whether private or public, are faced with fierce competition, scarce resources and rapid technological changes. This has meant that organizations ought to be managed in such a way that not only is their immediate survival guaranteed but also their long-term future development is ensured. Management plays an important role in the realization of these goals. In today's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a Career Development Program in the workplace. This will enhance organizational loyalty among employees; result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints (Werther & Davis, 2002).

Continued development in Transport and communication has turned the world into a global village where hotels strive to provide their clients with services able to compete at the local and global scene (Pine, 2001). This phenomenon is not different even in developing countries such as Kenya where hotels endeavor to offer products and services comparable to anywhere in the world. To do this, the hotel industry in Kenya has to equip their human resource with the knowledge and skills that will enable them to compete not only locally but regionally and internationally. Though three, four and five star hotels will continue to grow in Kenya, the nature of career development for managers is not well understood. Career development refers to the



career outcomes for individuals, and encompasses important issues such as economies, job transition, upward mobility, withdrawal, compromise and stages (Ladkin, 2002). There is need to carry out more research on emerging issues in developing economies such as Kenya.

According to the World Travel and Tourism organization paper (1999:p.2) travel and tourism, and related industries such as those found in the hotels, are the largest job-creators across national and regional economies. This is the case in Kenya, which is a country on the Eastern part of the African continent. She has the largest economy of the East African countries comprising of Kenya, Tanzania, Uganda, Rwanda and Burundi. Although Kenya's economy is largely based on agriculture, she gets a significant contribution from the hotel sector.

Kenya's Vision 2030 (2007) is anchored on three pillars these are: economic pillar - moving the economy up the value chain, the social pillar - investing in the people of Kenya and the political pillar - moving to the future as one nation. The economic pillar identifies six key sectors that will deliver a ten percent economic growth rate per annum. These include: tourism, value addition in agriculture, a better and more inclusive wholesale and retail trade, manufacturing, financial services and the business process outsourcing/off shoring (BPO). According to vision 2030, Kenya aims to be one of the top ten long-haul tourist destinations in the world offering high-end, diverse and distinctive visitor experiences that few of her competitors can offer. One of the strategies that the Kenyan government intends to adopt in attaining the above is creating a competitive edge through quality service delivery in its

establishments. Quality service will only be possible through effective managerial development.

## 1.2 PROBLEM STATEMENT

Since Kenya became independent in 1963, the hotel industry has flourished in almost every big centre in the forty seven counties and more so in the two major cities of Nairobi and Mombasa. Despite this growth this researcher has visited several listed 3 to 5 star hotels in Nairobi and Mombasa and noticed that over fifty percent of the top managers in Nairobi and thirty percent in Mombasa were non Kenyan male individuals of European or Indian descent. This observation applies to organizations irrespective of type of ownership (private, family, local or foreign). Although not many, Kenya does have citizens of European and Indian decent and it is possible that some of them work in the hotel industry. According to the population census of 2009, Kenyans of African descent constitute over 90% of the country's total population Thus their apparent absence at these several high level managerial positions gave this researcher the impetus to investigate how the Kenyan major hotels develop their high level managers.

Accordingly, this research sought to examine what constitutes managerial career development in three, four and five star hotels in Kenya with the aim of providing the way forward in formulating government and organizational policies that can be used to effective develop Kenyans to manage three, four and five star hotels.

### **1.3 PURPOSE OF THE STUDY**

Competencies have been identified as major factors influencing performance of a company and the gaining of competitive advantage (Candace Blayney, 2009; Aung, 2000; Brophy & Kiely, 2002) Conant, Mokwa, & Varadarajan, 1990). Kyoo, (1999) argue that managerial career development in the hotel industry enables Kenya as a country to develop core competencies important in achieving world class standards. Thus, the success of all functions performed in the hotel industry depends on how well these functions are managed. The continuity of three, four and five star hotels is dependent on the quality and level of the personnel that manage these services and the continued improvement of service delivery. Competition of three, four and five star hotels worldwide increases the importance of customer satisfaction and consequently the importance of developing managers of these establishments. The nature of managerial career development in three, four and five star hotels is not well understood. Though research has been done on the factors that contribute to managerial career development in three, four and five star hotels in Kenya, the significance of these factors in managerial career development is as yet unstated. This is why this research seeks to answer the question what constitutes managerial career development in the three, four and five star hotels in Kenya. The research seeks to establish the most effective way that hotel organizations can manage, develop and release managers' full potential.

Three, four and five star hotels apply the differentiation business strategy model to get and retain customers. Assen et al. (2008) argue that for an organization to succeed in differentiation strategy it has to provide unique features to their

customers, command premium prices for their products, provide high customer service, use superior quality products and be able to innovate rapidly. This requires maximum managerial resource contributions through efficient and effective managerial career development. Thus, for the Kenyan three, four and five star hotels to acquire Assen's model of success, they must invest in effective and efficient career development framework for their managers

All managers, irrespective of the type and size of organization are expected to judiciously combine human, financial and other non-material resources in order to achieve pre-determined organizational goals. Of all the resources available to managers, human resource is the most important factor especially in light of the fact that it is responsible for the management of the other supporting resources in the service sector, which are deemed necessary for the creation of a competitive edge in that industry.

At face value it can be argued that the hotel industry is vital to Kenya's economy by providing foreign exchange, creating direct and indirect employment and contributing to the country's gross domestic product, (Kenya Bureau of Statistics Report, 2010). However a critical assessment of the Kenya's hotel industry especially within the three, four and five star hotels indicates that most of the foreign exchange earned is repatriated back to the developed countries through the import of raw materials needed to sustain the industry as well as in the payment of hefty salaries to expatriates. This could be remedied by ensuring that Kenyans are allowed to acquire relevant knowledge and skills.

According to Turkson and Riley (2007), there are two routes to knowledge-acquisition namely education and training. The merits of each are a cause for debate for while Education providers present their programs as vocationally oriented, practitioners argue that work is best learned on the job (Watson and Brotherton, 1996, p. 13). Guerrier and Deery (1998) found that Hospitality Managers were generally poorly equipped to meet the demands of managerial work because the industry has emphasized vocational rather than managerial skills.

This is why the roles that education and training play in career development in the Kenyan hotel industry need to be investigated. This is more urgent given approximately 253,000 people are directly and indirectly employed in the industry (Kenya Bureau of Statistics 2009 report.) Substantial amount of research has been done within career development of hotel managers internationally, but the same cannot be said about the Kenyan hotel industry.

#### **1.4 SIGNIFICANCE OF THE STUDY**

The research findings will help organizations in the Kenyan Hotel industry to adopt appropriate strategies to develop and retain employees and thus not only attract good managers but also reduce labour cost. Hospitality and Tourism industry being a service industry will be able to develop a sustainable competitive edge with effective human resource development.

In order to achieve the above, the following need to be taken into account. Firstly, it has been pointed out that lifetime employment allows for long-term development of employees and enables the creation of a structured succession program mutually

beneficial to both the organization and the individual (Mabey et al. 2000 p: 161). Secondly, that the goals of higher education are knowledge creation, application and dissemination that develop the basis of professions and occupations in the industry (Tynja, 1999). Thirdly, human resource should be developed on-the-job as a way for organizations to gain unique competitive edge (Tesone and Pizan, 2008; PP 350)

### **1.5 RESEARCH QUESTIONS**

This study endeavours to develop a career development framework for managers applicable in the hotel industry. Here, the determination of the various factors that influence career development for managers is of great importance. More so, the research explores the nature of managerial career development in these hotels. It also looks at the impact that vocational education, managerial training, mentorship, job experience, and leadership style and life chances have on managerial career development.

This study aims to determine the key variables that influence the training of managers, and to develop a workable model that aids in the production of high calibre managerial personnel for the industry. In this regard the study seeks to answer the following main research question:

*What is the nature of managerial career development in these classes of hotels in Kenya?*

In order to exhaustively answer this question, the research explores the following supplementary questions:

1. What is the effect of vocational education on development of managers in the Kenyan hotel industry?
2. What is the effect of management training on development of managers in the Kenyan hotel industry?
3. What role does mentoring have on managerial career development?
4. What effect does job experience have on career development?
5. What role does leadership style play in managerial career development?
6. Do gender and ethnicity have any effect in the appointment of managers in the Kenyan hotel industry?

#### **1.6 OBJECTIVES**

The main objective of this study was to determine the *nature of managerial career development in these classes of hotels in Kenya. In order to achieve the main objective the study sort to achieve the* following objectives. To determine:

1. The role of vocational education in managerial career development.
2. The role of managerial training in career development.
3. The role played by mentorship in managerial development.
4. The relationship between job experience and managerial career development.
5. The relationship of leadership style and managerial career development.
6. The role played by gender and Ethnicity (as pseudo for life-chances) in managerial career development.

#### **1.7 HYPOTHESIS**

Based on the specific research questions, the study examined the following alternate or null research hypotheses.

Hypothesis one (H <sub>1</sub> )	Vocational education enhances managerial career development in the hotel industry.
Hypothesis two (H <sub>2</sub> )	Management training has a positive influence on managerial career development.
Hypothesis three (H <sub>3</sub> )	Employees who are mentored within the organization stand greater chance of becoming managers.
Hypothesis four (H <sub>4</sub> )	Job experience has positive impact on managerial career development in the hotel Industry.
Hypothesis five (H <sub>5</sub> )	Leadership style has an influence on career development.
Hypothesis six (H <sub>6</sub> ) (a)	Ethnicity has an influence on managerial career development in the hotel industry.
Hypothesis six (H <sub>6</sub> ) (b)	Gender has an influence on career development in the hotel industry.

### **1.8 SCOPE OF THE STUDY**

The study was conducted in the Nairobi and Mombasa areas. The choice of these two locations was informed by the fact that Nairobi being the Administrative capital of Kenya is host to most of the administrative offices for both the public and private sector while Mombasa, which is the second largest city in Kenya, has tourism and related businesses as its main economic activity. In addition to this all, chain hotels in



Kenya have their administrative offices and branches either in Nairobi or Mombasa. Assistant Managers and departmental managers of three, four and five star Hotels will be interviewed to determine the strategies used to develop them. The focus of the study was managers, assistant managers and operational managers in these hotels.

### **1.9 ASSUMPTIONS IN THE STUDY**

The study assumed that the sampled population in Nairobi and Mombasa was representative enough to warrant inferences to the effects of managerial career development on the general career advancement in three, four and five star hotels within the industry.

### **1.10 LIMITATIONS OF THE STUDY**

1. This study was limited to three to four star hotels located in Nairobi and Mombasa Kenya.
2. The study targeted general managers, assistant general managers and heads of operational departments
3. Despite the fact that the researcher can assure the respondents of confidentiality, the study was limited by how truthful the respondents answered questions
4. The study was limited to, vocational education, managerial training, mentorship, job experience, leadership style, gender and ethnicity as dependent variables.

## 1.11 DEFINITION OF TERMS

<i>Career development</i>	Upward progress of staff in the organizational structures.
<i>Criteria</i>	Recruitment mechanizations within the hotel industry.
<i>Development strategies</i>	Plans that will help staff advance in their development skills and knowledge relevant to their job advancement.
<i>Experience</i>	Length of time an individual spends working at a job that helps develop skills necessary to perform managerial duties.
<i>Hotel</i>	Any establishment offering accommodation only or accommodation and food for at least five people at any one time in exchange of payment.
<i>Five Star Hotel</i>	Luxury hotels offering the highest international standards in all their outlets
<i>Four Star Hotel</i>	Exceptionally well appointed hotels offering high standard of comfort service and all bedrooms providing private bathroom/shower
<i>Life-chances</i>	The natural opportunities (gender and ethnicity) each individual has to improve his or her quality of life.
<i>Managers</i>	Departmental (junior managers) and senior managers tasked with coming up with strategies, which ensure a competitive edge.

<i>Management training:</i>	Attainment of other type of general management skills and knowledge except skills and knowledge directly related to the hotel industry
<i>Mobility</i>	Human resource turnover.
<i>Mentoring</i>	Partnership through which one person shares skills, information, and perspective to foster personal and professional growth of someone else.
<i>Three Star Hotel</i>	Well appointed hotel with spacious accommodation, private bathroom/shower in all bedrooms and full reception and meal
<i>Vocational Training</i>	Specialized hotel training that is training in hotel skills

## 1.12 CHAPTER BRIEFS

This first chapter presents the research study in terms of the background, problem statement and purpose. It identifies six specific research objectives that translate to hypotheses that affect managerial career development in three, four and five star hotels. The chapter concludes by defining the scope of study and drawing out the potential study's contributions.

Chapter two is a detailed analysis of past literature relevant to the field of managerial career development. It will provide both theoretical and empirical secondary data based on previous research studies of a similar nature also chapter two presents the importance of the hotel industry in a country's economy.

Chapter three (Research Methodology) discusses the method used to gather data and analyze it. The chapter also presents the method used to ensure the validity and reliability of the data. The chapter also discusses sampling design that was adopted. It also provides justification for the data collection instruments to be employed, while describing in detail the choices of possible analytical tools.

The fourth chapter constitutes data analysis and interpretation. It has both descriptive data analysis and hypothesis testing

Chapter five contains summary, conclusions and recommendations of the findings; the chapter also suggests areas for further research.

### 1.13 CHAPTER SUMMARY

This chapter introduces the study undertaken. It gives the background with the aim of locating the research on the basis of what is already available in research literature. It describes the research problem, justification, limitation and the scope of the study. The chapter is arranged as follows: background to the study, statement of the problem, purpose of the study, research questions, hypothesis, objectives, and significance of the study, assumptions, limitations and description of terms.

## CHAPTER TWO: LITERATURE REVIEW

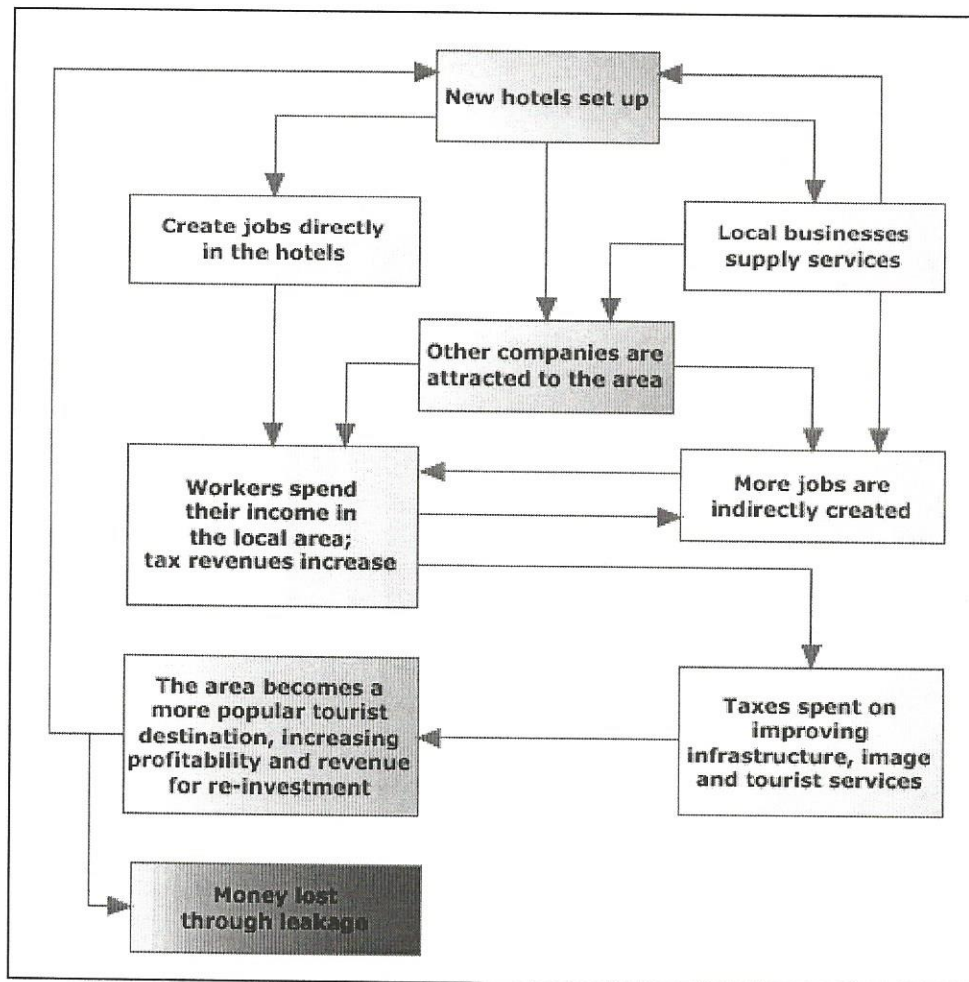
### 2.1 CHAPTER INTRODUCTION

There are a number of publications that shed light on issues of managerial career development in Kenyan hotels: vocational education and development of hotel managers; management training and development of hotel managers; mentoring and career development of hotel managers; job experience and career development of hotel managers; leadership style and career development of hotel managers and gender and ethnicity on career development of hotel managers.

This chapter reviews both theoretical and empirical literature related to the nature of managerial career development in Kenyan three, four and five star hotels. To understand these factors, relevant theoretical underpinnings and empirical studies are reviewed. A conceptual framework, which will form a basis of comparison of data analysis and the models or relevant theories, has been developed. The chapter goes on to review the independent variables in relation to the dependent variable. It also identifies knowledge gaps that are as a result of analyzing the theoretical and empirical literature. This chapter presents an overview of literature that is related to this study. The chapter is organized as follows: (2.1.1) The hotel Industry, (2.1.2) Skills and competency (2.2) Theoretical framework, (2.2.1) Organizational culture theory, (2.2.2) Transformational leadership theory, (2.2.3) System theory, (2.3) Empirical review, (2.3.1) Vocational Education and development.

## 2.2 THE HOTEL INDUSTRY

The hotel industry does not only create jobs in the tertiary sector but also encourages growth of primary and secondary sectors of the economy. The following diagram can explain the multiplier-effect of the hotel industry.



**Figure 2.1 The tourist multiplier effect**

Source: <http://geographyfieldwork.com/TouristMultiplier.htm>

According to Akama (2008) money spent in the hotels helps to create jobs directly and indirectly. However a study of tourism leakage in Thailand estimated that 70% of all money spent by tourists ended up leaving Thailand via foreign-owned tour operators,

airlines, hotels' imported drinks and food and salaries paid to expatriate staffs. Though no such study has been carried out in Kenya, the continued culture of expatriates taking up managerial positions in the industry (paid hefty salaries and in foreign currency) results in the foreign currency to be repatriated to the developed world.

The world travel and Tourism Council (2010) argues that Travel and Tourism is the world's largest creator of jobs. The jobs created by Travel and Tourism spread across the economy with hotels being the biggest beneficiaries.

The 1992 United Conference on Environment and Development (UNCED) identified Travel and Tourism as one of the Key sectors of the economy, which could make a positive contribution to achieving sustainable development.

Kenya is located on the equator on the east coast of Africa. The country is known for diverse wildlife "the big five (the lion, buffalo, elephant, rhino and the elephant) which can be seen in the game parks and the breathe-taking scenery including the great rift valley, Mt Kenya and Mt. Kilimanjaro, the highest mountain in Africa. With so many points of interest it is no surprise that tourism is the second largest contributor of the Kenyan economy.

Apart from agriculture, tourism is the largest contributor to Kenya's economy. Tourism accounts for almost 20% of the country's GDP with an annual yield of 500 million US dollars. The tourist industry provides jobs for 180,000 locals as well as indirectly providing 320,000 jobs connected through tourism. Crawley and Mike, (2000) Tourism is able to create such a large number of jobs because it can employ people of all different



skill levels, everything from managers to safari drivers. The tourist industry is unique in that it provides more jobs than any other business. Each year 780,000 visitors spend money not only on safaris and hotels, but also on apparel, food and beverages, transportation, and entertainment. Providing so much economic diversification greatly benefits the country. New development, such as the building of airports, hotels, roads, and restaurants helps Kenya modernize and be even more accessible to the world. Tourism is also beneficial to Kenya because it helps to promote cultural exchanges of ideas and beliefs. This idea of “international goodwill” is vital to a country’s standings (UN 2006 report on sustainable tourism in Kenya)

Crawley and Mike (29 Sept. 2000), argues that, while bringing in a major part of Kenya’s GDP (19%), locals in Kenya received very little benefit. In fact, less than 2% of income at Maasai Mara National Reserve went to benefit locals. The majority of the income, including entry fees that visitors paid, went to the government’s treasury, luxury lodges, transportation, and foreign tour operators. Kenya’s government made policies stating that locals should receive a quarter of the profits from tourist sites; however, these policies have not been enforced. Though the tourism industry is leaving a huge impact on Kenya’s economy (19% of GDP), for the country to reap maximum benefits from tourism the people who manage the various establishments need to be developed

### 2.3 SKILLS AND COMPETENCES NEEDED BY MANAGERS IN THE HOTEL INDUSTRY

The term managerial competence is used to encompass job related competences, skills, knowledge and understanding, as well as competencies relating to the attributes of an individual.

Watson, S. and Drummond, D. (2002) stipulate that the importance of having managers with appropriate competences has been recognized as fundamental to the success of Scottish tourism. "Tourism People" (an industry-led body whose role is to focus on meeting and exceeding customer expectations, by investing in the people who work in the industry) sees management and leadership development as a priority (Watson and Drummond, 2002). However, before that development can take place, it is imperative to identify what competences are required. This will assist in the provision of a framework for managerial competence for visitor attraction managers

According to Prahalad and Hamel(1990, Hamel (1994) and Stinchcombe (1990), the foundation of an organization's capabilities is the competence of its individual members. This has led to a focus on competence-based management that relies heavily on the notion of identifying a range of specific skills and knowledge, which encompass all aspects of a manager's work.

In reviewing the literature on management and leadership competence, Winter Ton *et al.* (2000) present a range of competencies that will be required of successful managers in the future. Such competences which are considered to be critical include: possessing knowledge based on a technical specialty; ability to see and act beyond local boundaries;

learning and innovation; managing change; flexibility; group oriented view of leadership, and transformational leadership. Competences, identified as being important are cited as: facilitation skills; communication across national boundaries; self-reliance; responsibility; self-monitoring; and ability to learn from experience. Finally, some of the “critical capabilities” which organizations need to have in place are presented as: shared value, trust, honesty, sustainable development, influence, instinct and good judgments.

Hay (1990) examined core managerial competences and characteristics, which are essential in a rapidly changing world. Tas (1988) and Christou and Eaton (1997), identify the most important competences for hotel general management. In essence, all these surveys appeared to identify “soft” or “human-relations” associated competences as being the most significant. Kay and Rusette (2000) conclude that although most essential hospitality-managerial competencies “fall under the rubric of leadership and interpersonal skills”, “technical knowledge of product-service” and “adapting creatively to change” were also rated as essential. Ladkin (1999) when reviewing the empirical research into hotel managers found that when researchers have concerned themselves with more applied research and looked at what managers in hotels actually do, four principal roles of entrepreneur; cost controller; marketer, and service and quality control assurance, could be identified. More recently, Brophy and Kiely (2002) in seeking to develop a competency framework for middle managers in the Irish hotel sector, clustered competencies by mapping these to the key results areas of customer care, quality and standards, managing staff, achieving profitability and growing the business.

## **2.4 EMPIRICAL REVIEW**

### **2.4.1. Vocational Education and Development of Hotel Managers**

In a study on qualifications; Harper, Brown and Irvine (2005) sought to examine the role of formal qualifications in the career development of contemporary hotel general managers in Scotland. The authors argue a formal qualification is one of the most important pillars of the career development processes of managers in the hotel industry. Key findings identified that vocational qualifications were an integral part of career development. They facilitated career moves between companies and allowed prospective managers to “fast-track” to general management status. Formal qualifications were considered particularly beneficial in developing those functional managerial skills required to succeed.

The study employed use of a questionnaire, which provided a sound basis for comparing the opinions, performance and career paths of both formally qualified and unqualified general managers. Due to the wide geographical distribution of the sample population throughout Scotland and the limited time available to conduct an appropriate number of personal interviews; a postal questionnaire was selected as the most suitable method of primary research. The questionnaire was designed for hotel general managers in accordance with secondary research findings.

The first draft questionnaire was piloted to five hotel general managers (not included in the main sample) and minor adjustments made to the questions and layout as necessary. The questionnaire was then mailed to the general managers of all hotels in Scotland with

50 bedrooms or more, as taken from the Scottish Tourist Board: "The Official Where To Stay Guide 2001" (Scottish Tourist Board, 2001). This provided a total sample size of 96 hotels and although an exact figure for all hotels with more than 50 bedrooms in Scotland could not be found, was considered to be satisfactorily representative of the total population. A personalised covering letter and pre-paid reply envelope were included to encourage respondents.

### **Critique and research gap**

The research studies looked broadly on the effect of qualifications to becoming a general manager in the hotel industry. Further, the parameters for qualification only factored in the highest level of education without bearing in mind; all courses undertaken, all levels of education, hotel training, area of training in hotel areas and period of training.

The sample size is regrettably too small to compare the specific career paths of qualified and unqualified managers. However, preliminary results suggest that there are no significant differences between the two and neither are there common routes to career development and positions held prior to general manager status. This highlights the unique development of an individual's career as a result of structural opportunity and individual choice as proposed by Arthur et al. (1989).

### **Research Gaps**

Although there is a wealth of research that has explored the career development of managers in the hospitality industry (Zohar, 1994; Yuen, 1995; Green, 1997; Pine, 2001; Dieke, 2001; Baum, 2002; Walsen and Slead, 2002; Morrison and Mahoney, 2003), few

studies have explored career development related specifically to variables such as vocational training and the relative significance, if any, of area of training as well as period of training.

Today, numerous universities and colleges offer programmes leading to qualifications in the management of hospitality (Mayaka and Akama, 2005; Feldman, 2005; Akama, 2005). As such, an increasing number of university graduates with specialist qualifications are seeking employment in an environment where they can make use of their newly developed business skills. Since these graduates have college education, they increasingly demand entry positions higher up the hotel organizational structure ladder and are set to challenge the traditional “Bureaucratic Model” (starting at operative levels and going up the ladder) of career development within the hospitality industry. But no studies have been conducted in Kenya to find out the role of such vocational training on managerial career development in Kenyan three, four and five star hotels.

In stakeholder’s forum (Mwaisaka, 2006) made an appeal to the government to regulate the hospitality training of personnel which was meant to protect the industry from the falling standards occasioned by the mushrooming of bogus colleges. The hotel operators emphasized the need to align training of hotel personnel with the requirements of the industry. In line with this, falling standards amongst the hospitality employees were observed by the United Nations Educational, Scientific and Cultural organization, (2005).

It is not just enough for colleges in Kenya and universities to venture into hospitality training. Often, like in the case studies, most developing economies have invested in mass education and production of graduates that are 'half-baked' in that their training in school does not match the industry's needs. Further research should, thus, focus on finding out the role of vocational education in development of managers in the hotel industry so that as a country we can take stock of our training in vocational education and assess whether there are missing gaps between the education provided and industry needs.

Warsen and Slead (2002), conducted a survey on career psychology in South Africa; moral perspectives on present and future directions. The study concluded that the quality of the relationship between industry and education would most certainly influence the professional development of the individual. Cooper (2000) argues that a symbiotic and mutually beneficial relationship will most certainly enhance the students' professional development opportunities. Unfortunately, this relationship is often characterized by a lack of trust, understanding and vision. Many times it seems that the industry has a completely different agenda compared to the institutions entrusted with delivering the educational experience. Theoretically, this is logical and expected since the industry has a profit orientation which contradicts the mission of most academic institutions. Nevertheless, it is important to restate the complementary nature of this relationship, which is based on trust and mutual understanding, and the inability of any side to survive without the existence of the other. Unfortunately, this relationship is often characterised

by antagonistic behaviours, lack of recognition, appreciation, and respect for the other side.

While data in this study reveal a surprising disconnect between industry and students, close inspection reveals opportunities for both industry and educators. It is hardly surprising that students have high expectations of their futures, because these expectations motivate them to study. If they do not see education as an investment there would be little point in continuing; they would be better off working. Neither is it surprising that industry seeks work-ready job applicants, complete with relevant experience and trained in the basic skills. However, as experience can be gained only through industry, this requirement is somewhat outside the domain of university educators, unless experience is traded for study within a degree, or perhaps included as a mandatory extra.

#### **2.4.1.1 Critique and Research Gap**

Although results initially suggest that a vocational education is a waste of time and money, the Industry's view may change as more graduates enter senior management, bringing with them an understanding of the value of formal education, and the application of theory to the Industry's problems such as employee selection. However, whether by personality tests in selection criteria or by innovative approaches to teaching, educators also need to consider the best way forward.

Graduates with the ability to think critically, engage others, take the initiative in difficult situations, and generally become inspirational leaders, are ultimately the most desirable,



and no doubt sought by more than hospitality employers. While this study in essence does not delve into the role of vocational training on development of managers in the hotel industry. It seeks to fill the apparent gap in literature.

Thomas and Harris (2001) in their study on exploring connections between teaching and research in hospitality management found that there was a disconnect between hospitality training and industry needs. Student respondents also rated the perceived value of their internship experience according to the universally recognized internship benefits indicating that the experience improved their communication skills (mean 4.14), their human skills (mean 4.13), their verbal skills (mean 4.05), their ability to withstand pressure and to remain calm under stressful conditions (mean 4.02) and their technical skills (mean 4.01). It is important to note that respondents ranked supervisory/managerial internship benefits 15th out of 19 value statements, suggesting that their involvement in such practices was minimal even though it is an essential characteristic of all successful practices.

Although there was a good range of industry respondents in management positions, only three general managers responded. As many hospitality students expect to be a general manager in the future, the study would no doubt have benefited from their insights. Importantly, their perceptions of what they believe graduates need to accomplish in order to reach the position of general manager would have been of considerable value, so further research of a qualitative nature focussing on GMs' views is recommended.

#### **2.4.2 Managerial training and development of hotel managers**

Garavan, Brien and Deborah (2006) sought to investigate the factors predicting the career progression of hotel managers working in international hotel chains in Ireland, Europe and Asia. The study used a cross-sectional questionnaire design consisting of 337 respondents. It investigated management training, individual- and organisational-level factors that potentially explain the career progression of hotel managers.

Data was obtained from graduates of two major hotel and hospitality management schools in the Republic of Ireland and Switzerland. Both schools provided detailed alumni lists. A questionnaire to a sample of 1,400 managers stratified by country of birth (375, Irish; 425, European; and 600, Asian). They achieved the following response rates: Irish – 28 per cent; European – 25 per cent and Asian – 21 per cent. These are statistically significant samples for each group of respondents. They were conscious that our response rates are somewhat lower than those reported in the literature for this type of research (Ladkin, 2002; Baruch, 2006). Cultural issues likely influenced the response rates in addition to the length of the questionnaire and the use of a postal survey.

The study revealed that significant differences in managerial progression in the three sub-samples. A multiplicity of factors explains differences in advancement. These included demographic, management training, human capital, and psychological characteristics of the manager and organisational characteristics. The model developed

in the paper explained significant variance in three measures of managerial advancement: salary level, number of job moves, and position reached in the hierarchy.

Keeping in mind the significant economic role that tourism is playing in many regions particularly in those with few alternatives of job creation, Jenkins (2000) focused on various aspects of qualifications and orientation of training programs for those people working in tourism. He argued that quality training and further education is an important base for stable tourism development. Moreover, specific problems can be identified in the industry to precisely describe educational requirements, rather than requests regarding specific skills. Among other things, this situation is justified by the fact that today tourism managers have achieved their skills within a completely different framework. On the part of today's trainees and students, there is an understandable but bit short – sighted interest in just getting the degree and achieving the skills, which are necessary for securing a job upon graduation. This realization resulted in the research being anchored along this argument underlying the relationship between industry needs and skills learnt during training.

### **Critique**

The study had a lot of assumptions without data to test the hypothesis made. The study is mainly theoretical. The assumptions are, however, developed through findings from a study of the impact of on-the-job training on performance of hotel managers. The data collected did not test models or theories but only gave indications of how management training received by employees contributed to their advancement, and what kind of

values and professional identities these initiatives encounter and challenge. The gap evident is that further research is necessary to explore the link between management training and development of managers in the hotel industry.

### **Research Gaps**

The study is based on self-report data and the response rates are slightly below those reported for behavioral science research. The study does not gather the perceptions of the managers' superiors. The findings indicate that managerial advancement in the hotel industry is explained by a complex set of factors, which would benefit from further investigation including management training. This study seeks to fill the apparent gap in literature.

The paper used just five star hotels; however, the current study seeks a more inclusive study where the respondents of the study will be managers from three, four and five star hotels and hence the study is more inclusive. This study was also conducted in a developing country while study above was conducted in developed nations.

### **Critique and Research Gaps**

The research consisted of comparing managerial careers, management development and management education in the UK and USA using some theoretical and practical considerations and did not factor in developing countries like Kenya. Further it did not address specifically the issue of strategic and operational management training which would have demonstrated any relationship between management training and career

progression. The hierarchical structure and bureaucratic structure alluded to in the study may be because UK and USA are large developed economies.

Whereas the results from this study can be considered as a starting point for tracing career development of staff in the hospitality industry, the research did not directly address itself to the effects of management training on career development. It can also be used as a basis for further empirical research regarding the determination of causal relationships between professional qualifications and career development in the hospitality industry.

Zopiatis and Constanti. (2007) investigated the relationship between hospitality education and the industry of Cyprus as it relates to students' internship practices. They found out that there is a mismatch between the educational experience delivered to hospitality students and the "real world" practice they experience. The research involved all three primary hospitality stakeholders; the students, the educators and the hospitality professionals. The unique characteristics of the three groups under investigation necessitate the utilization of different research methods and techniques such as methodological triangulation. According to Kyoo (1999) methodological triangulation enhances research studies since the use of both qualitative and quantitative methods minimize and or neutralize the prejudices and weakness of each method. The combination of both qualitative and quantitative methodologies was necessary since it overcomes the sterility of single-method approaches and enhances the validity and reliability of the findings. The participation of hospitality students, educators, and

professionals enabled the researcher to conduct comparative statistics in order to identify their similarities and differences on internship-specific issues.

The target population of the study included all students pursuing an accredited hospitality degree in a private or government sponsored educational institution in Cyprus, and who had completed at least one hospitality internship practice and therefore had exposure to the country's hospitality industry. Based on figures published by the Cyprus Ministry of Education and Culture (Walsh and Taylor, 2007) 402 students were included in the study's population. In order to avoid the danger of under or over-representing some members of the population, a probability-stratified sample was used. The research population for hospitality professionals included individuals employed in hotels (five, four, and three star) in all the major cities of Cyprus.

### **Critique and Research Gaps**

Due to the small size of the population under investigation, it was decided to incorporate both quantitative and qualitative techniques, in collecting the opinions of hospitality educators; the third major stakeholder. The paper was based on empirical findings only from the hospitality industry, there was need to carry out a study that relies heavily on all sources rather than empirical findings only.

The question of whether the hospitality industry will benefit from employees who have undergone management training still remains. Further research may lead to identification

of benefits of management training; especially in the identification of aspects of performance that may be affected by training.

#### **2.4.3. Mentoring and Career development of Hotel managers**

A study undertaken by Adele and Akrivos (2007) sought to explore career strategies used by Greek hotel managers in order to advance their careers successfully. Using a case study sample of 65 hotel general managers working in deluxe hotels in Greece, data on career strategies were collected using a postal questionnaire.

The research was based on a sample of 65 Greek deluxe hotel's general managers who were not owners or members of the family who owned the hotel. The deluxe category was chosen as the majority of the deluxe hotels in Greece are managed by professionals while the majority (97.5 per cent) of lower class hotels are managed by members of the owner's family (Annaroud 2006, p. 52). As Anderson (2001) mentioned the study of career development must focus on individuals who after a range of promotions reached the top of the corporate hierarchy. The research findings are in the areas of career strategies used by the hotel managers in four categories, starting with the most frequently used. The rating scale was from one to five, with one being the least important strategy and five the most important.

The study revealed that the managers use a range of different strategies in order to advance their careers. The most commonly used are in relation to mentoring, career

opportunities, skills, mobility, interpersonal relations and handling diverse situations. The least commonly used ones relate to family contacts, job search techniques and pay.

The influence of mentors and the acquisition of social capital are significant. Mentor presence and mentor career support is positively related to managers' promotion in early career (Yuen, 1995; Jayawardena, 2000; Li, 2004). Mentoring processes are more significant in the early career however there is little research highlighting their value in the later career (Thomas and Harris, 2001; Zopiatis and Constanti, 2007, found that some mentoring relationships could be dysfunctional from a career advancement perspective. Managers who advance are likely to have personal contacts in diverse groups within and beyond the organisation (Martin and Butler, 2000; Tribe, 2005). Mayaka and King (2002) found that managers who have strong external ties had better advancement. Gamble and Messenger (2010) found that successful hotel managers were interpersonal networkers. Thomas and Long (2001) found that the use of interpersonal career strategies resulted in senior managers thinking more positively about the manager.



## **Critique and Research Gap**

Researchers (Adele and Akrivos, 2007) strongly suggest further studies to be undertaken on the effect of mentoring on career development of managers in the hotel industry.

More research work should go towards exploring mentoring and networking in the hotel industry. In terms of gaps, there is need to explore organizational cultures in terms of mentoring of hotel managers of various countries as opposed to findings in one specific country like Ghana. This is because effects of mentoring on career development may be country specific. Further, the study was conducted in Greece though with reference to Ghana; this study sought to find out the role of mentoring on career progression of managers with specific reference to 3-star to 5-star hotels in Kenya.

Yeun (1995), targeted the banking industry with his survey. Seventy-eight female and 40 male employees completed the survey. Ages ranged from 18 to 55. Sixty percent of the respondents were 24 years old or younger and only 10% were over 30 years old. Ninety-six percent were high school graduates. Forty-two percent had some college education and 25% had a college degree, graduate study, or a graduate degree. The questionnaire included the 15- item Organizational Commitment to mentorship Questionnaire (Budworth, Enns and Rowbotham, 2008), and the 16 item Survey of Perceived Organizational Support to mentorship program (Broadridge and Hearn, 2008). The Organizational Commitment Questionnaire (OCQ) measures affective commitment (Baum, 2007) found Significant positive correlations were found on several of the hypothesized relationships. Mentorship and support were highly correlated, as were

mentorship and job satisfaction. Performance and turnover intent were significantly correlated, yet there was no significant relationship of performance to other variables. Women were more inclined to look for mentors. The hypothesized positive relationships between mentorship and performance and between mentorship and commitment of the organization's products or services received preliminary support in this analysis.

### **Critique and Gap**

The survey was undertaken in a private sector organization in the banking sector which is quite different from the hospitality industry. In general, the results of this research are encouraging. The perception of mentorship is an antecedent to career progression that can be manipulated by the organization in an effort to boost career development. As such, this study was replicated but with specific reference to the hospitality industry instead of the banking industry.

#### **2.4.4 Job Experience and Career Development of Hotel Managers**

Kong and Zhang (2010) conducted a study aimed at exploring the current situation of career management in China's state-owned hotels and to delve into employees' perceptions of such activities. Three qualitative methodologies were utilized in this study: case study, focus groups, and in-depth interviews. The focus groups explored the activities that were practised in the hotel from the perspective of senior managers. Top hotel managers provided the hotel management perspective and, more importantly, a comprehensive view of role of job experience on career development. Through in-depth interviews, middle manager perceptions of hotel management were solicited to

determine whether they were satisfied with these career activities. Mid-level managers were selected to represent the employee perspective. They are concerned with their career development and may therefore provide informative data. The results were combined to provide better insight into career management and employee perceptions of career management in China's Stated owned Hotels.

As the role of organization in career management has shifted from the traditional "commanding and controlling" approach (Acker, 2006) to the new "supporting and enhancing" role (Yamashita, 2004; Altman, Simpson, Baruch and Burke, 2005). It is also important to explore effective career practices to ensure employee career development. Future studies should thus include the types of training and work experience that may significantly influence employee career needs and development.

The findings of this study provide a comprehensive view of the role of job experience and training on career development. As there is a lack of a systematic and scientific research in the existing literature, the study is the first of its kind in hospitality management and may serve as a basis for further research. However, the four dimensions developed in the study rest mostly on qualitative research work, and there is little empirical evidence to support the results. There is a need for empirical study to further test the validity and reliability of the career scales developed.

### **Critique**

One limitation of this study is that the target samples are confined to state owned hotels and do not include all hotels in China. Nevertheless, the results may help in the posing of hypotheses that can be tested and refined by scientific and statistical research methods in the future (Woods and Viehland, 2000). In addition, a small sample size may not be representative of all state owned hotels in China.

The reviewed empirical studies on the role of job experience on career development of managers reveal scantiness of studies related to Africa and Kenya specifically in the area of hotel industry. Although the studies show that job experience impacts positively on certain behaviors related to the careers, such as creation of networks, the studies do not provide an exhaustive discussion on the ways job experience affects career development.

### **Research Gaps**

The above study was conducted in state owned hotels in China; however, the current study sampled both state owned and private owned hotels.

The study of career in the hospitality context is short of theoretical and systematic approaches, with few studies having investigated job experience in the hotel industry. This study sought to find out the role of job experience on career development of managers in the hotel industry in Kenya with specific reference to 3-star and 5-star hotels.

Gamble, P. and Messenger, S. (2010), argue that, with the value of qualifications debated by industry and industry's focus on finding experienced employees, it is concerning to note how this contrasts with job experience. Most students (91.2 per cent) in this study believed that new recruits with degrees would offer less benefits to their employers compared to experienced staff, and a significant majority of industry (82.4 per cent) also recognised the benefits that experienced staff could bring to their businesses (although they were reluctant to recognise this in wage offers or selection criteria.). One industry respondent even remarked, "Experience is the best qualification". Industry's insistence on qualifications suggests a sceptical view of education, which may or may not be justified. A hospitality degree should develop critical thinking skills and an understanding of the theories than inform human behaviour, marketing strategies, and various other aspects of this industry. However, results of this study indicate that industry seeks something that education does not currently provide, and that can only be gained in a workplace.

### **Critique and Research gap**

The shift towards a more developed Human Resource Management function and increased experience employment practices, influenced by the *new public management*, highlights the need for workplace studies that explores the responses of employers and employees to the role of job experience on employee performance and eventual career development. There is currently very little information about the job experience function within most countries or what makes for an experienced staff progress in his/her career, how these can be developed and the most appropriate measures of effectiveness

for the career development function. This therefore, necessitated a study to establish the role of job experience on career development of managers in 3-star to 5-star hotels in Kenya.

#### **2.4.5 Leadership Style and Career Development of Hotel Managers**

Adele and Thanika (2005), carried out a study entitled the career paths of hotel managers in Mauritius with specific focus on career mobility, leadership style and career planning skills towards career development. This study was undertaken in conjunction with a study that examines hospitality training in Europe (Tribe, 2005). The research took place at the end of 2004 and a questionnaire was given to the hotel general managers who were being interviewed as part of the wider survey. The questionnaire was designed on the principles of work biography in order to provide a detailed career history of the hotel managers. The total of questionnaires administered was 22 and 16 were returned with complete answers. The study findings indicated that from an individual perspective, leadership at the workplace affects the direction of one's career.

#### **Critique and Research Gap**

Research suggests that leadership qualities in particular are considered far more of a personal "inherent attribute" and that neither formal qualifications nor "work experience" were appropriate in the development of management or supervisory skills. Clearly, there is scope for further research in this area as exemplified by Adele and Thanika (2005), above. Further, the sample size selected for the study (22) is not adequate enough to generalize findings for an entire country. It is also important to note

that the study findings are part of preliminary and on-going investigations. As such, this study sought to do a comprehensive study investigating the role of leadership styles on career development of managers in the hotel industry in Kenya.

The overall question that runs through Ladkin, A.'s (2002) study is as follows: What factors explained the career advancement of hotel managers? The answer to this question is important given that hotels frequently experience difficulties in retaining managers, in providing opportunities for participation in training and development and in implementing sophisticated career management policies and practices. Hotels are service-type organisations. It follows that the motivation and quality of management is important in determining the level of service quality provided to customers. The research design utilised was unique; it incorporated a combination of individual- and organisation-level variables and a cross-cultural dimension, a feature absent from many previous studies. The sample is significant and the authors achieved a sufficient response rate for their three sub-samples. The study included measures of individual- and organisational-level variables.

The data revealed a picture of the hotel manager who was relatively young, with leadership qualities, well educated and male. Hotel managers invested in significant levels of post-graduate education and leadership seminars. The data on investment in training and development by managers revealed an interesting picture. Managers tended to rely on short-term, organisationally provided training and development. They also relied on more traditional training strategies such as short management courses on

leadership and management. There was significantly less evidence of the use of more innovative and work-based learning activities such as special projects, hardship assignments and mentoring processes. The analysis indicated significant cross-cultural differences in the use of training development and education activities.

### **Critique and Gap**

The study relied on self-reports. It relied on the honesty of respondents to report accurately the number of job moves and salary increases. This is a significant limitation. It exposes the data to common method variance. Several other characteristics of the sample may reduce the generalisability of the study results. In addition, no study of this nature has been conducted in Kenya with the study under critique having been carried out in Australia.

#### **2.4.6. Gender and Ethnicity and Career Development of Hotel Managers**

Is the three, four and five star hotel industry a place of opportunity for aspiring female managers or a further example of what Acker (2006, p. 450) terms, an “inequality regime”? The hospitality industry overall faces a worldwide shortage of trained hospitality staff. In the twenty-first century, hotels remain labour-intensive, fragmented, and multi-faceted service organisations. This operational structure reflects an entrenched tradition of 24-hour, seven-day week service to the customer (Broadridge and Hearn, 2008).

Kong, and Baum (2006) developed a picture of the gender, work background, educational attainment, attitudes and plans of the employees in front office in hotels in



China by means of a survey of employees in four and five star hotels. Data was collected by means of a questionnaire survey conducted in major tourist cities in China, including Beijing, Tianjin, Shanghai, Jinan, Qingdao and Weihai. In each selected city, four and five star rated hotels were chosen as those properties most likely to be operating in the international market. The survey focused on staff working in front office in four and five star hotels and all questionnaires were collected onsite. A total of 350 questionnaires were distributed and 276 of these returned were usable which form the basis of this analysis of hotel front office work in China.

In the sample, female represent 64 per cent of the respondents and 79 per cent of the total group are single. The hotels where respondents work include 65 per cent that are business hotels, 20 per cent that are beach resort hotels, 6 per cent that are conference hotels and 1 per cent that are country resort hotels.

Employee skills set are a vital operational tool because service determines the success of the hospitality industry. When hospitality establishments compete for business, it's the service levels that staff provides, that will set it apart from the competition, encouraging repeat business and increasing profitability. However, this paper suggests that there is evidence to support the contention that hotel work, specifically in front office, is constructed by a combination of gender, political, cultural and other factors in the local economy.

## **Critique**

The challenge for the hotel sector in China as it becomes increasingly international in focus is to attract personnel with the range of language, communications, emotional and wider generic skills that are necessary for effective work in the contemporary global industry. The evidence here points to some gaps in this regard. This analysis is of considerable interest when set alongside the growing literature on hospitality employment internationally, typified by the work of Acker (2006), in the UK and Ng and Pine (2003). This latter work, located in Hawaii, points to clear stratification of employment within hospitality on a variety of grounds including; gender, ethnicity and vocational motivation. The study of front office in China, in part, confirms aspects of the Ng and Pine study but also points to far greater labour market parochialism and stability than is to be found in “idyllic” resort locations.

## **Research Gap**

This paper is one of the first to look in detail at employees within the hospitality sector in China with specific reference to gender and ethnicity. However, there is no study of the same nature specifically in Kenya. This study seeks to fill the apparent gap in literature.

Most of the empirical ethnicity and gender-related studies reviewed in the literature that are points of reference are located in Asia and industrialized countries (Purcell, 1996; Baum, 2002; Li, 2004; Poulston, 2008) and other African countries like Tanzania (Mayaka and King, 2002) but not Kenya. The scholars did not specifically study the

context of ethnicity and gender and its role on career development. Some of the studies were on learning institutions in Kenya (Tubey, 2010) which is part of the larger public sector and not hospitality industry which is the focus of this study. From a research standpoint therefore, the empirical review opens doors for further research on role of life choices such as ethnicity on career development in the hotel industry in Kenya.

Ryan, I and Mooney, S. (2009), in their paper entitled “A Woman’s place in Hotel Management: Downstairs or upstairs?” Whose purpose was to ask whether it is the notion of choice (a pro-life work/life balance decision) that influences woman’s desire to strive for promotion within a hotel organisation or if the choice was made for female managers by a system of organisational processes? The research from which this paper is drawn, sought to explain the persistence of a glass ceiling for aspiring female managers in one international hotel chain with a significant presence in New Zealand and Australia. It also sought to acknowledge the dynamic complexity of the glass ceiling metaphor (Altman, Simpson, Baruch and Burke, 2005) by recognising the diversity of experience between groups of women, while being mindful of the need not to reduce identities to categories that may become fixed (Adib and Guerrier, 2003).

Bierema (2002) reiterates that the category “woman” does not imply one homogenous group within which one individual’s experiences can be easily replaced by another. The dual purpose of the research meant it was important to bring to the fore the meanings women at different levels of their management careers attributed to their work place

experiences by providing an environment where they felt comfortable to express their views without fear of repercussions.

Research suggests that overall a woman's place in hotels is generally not an enviable one. Women frequently carry out the most undesirable and lowest status work in hospitality (Adib and Guerrier, 2003), Korczynski, 2002). They are horizontally segregated into particular jobs and areas of operation, (Ng and Pine, 2003). Women are vertically segregated into jobs regarded as low in skills and consequently low in status, (Purcell, 1996,). Women in hotels in the USA tend to be marginalised in "pink ghetto" jobs, the lowest paid jobs with limited or less-obvious career paths, (Woods and Viehland, 2000). Essential to large hotels is the strong emotional labour content and women may be hired for their ability to provide empathy in dealing with people in a service capacity, (Purcell's 1996). The framework of horizontal and vertical segregation within the hospitality industry is clearly illustrated in the hierarchical structures of large hotels and practice continues to stereotype the roles for which woman are deemed more suitable. An additional negative aspect to women's work in hotels is that they are subject to high levels of sexual harassment from both guests and peers due to their low-status and low-educational levels (Poulston, 2008).

### **Critique and Research Gap**

This research sought to explore the visible and invisible barriers to career advancement within hotel management in large hotels in New Zealand and Australia. A further aim of the paper was to highlight the way that when looking at the glass ceiling phenomenon, it

is essential to observe the intersections between genders, other diversity characteristics and the glass ceiling. Within the context of this study, the concept of intersectionality takes on a real relevance as clearly not all women experienced the barriers to career progression within the organisation to the same degree. A key contribution of the paper has been to make visible collective social identity groupings and the influence these have on how individuals see themselves and, importantly, how others perceive them through association with a group (Kirton and Greene, 2000). In order of importance the barriers were revealed as the “long hours” culture, the old boys’ network, hiring practices and geographical mobility. While the barriers related to women managers’ career progression, they were also a significant influence on women’s work-life balance, and their personal-life choices. This study sought to find out if gender affects career development of managers in the hotel industry in the Kenyan setting.

Interviews were carried out in three locations across a variety of job positions; therefore, this study has a reasonable degree of validity. Findings could be applied to other large hotel enterprises in Australia and New Zealand. The study needs to be replicated in a developing country like Kenya as the settings and environment at the workplace are different from those of developed countries.

The hospitality industry faces a worldwide shortage of skilled staff. This research seeks to answer why the hotel sector is struggling to retain talented female employees who wish to take advantage of the managerial career paths offered.

## **Managerial Career Development**

A number of publications concerning the issue of training in tourism were published in the last decades, describing and comparing different training systems or reporting on industry survey results. Unfortunately, few recommendations can be found on how a nation's training system could best possibly support the tourism industry. Tubey (2010)'s study on University Tourism Training and career success in the tourism industry in Kenya with specific reference to Moi University tourism training programmes aimed at taking one step into this direction by briefly describing the Kenyan system of tourism training with specific reference to its impact on the tourism industry, discussing the major issues, debates, paradigms and challenges resulting from it and consequently suggesting some strategies that would improve the system, without radically reorganizing it.

The population in this research consisted of tourism stakeholders in Eldoret, Moi University graduates, selected employers, experts in tourism business and selected lecturers of Moi University tourism department. A total 245 questionnaires were returned from the field. Data was collected using questionnaires, interview schedules and expert panel discussions. Data was analyzed quantitatively and qualitatively. Descriptive methods were employed in analyzing qualitative data where frequencies and proportions were used in interpreting the respondent's perception of issues raised in the questionnaires so as to answer the research questions.

The study findings indicate that majority 97 (83.6%) of the employee respondents agreed that the university training programme at Moi university had equipped them with sufficient course content. This implies that the employees are in total agreement regarding the course content. However, the same employees 47 (40.2%) disagreed with the statement that the training had adequately prepared them to handle their job effectively. This portrays a conflicting interpretation as to what course content ought to constitute with the employees isolating it from the industry needs. This is further exemplified whereby the employee respondents 41 (34.2%) decided to be non committal when asked if the training in the department had prepared them to make positive contribution to the tourism development in Kenya. This implies that the training did not equip the employees with such skills.

### **Critique and Gap**

The regression analysis shows a weak relationship  $r = 0.35$  and  $r^2 = 0.123$  which reveals that only 12.3% of the tourism industry needs index can be explained by a unit change in the Moi University curriculum index. This relationship is very weak and cannot be used for prediction or to explain the tourism needs industry. Therefore, the findings contrary to expectations shows that only a weak relationship exists between the Moi university curriculum in tourism and the needs of the tourism industry in Kenya. This is a challenge to the training provider since it implies that its curriculum is not in tandem with the needs of the tourism industry. The study recommended a further study to find out the effect of vocational training on career development. This study sought to do exactly that. It will be interesting to see how this vocational training that is not in tandem with the industry needs affects the career progression of hotel managers.

Green (1997) sought to establish the strategies for developing international managers in the hospitality industry. The respondents were drawn from a selection of three, four and five star internationally branded hotels through-out New Zealand. Most hotels were mid-sized, with 100-200 rooms, but some had less than a hundred rooms. The number of employees in management positions was different for each hotel, and some did not have an HR department. Purposive sampling was therefore used, and employees at management levels selected from seven hotels with their own HR department. This ensured adequate responses from HR managers and employees in hotels with an HR department.



The highest response rate in industry was from middle managers (department managers), followed by department supervisors, then senior managers (n = 3), because there is only one GM position in each hotel. Most responses were from front office (35 per cent), which has a higher ratio of managerial employees (e.g. assistant managers, night duty managers and department manager) than do other departments. As the degree of managerial specialisation varies according to the size of hotel, in smaller properties (which are common in New Zealand), the Assistant Manager may also be the F&B manager and rooms manager. Respondents in smaller properties may therefore have different expectations of employees than those in larger properties, as they need both practical and strategic skills. A range of property sizes was therefore included in the sample population.

### **Critique and Gap**

The weakness of the above study is that as far as both independent and dependent variables are concerned, the author relied on self-report measures. While managers strove to achieve consistency in their self-reported response patterns, it could be that the variables pertaining to a number of career advancement predictors are clustered because they may have overstated the level of advancement achieved. It would be interesting to have the employees' perspective on the role of gender and ethnicity on career progression in the hotel industry in Kenya. The study also sampled 3-star to 5-star hotels in Kenya whereas the current study sampled only one category.

The conceptual framework explored the relationship and link between various independent variables such as Vocational Education (VE), Managerial Training (MT), Mentorship (MS) Job Experience (JE), Leadership Style (LS) and Life-Chances (LC) like Gender and Ethnicity), skills for Operational Managers (Y), (the dependent variable) in three, four and five star hotels in Kenya and consequently assign weights of importance to each dependent variable. Though various studies reveal that there managerial career development in the Hotel industry is affected by; Vocational Education, Management Training, Mentorship, Job Experience, leadership style, gender and Ethnicity, the effect of each variable compared to the others has not been researched. Mentoring in Kenya's Hotel industry is a new Phenomenon. This study sought to find out the extent to which mentoring was being practiced in the hotel industry and how it effects managerial career development if mentoring.

Literature reveals that managerial career development is affected by: Vocational Education; the extent to which an individual has been educated on the specific hotel operation Managerial Training, and the extent to which an individual has been trained on management aspects. According to Guerrier and Deery (1998), Hospitality Managers have been poorly equipped to meet the demands of managerial work because the industry has emphasized on vocational rather than managerial skills.

Guerrier and Deery (1998) argue that Mentorship, Job Experience, Leadership Style and Life chances among others Leader plays a role in career development this research endeavored to establish the extent to which this is true when job experience is compared

to other variables. Managers should embrace the new leadership style that encourages managerial development and more participative type of leadership.

Careers do not operate in isolation. Individuals are influenced by ethnic and gender categories to which they belong and the concept of career development is closely linked to the organization's culture. Thus life chances are of interest to this research.

## **2.5 THEORETICAL FRAMEWORK**

Tribe (2005) defines a theory as a set of interrelated constructs (concepts), definitions and propositions that present a systematic view of phenomena with the purpose of explaining or predicting the phenomena. This study was based on the systems theory, organizational culture theory, and transformational leadership theory.

### **2.5.1 Organizational culture theory**

Studies (Kyoo, 1994; Cooper, 2000; Bierema, 2002; Morrison and Mahoney, 2003) undertaken on the concept of culture show that it is an important influence on the ability of organizations to mentor its employees and offer leadership. This theory places emphasis on understanding organization's effectiveness to transform as characterized by diversity of cultural and political interest, values and beliefs. The theory further states that, organizational culture is an idea in the field of organizational studies and management, which describes the psychology, attitudes, experiences, beliefs, and values of an organization. This plays an important role in leadership and mentoring in an organization.

The organizational culture theory can be described as a set of interpretations and actions in organizations while defining appropriate behavior for various situations. The theory also shows that, while there is no single type of organizational culture, and organizational cultures vary widely from one organization to the next, commonalities do exist and there are theories developed to describe different organizational cultures. Baum (2002) demonstrated that there are national and regional cultural groupings that affect mentoring in an organization, while Kirton and Greene (2000) based their belief on the premise that cultures can be distinguished by values that are reinforced within organizations through leadership, mentoring and career development.

Thomas and Harris (2001) argue that organization culture is the single most important factor accounting for success or failure in organizations. They identified four key dimensions of culture as; values, leadership, mentorship and rituals and culture network. Pine (2001) suggests that organizational culture theory is a pattern of shared basic assumption learned by a group as it solves its problem of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members in an organization through mentorship as the correct way one perceive, think and feel in relation to the problems. Researches (Jenkins, 2000; Dieke, 2001; Yamashita, 2004) suggest that efficiency outcomes are associated directly or indirectly with organizational culture through the leadership provided. A healthy and robust leadership may provide various benefits. This theory is relevant to the study as its tenets indicate that a health organization culture is a result of mentorship programs and

good leadership as exemplified by managers at various levels of management in organizations.

### **2.5.2 Transformational leadership theory**

Transformational leadership theory was developed in the late twentieth century by Burns (1978) in his analysis of political leaders (Green, 1997). Prior to this time, not much attention had been given to the examination of the approaches of leaders who successfully transformed organizations. Green (1997) characterized transformational leadership as that which occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. He believed that transformational leadership could raise followers from a lower level to a higher level of needs which agrees with Maslow's (1954, 1971) hierarchy of needs theory.

Transformational leadership theory has four components namely; (i) idealized influence, (ii) inspirational motivation, (iii) intellectual stimulation and (iv) Individualized consideration (Li, 2004). These components theoretically lead to motivating people, mentoring people, basing promotion on merit rather than gender or ethnicity, establishing a foundation for leadership, authority and integrity, and inspiring a shared vision of the future (Zopiatis and Constanti, 2007). Idealized influence and inspirational motivation are connected with the leader's ability to formulate and articulate a shared vision (Anderson, 2001). The leader exudes power and impacts followers through visionary means (Kyoo, 1999) which is developing a transparent vision and inspiring

subordinates through vocational training, on-the-job training and award of merit (Jayawardena, 2000).

According to Martin and Butler (2000) transformational leadership theory emphasizes new possibilities and promotes a compelling vision of the future. A strong sense of purpose guides their vision. Transforming organizations led by transforming leaders appeal to human characteristics that lift their sights above the routine, everyday elements of a mechanistic, power-oriented system. Transformational leadership theory manifests passionate inspiration (Pine, 2001) and visibly model appropriate behaviors' Ladkin, 2002). The goal is change that uplifts the organizations to new and exciting possibilities. To reach the goal, organizations must receive new energy and vision from their leaders. The process of transformational leadership grows out of this sense of vision and energy. According to the transformational leadership theory, leaders inspire their followers through awarding merit rather than loyalty, provide good leadership that inspire, mentor and build the capacity of their staff through training. This is the relevance of this theory to the study as it ties leadership to the six variables under study.

### **2.5.3. Systems Theory**

The study adopted Systems Theory to career development in Kenyan hotels. Systems thinking emerged from biologist Ludwig von Bertalanffy's proposal in the 1940s that elements within a system are influenced by internal and external interactions, making them, essentially, open systems (Pine, 2001; Baum, 2007). The basic premise of systems thinking is that individual elements do not exist in isolation and systems can acquire new

properties through emergence as a result of the occurrence of interactions (Dieke, 2001; Bierema, 2002). According to Jenkins (2000) systems theory seeks to identify and explain patterns of behavior through the study of interrelationships. It is a shift in thinking from viewing parts to viewing wholes and offers a way of understanding behavioral patterns (Purcell, 1996). Systems' thinking is a way of understanding how things work. In other words, as Ladkin (2002) states, it allows 'understanding of the organization of a phenomenon, rather than just its substance.' Purcell (1996) describes it as a framework, which assists in viewing a complex world as a whole rather than in smaller parts. Systems thinking can be viewed as a framework for viewing interrelationships and is best summed up in the statement 'the whole is more than the sum of its parts' (Ladkin, 2002). It is therefore essential in any investigation of systems, to consider the larger context and to explain the system as a totality (Yuen, 1995). Systems thinking have been developed as a conceptual framework that enables complex patterns within the world to be viewed more clearly and to assist with implementation of effective changes (Zohar, 1994).

Managers advancing in their career in the hotel industry do not exist in a vacuum. It depends on the environment and is a part of a large system, such as society, the management and the industry to which it belongs. By adopting this point of view, the researcher looks at career development as a collection of sub-systems and part of the larger environment, which must function together for the system to work. The concept of a systems approach for career development emerged from general systems theory, which became an accepted model for organizations and management (Walsh and Taylor, 2007).

Career development has been explained via numerous systems perspectives. Baruch (2006) argued that career development should not be referred to as just a function, but as a system, due to the interrelationships between the many components. According to Walsen and Slead (2002) career development model, there are four parts of the career development system which consist of the employees, management, environment and government policies. Both Walsen and Slead (2002) and Baruch (2006), view career development in terms of an open system which operates in a dynamic environment as opposed to a closed system where no interaction with the external environment takes place. A systems approach of viewing career development acknowledges its holistic nature. As Walsen and Slead (2002, p. 3) state that 'career development is like a spider's web, touch one part and reverberations are felt throughout the system.' Career development does not operate in isolation and can be influenced and impacted upon, both positively and negatively, by the external environment.

The study of career development is regarded as a relatively new discipline. In spite of that, it has attracted a wide intellectual time warp that is more than thirty years old and it is time for a new framework to guide and add to the discussion of career development. This research adopts a system perspective to review career development and more importantly the role of training on career success in the hotel industry. It acknowledges that the inputs of career development such as vocational educational, job experience, mentorship, and leadership styles influence other components within the system to produce acceptable output which promotes career development. It is through



understanding the components parts, their interrelationships and the values, perceptions and issues of each of the stakeholders aligned to components parts that appropriate career development model can be developed.

The Kenya union of Hotel and allied industry workers champions the rights of those working in the tourism industry including the access to dynamic and efficient career development and further training and recognizes the local community as stakeholders of the industry. The local community plays a role in providing information education and it's paramount to identify the role of this education and training in promoting tourism. The private education providers include other tertiary institutions, which have incorporated the curriculum of tourism in their courses. Each of these elements needs to be addressed in order to provide holistic understanding of career development. The framework suggests that the interactions and connections between each of these elements, and the links to each of the component systems, will influence each of the components. The interactions of all key component systems within the complex system are non-linear in nature and will impact on the career development of managers in the hotel industry.

## 2.6 THE CONCEPTUAL FRAMEWORK/MODEL

In review of literature reveals vocational education, managerial training and mentorship, leadership style, relevant experience and life-chances as the main factors that affect managerial career development. These factors form the basic blocks in our conceptual framework given in the figure 1.1 below.

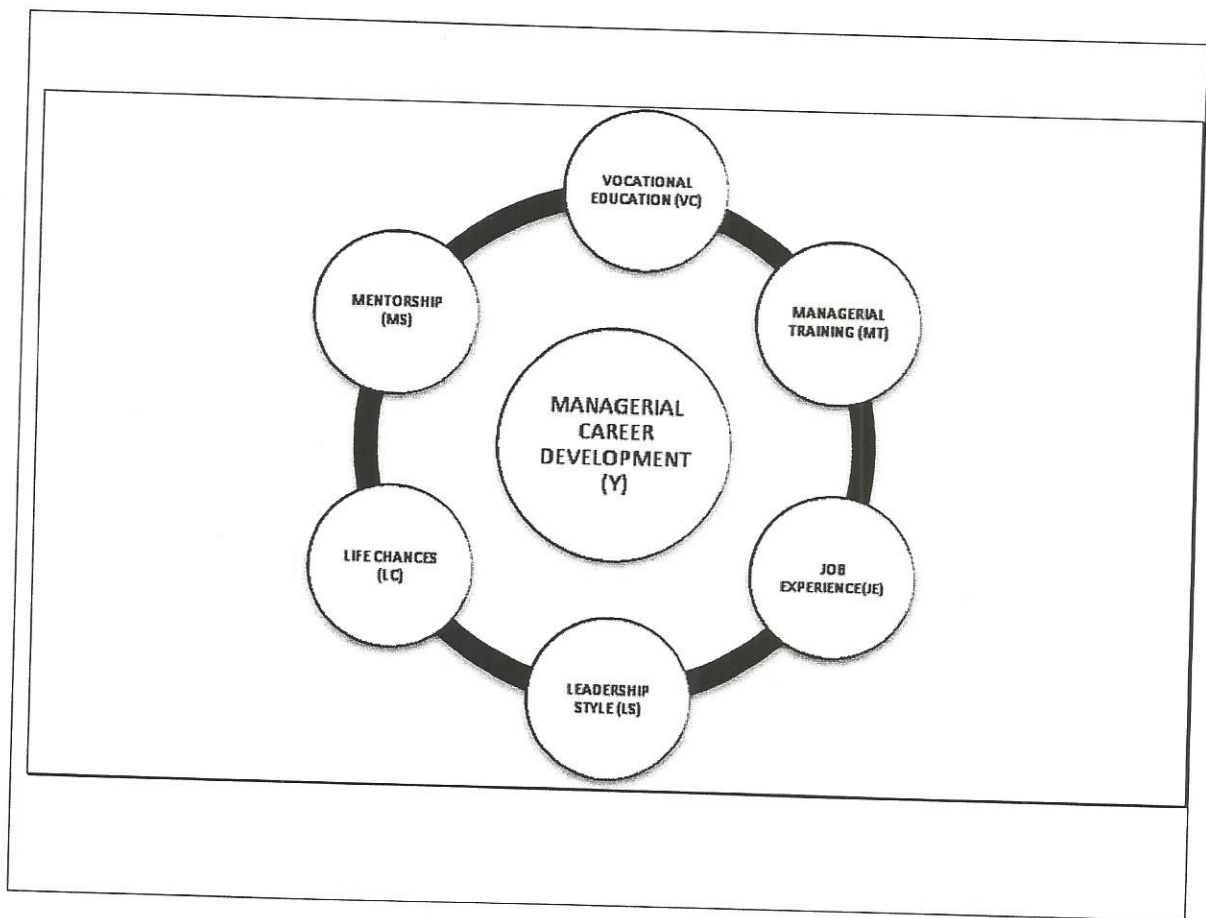


Figure 2.2 Conceptual framework

$$Y = \beta_0 + \beta_1 VE + \beta_2 MS + \beta_3 MT + \beta_4 JE + \beta_5 LS + \beta_6 LC + \alpha$$

Where:

Y	-	Skills needed by Operational Manager.
$B_0$	-	Intercept of the regression Model.
$\beta_1 - \beta_2$	-	Importance of the variable to becoming Operations Manager.
$\alpha$	-	Error.
VE	-	Vocational Education.
MS	-	Mentorship
MT	-	Managerial Training
JE	-	Job Experience
LS	-	Leadership Style
LC	-	Life – Chances

## 2.7 OPERATIONAL FRAMEWORK

The Operational Framework (figure 1.2) is an integration of the theoretical framework, the conceptual framework and the independent (intervening and moderating) variables that might affect career development. However, these three are not of interest to this study. The operational framework as illustrated in the figure below shows how the various variables are linked and the criteria that were used to measure each. Career development was based on career paths of managers. The baseline for this was assessed using seven variables as discussed below.

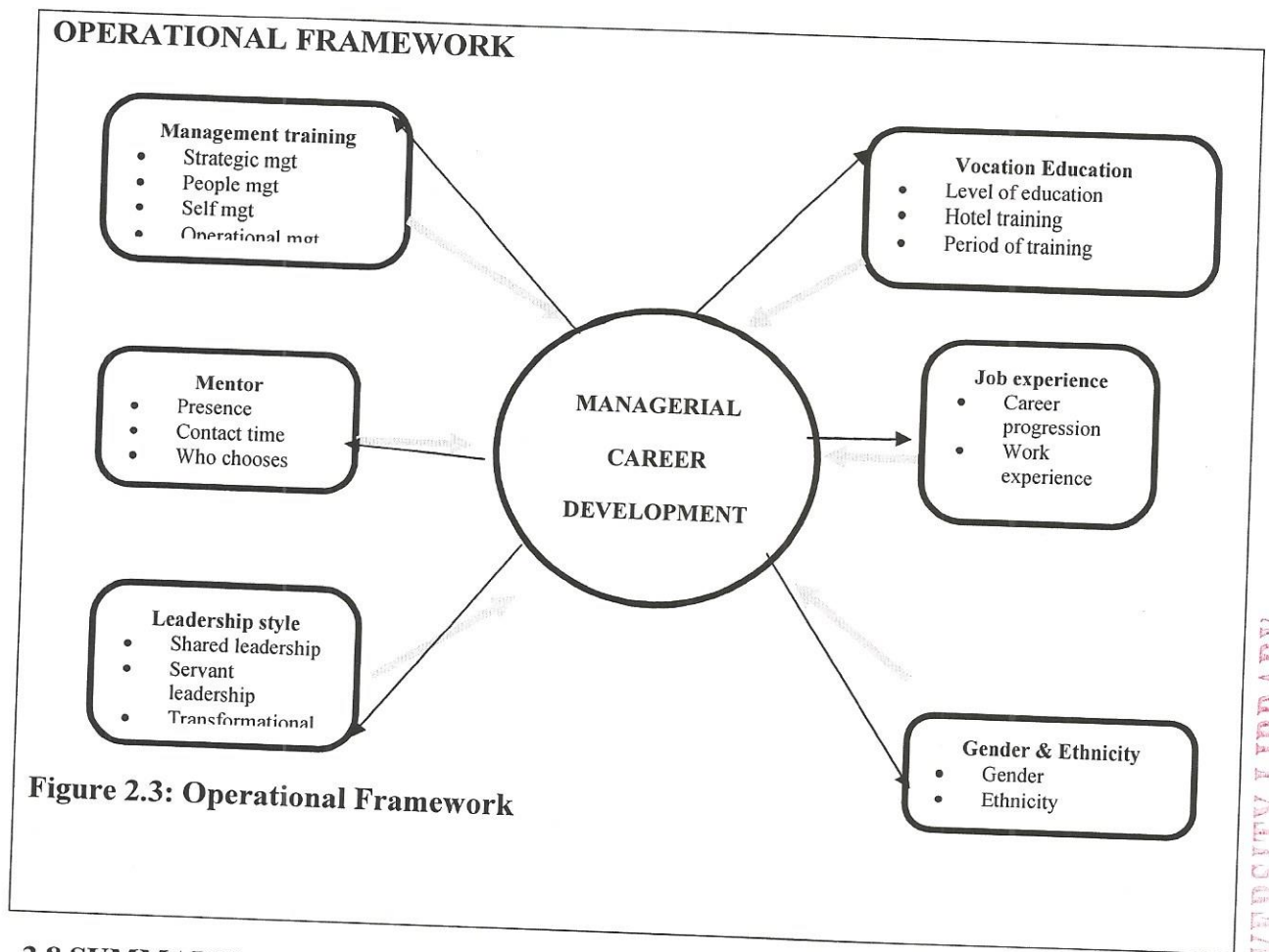
Management, hotel star rating, size of the hotel (to be indicated by the number of accommodation rooms), the average yearly hotel room occupancy, number of full time employees, the average hotel labor cost and the hotel's average yearly food cost.

Vocational education and managerial training effects on managerial career development were assessed using the type of training undertaken by respondents and the nature of the training.

Effect of mentorship on the nature of managerial career development were assessed on the grounds of whether or not a mentor chooses the mentee, the method adopted by the organization to allocate mentors and the type of communication between the mentor and the mentee. The effect of job experience on managerial career development was assessed using; the area of specialization, the level of supervision, and the number of years worked before promotion to management level and the career progression. Impact of management style on managerial career development were measured using; succession process, level of shared leadership, reward, motivation, promotion process, training programs, value given to employees, problem solving process and communication process.

Gender and Ethnicity were examined as a Pseudo for Life Chances.

These give us the operational framework below.



## 2.8 SUMMARY

The tourism field is ill-prepared to be the world's number one industry in Kenya because it has relatively few innovative thinkers, leaders and is characterized by low quality education in relation to industry requirements and training courses and programmes to cultivate the talent required to deal with critical issues and thereby to ensure the long-term prosperity of tourism as a part of a broader society.

Theoretical constructs indicate that none of the theories reviewed can explain adequately the phenomenon of managerial career development in the hotel industry. Additionally, the review reveals that there is scanty literature both theoretical and empirical regarding

factors affecting the nature of managerial career development in Kenyan hotels. It is however worth noting that some of these empirical studies seem to corroborate theoretical constructs pointing to education and job experience as affecting the nature of career development.

The study of managers' career advancement in three-star to five-star hotels represents a novel context. These organisations are increasingly under immense pressure to develop and maintain managerial talent. Hotel managers are also expected to understand and manage in different cultural contexts and different corporate cultures. There is an abundant literature highlighting that hotel managers report both dissatisfaction with their career progression and intentions to leave as indicated by the literature. However there is no clear-cut empirical review on the role of vocational and managerial, skills and competencies, mentorship, experience, leadership style and life-chances on managerial career development in three-star to five-star hotels in Kenya. This study sought to fill this gap.

This chapter has also examined literature relevant to education and training as it influences career development. The review indicates that although some scholars have focused on the topic of career development, most of the literature are non-empirical and are focused on industrialized countries and Asian public service other than Kenya.

## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.1 CHAPTER INTRODUCTION

This chapter presents a description of the study area, study design, study target population, data sampling procedures, data collection procedures and how the data was analyzed. The chapter is arranged as follows; (3.2) Study philosophy, (3.3) Study design (3.4) study area, (3.5) Study population, (3.6) Data collection, (3.7) Operationalization of variables, (3.8) Data collection procedures, (3.8.1) Pre-testing, (3.8.2) Reliability and validity, (3.9) Data analysis, (3.10) Ethical issues and (3.11) Outcomes.

### 3.2 STUDY PHILOSOPHY

This study is based on positivism philosophy, which adopts a clear quantitative approach to investigating phenomena. The basic reasoning of positivism assumes that an objective reality exists which is dependent of human behavior and is therefore a creation of the human mind. In positivism philosophy, predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. This position presumes the social world exists objectively and externally, that knowledge is valid only if based on observations of this external reality and that universal or general laws exist or that theoretical models are generalizable, and can explain cause and effect relationships, which lend themselves to predicting outcomes. Positivism is based upon values of reason, truth and validity and there is a focus purely on facts, gathered through direct observation and experience and measured empirically using quantitative methods- surveys and experiments – and statistical analysis (Warwick and Liniger, 2006).

### 3.3 STUDY DESIGN

Research design is a conceptual structure that a researcher applies to collect measure and analyze data that is to be used in the investigation of their study problem (Coper and Schnindler, 2003). According to Kothari (2004), research designs facilitate the smooth flow of the research operations, thus making the reach efficient by maximizing on the information yet minimizing on the time, effort and money. Thus the importance of a research design in the current study cannot be downplayed.

This research is a cross-sectional survey. A cross-sectional survey was undertaken at one point in time to investigate the career development strategies employed in the three, four and five star hotels in Kenya. Cross-section was chosen because it is quick and the useful method in identifying association, in this case the association between the variables under study and Managerial career development. The study employed both qualitative and quantitative methods to address the objectives. This type of study enabled the researcher to gather information about a large number of people at the same time.

Stratified random sampling (SRS) was used to obtain a representative sample of Hotels to be used. In this case the strata is star - rating. Under stratified sampling the population is divided into several sub-population that are individually more homogeneous than the total population to ensure that there is proper representation of the whole (Kothari 2004). Thus stratified random sampling ensured that all the three categories were fairly represented.



Purposive sampling was used to select managers this is because according to Mugenda (2008), purposeful sampling allows the researcher to use cases that have the required information with respect to the purpose of the study. In this case the general managers, assistant general managers and operational departmental heads were used. Operational departmental heads are those managers that are directly involved in the hotel management operations, which include front office operations, housekeeping and laundry, food production and food and beverage sales and service.

### **3.4 STUDY AREA**

The study was conducted in Nairobi and Mombasa area. The reason for choosing Nairobi and Mombasa was because Nairobi is the Administrative capital of Kenya and hosts most administrative offices for both the public and private sector. Mombasa is the second largest city in Kenya whose main economic activity is Tourism and related businesses. Nairobi and Mombasa have the largest population of three to four star hotels in the country. The two areas chosen for the study have also the largest diversity of the target population. All chain hotels in Kenya have their administrative offices and branches either in Nairobi or Mombasa. Both cities have developed infrastructure, high tourism traffic and fairly large number of hotels. Thus they form a good base of study.

### **3.5 STUDY POPULATION AND SAMPLING PROCEDURE**

A target population describes the total number of units, which the researcher has in mind and to which he or she intends to generalize the findings of the study (Oso and Onen, 2008). According to Kombo and Tromp (2006), sampling is the procedure a researcher

uses to gather people, places or things to study. The sample population include 105 general managers, assistant general managers and operational departmental heads from three, four and five star hotels in Nairobi and Mombasa, Kenya approved by Hotels and restaurants Authority within the ministry of Tourism (The Kenya Gazette, 2003) appendix 111 shows a list of all three, four and five star Kenyan Hotels that will be used. Operational managers constituted managers in the direct operations or directly related to the core hotel business. Managers in the operational departments were chosen because their work is directly related to the hotel operations and other managers can be got from other sectors of the economy. Thus non operational managers were not able to give information sought in this research.

Hotels are classified using various methods, which include; size, location, affiliation, standard of service and star rating. Hotels that qualify for star award are classified from one star (the lowest) to-five-star (the highest) by the licensing department of the ministry of Tourism. The same authority also licenses hotel managers. The classification of hotels is an ongoing process. The criteria for classification is complex but includes the size of the rooms, fittings in accommodation the range of services offered, quality of food, the available recreation facilities and the hotels location, (Zopiatis and Constanti, 2007). In order to be classified, a hotel has to meet certain basic standards. Thus not all hotels are classified. The purpose of selecting this population was because such establishments are big enough to warrant formal career development strategies. Star rating classification was chosen because unlike other type of classification this incorporates a number of

criteria including size, quality and type of service and facilities available. This rating is also used by hotels for advertising and pricing purposes.

The formula below by Cochran (1977) was used to get the sample size,

$$n = NPQ \times Deff \dots\dots\dots eqn (3.1)$$

Where,

n = total sample size (to be determined)

N= Total Population

P=proportions of employee at eligible for managerial posts (set at 50%-since no know studies).

Q = 1-P

Deff = Design Effect (set at 2.0 for small sample sizes)

Substituting the values in equation (3.1) we get.

$$\begin{aligned} n &= NPQ \times Deff \\ &= 35 \times 0.5 \times 0.5 \times 2.0 \\ &= 17.5 \\ &\approx 18 \text{No. of Hotels to be sampled} \end{aligned} \dots\dots\dots eqn (3.2)$$

Therefore the n = 18 hotels from both Regions.

The next step is to proportionally allocate sample size to each star rating as follows,

$$n_h = \frac{N_h}{N} \times n \dots\dots\dots eqn (3.2)$$

Where,

$n_h$ =stratum size ( $n_1$  = Five Star,  $n_2$  = Four-star,  $n_5$  = Three Star, )

$N_h$  = Statum total

$N$  = Total Population

$n$  = required sample size

For Star Five we have,

$$\begin{aligned}n_1 &= \frac{10}{35} \times 18 \\ &= 5.1 \\ &\approx 5\end{aligned}$$

.....eqn (3.3)

**For Star Four we have,**

$$\begin{aligned}n_2 &= \frac{7}{35} \times 18 \\ &= 3.6 \\ &\approx 4\end{aligned}$$

.....eqn (3.4)

**For Star Three we have,**

$$\begin{aligned}n_3 &= \frac{18}{35} \times 18 \\ &= 9.3 \\ &\approx 9\end{aligned}$$

Table3.1: Targeted population

HOTEL CLASSIFICATION	TOTAL NO OF HOTELS	NO OF HOTELS SAMPLED	MINIMUM NO OF MANAGERS PER HOTEL
Three star hotels	18	9	6
Four star Hotels	7	4	6
Five star hotels	10	5	6
Total	35	17	

Table 3.1 shows the number of hotels targeted for the study from each star category and the number of managers included in the sample.

### 3.6. DATA COLLECTION INSTRUMENT

Data was collected using a questionnaire. The data collection instrument was based on the research objectives and the responses based on five and two level Likert Scale. Likert scale is a psychometric scale named after Rensis Likert, a psychologist who invented it and used in research to measure the level of the respondent's agreement to a statement.

The questionnaire was chosen because it has an advantage of collecting information from many respondents within a short time and reduces bias on the side of the researcher and the respondents. To reduce the disadvantage of low response rate, the researcher delivered and collected the instrument from the human resource manager or training manager of each hotel. The questionnaire consisted mainly of closed ended items. The first item consisted of personal respondents' data and was optional.

### 3.7 OPERATIONALIZATION OF VARIABLES

**Career development was measured** - Managerial career development was measured using the career moves which were assigned scores with each career move up the ladder (one step) getting 1 mark; career move (two-steps) up the ladder getting 2 marks etc. In addition, a career move down the ladder (one-step) got a minus1 (-1).

**The base line of the hotels** was categorized using seven items. These included: level of management, hotel star rating, size of the hotel (to be indicated by the number of accommodation rooms), the average yearly hotel room occupancy, number of full time employees, the average hotel labor cost and the hotels average yearly food cost.

**Vocational education** on the nature managerial career development was measured using type of the respondents training and the specific area of training.

**Managerial training** was assessed using strategic management, operational management, self-management and people management

**Effect of mentorship** on the nature of managerial career development was measured using whether or not there is a mentor, who chooses the mentor, the method adopted by the organization to allocate mentors and the type of communication between the mentor and the mentee.

**Effect of job experience** on managerial career development was measured using; the area of specialization, level of supervision the number of years worked before promotion to management level and the career progression.

**Impact of management style** on managerial career development was measured using; succession process, level of shared leadership, reward, motivation, promotion process,

training programs, value given to employees, problem solving process and communication process.

**Life-chances** were measured using gender and ethnicity.

### **3.8 DATA COLLECTION PROCEDURES**

All the information was collected through a questionnaire (Appendix 1V). The questionnaire was hand delivered to various establishments. The researcher then requested for a meeting with the respondents in order to clarify the issues in the survey instrument, distributed the instrument to the respondents and gave them 2-3 days to fill the questionnaire after which the researcher collected them.

#### **3.8.1. Pre-testing**

Before the actual study, pre-testing of the instrument was carried out in safari park, which is one of the five star hotels in Nairobi. After pre-testing, appropriate revisions of the research instrument was carried out to ensure validity and reliability of the data collection instrument.

#### **3.8.2. Reliability and validity testing**

The study conducted a pilot test of the study tools on a sample, which was not included in the study before administering the research tools. Pilot testing was conducted in an attempt to test the reliability of the research tools. The research tool was administered to the respondents who were allowed ample time to respond.

The data was tested for reliability to establish issues such as data sources, methods of data collection, time of collection, presence of any bias and the level of accuracy. The test for reliability established the extent to which results were consistent over time. Reliability test was carried out to test the consistency of the research tools with a view of correcting them. The researcher then improved the instrument by viewing or deleting items from the instrument. To test for reliability, the study used the internal consistency technique by employing Cronbach Coefficient Alpha test for testing the research tools. Internal consistency of data is determined by correlating the scores obtained from one time with scores obtained from other times in the research instrument. The result of correlation is Cronbach Coefficient Alpha, which is value between -1 and 1. The coefficient is high when its absolute value is greater than or equal 0.7 otherwise it is low (Mugenda and Mugenda, 1999). A high coefficient implies high correlation between these items which means there is high consistency among the items and such items should be retained in the tools. This study correlated items in the instruments to determine how best they relate. Where the coefficient is very low, then the item was reviewed by removing it from the tool or correcting it. Validity of the instrument, which is the accuracy and meaningfulness of inferences, was measured using content validity test. Content validity measures the degree to which data collected using particular instrument represent a specific domain of indicators or content of particular concept.

### **3.9. DATA ANALYSIS**

Collected data was checked for errors of omission and commission. The data collected was classified, measured, analyzed and interpreted to establish how and when it



determines the managerial career development in hotels in Kenya. The study employed both quantitative and qualitative research in its data analysis. The data collected was analyzed, with respect to study objectives, using both descriptive (Quantitative) and inferential statistics (Qualitative). When analyzing quantitative data, correlation design was used to assess the degree/strength of relationship that existed between the determinants (Independent variables) and managerial career development (dependent variable) and the relationship between variables.

Precisely, this study sought to establish relationship between the independent variables as well as managerial career development. The coefficient of correlation ( $r$ ), determined the degree (strength) of relationship and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of ( $r$ ) between 0.5 and less than 1 implies a strong relationship between the variables. If the value ( $r$ ) is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of ( $r$ ) is less than 0.3. Further, regression was used to obtain an equation, which describes the dependent variable in terms of the independent variable based on the regression model, (regression is used to determine the type of relationship). The study used the Pearson's Product Moment Method to determine the strength of the relationship.

The regression was calculated using the multiple regression model

$$Y = \beta_0 + \beta_1 VE + \beta_2 MS + \beta_3 MT + \beta_4 JE + \beta_5 LS + \beta_6 LC + \alpha$$

**WHERE:**

Y = Skills needed by Operational Manager

$B_0$  = Intercept of the regression Model

$\beta_1 - \beta_6$  = Coefficient that represents the importance of the dependent variable to becoming an operations manager.

$\alpha$  = Error

VE = Vocational Education

MS = Mentorship

MT = Managerial Training

JE = Job Experience

LS = Leadership Style

LC = Life Chances

$B_0$  is a constant, which is the value of dependent variable when all the independent variables are 0.

$\beta_{1-n}$  is the regression coefficients or change induced by VE, MS, MT, JE, LS and LC on Y. It determines how much each (i.e. VE, MS, MT, JE, LS and LC) contributes to Y.

e is the error of prediction.

Factors analysis was also used to find out the most important factors for each variable. The principal components factor method was used to generate the initial solution.

### **3.10. ETHICAL ISSUES**

This research study was governed by moral values of privacy, anonymity, informed consent and confidentiality during and after the collection of datum. To enable confidentiality, respondents were not requested to fill in their names in the questionnaire.

### **3.11. OUTCOME**

The researcher proved that:

- i. Vocational education enhances managerial career development in the hotel industry
- ii. Management training and development has a positive influence on managerial career development
- iii. Employees who are mentored within the organization stand greater chance of becoming managers
- iv. Job experience has positive impact on managerial career development in the hotel Industry.
- v. Leadership style has an influence on career development
- vi. Ethnicity (pseudo for life-chance) have an influence on managerial career development in the hotel industry
- vii. Gender (pseudo for life chance) has an influence on career development in the hotel industry

The outcome of this research is the formation of a model that explains the relative importance of the variables under study in the development of managers in the Hotel industry and the relationship between these variables.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1 Chapter introduction**

The purpose of this chapter is to present data collected for this study. Tables, graphs and charts are used for this purpose. The chapter also gives the analysis of data for the variables identified in the study with the aim of establishing the model described in the previous chapter. Both qualitative and quantitative are considered. Descriptive statistics such as mean, mode, and median are used for qualitative analysis, while correlation and regression for inferential statistics.

The researcher provides frequency tabulations for each item and the corresponding percentage. Percentages were preferred to other methods in analysing the responses according to Saunders et al. (2009, the simplest way to describe opinion is to indicate percentages responses for each statement where the responses, 'agree, undecided and disagree', are preferable to the usual five points in the likert scale. In this case, the researcher used a one-sample statistics test with mean scores and standard deviations to capture the scenario above. The researcher also used Content-analysis techniques to deal with the data collected. The researcher read through the general comments given by the General Managers and Departmental heads in the hotel industry and classified them into categories according to the study's objectives. Accordingly, frequencies of responses were compiled and the results tabulated in accordance with Neumann's (2000) recommendation of "counting the number of objects in each category after assigning each to its proper category".

The chapter ends with the hypotheses testing. These are done in terms of factor analysis, correlation analysis, multiple regression analysis and Analysis of Variance (ANOVA)

#### 4.2. RESPONSE RATE

A total of 108 questionnaires were distributed to managers of three, four and five star hotels. The response statistics is given in table 4.1. Of these 105 were returned giving a response rate of 97.2%. The question of how representative the findings of such a study are is often debated under the topic of sampling techniques. The number of questionnaires sent out was determined, purely, by the number of categories of hotels identified. The question that is often raised is how well the number of respondents represents the entire population. Mugenda and Mugenda (1999) give the following guidelines; a 50% response rate is adequate, 60% is good and above 70% is rated as very good.

**Table 4.1: Response rate**

Category	Questionnaire issued	Returned	Return rate
Hotel managers	108	105	97.2%

Based on this assertion, the response rate of 97.2% as indicated in table 4.1 obtained in this study is very good.

### 4.3 RELIABILITY ANALYSIS

For reliability analysis Cronbach's alpha was calculated by application of SPSS. The value of the alpha coefficient ranges from 0 to 1 and may be used to describe the reliability of factors extracted from dichotomous (that is, questions with two possible answers) and/or multi-point formatted questionnaires or scales (i.e., rating scale: 1 = Strongly Disagreed, 5 = Strongly Agreed). A higher value indicates a more reliable generated scale. Neuman (2000) has given a value of 0.7 as an acceptable reliability coefficient. Table 4.2 illustrates the results of the reliability analysis.

**Table 4.2: Reliability analysis**

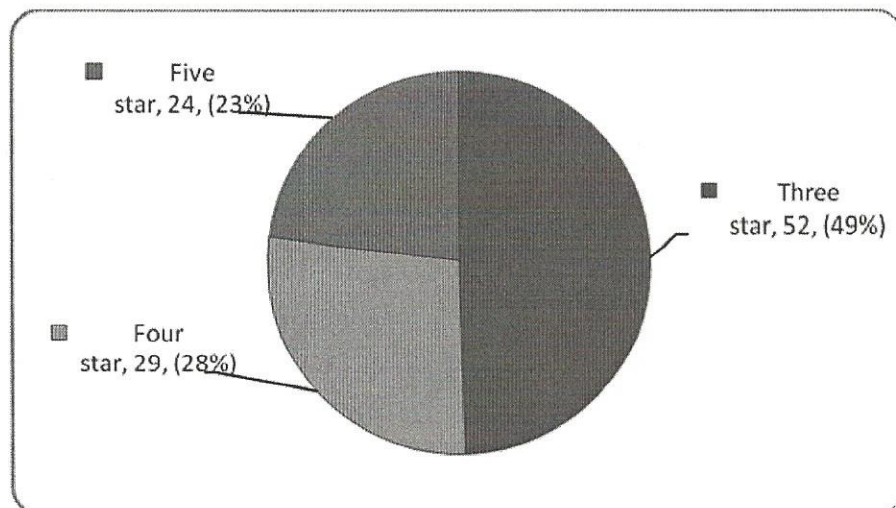
Variable	Cronbach's alpha	No of items
Vocational education	.7141	5
Management training	.945	30
Mentoring	.721	5
Job experience	.871	6
Leadership style	.916	11
Life chances	.876	12

As the alpha coefficients were all greater than 0.7, a conclusion was drawn that the instruments had an acceptable reliability coefficient and were appropriate for the study.

#### 4.4: DEMOGRAPHIC INFORMATION

The purpose of this study was to find out the nature of managerial career development in Kenyan three, four and five star hotels. As such, the units of analysis of this study were hotel managers in three-star, four star and five star hotels in Kenya. As a result, the researcher found it paramount to establish the demographic information of the respondents, the hotels under which interpretation of the research findings could be justifiably made having understood the background of the respondents.

The researcher sought to establish the general information of the respondents' hotels, which forms the basis under which the interpretations are made. Among the demographic information sought included: hotels star rating, number of rooms, yearly room occupancy, number of full-time employees, hotels yearly labour cost, months average food cost and position in management of hotel. Figure 4.1 illustrates the number and percentage of each star included in the sample



**Figure 4.1: percentage of hotels sampled**

The study findings indicate that 49% of the study respondents were managers from three star hotels, 28% from four-star hotels and 23% from five star hotels. This a representative sample for the three types of hotels. Further, the study sought to find out other characteristics of the hotels as shown in table 4.3

**Table 1.3: Demographic information of hotels**

No. of Accommodation Rooms	No.	%
less than 100	32	30.5
100-199	43	41.0
200-299	19	18.1
300-399	11	10.5
over 400	0	0.0
Occupancy Rate		
fewer than 50	2	1.9
50-59%	13	12.4
60-64%	28	26.7
65-69%	33	31.4
over 70%	29	27.6
Full time Employees		
less than 50	12	11.4
50-99	21	20.0
100-149	13	12.4
150-200	28	26.7
more than 200	31	29.5
Yearly Labour		
15-19%	24	22.9
30-34%	34	32.4
25-29%	19	18.1
20-24%	16	15.2
over 25%	12	11.4
Food Cost		
Other	4	3.8
35-39%	36	34.3



30-34%	42	40.0
20-24%	14	13.3
25-29%	9	8.6
Position Held		
Other specify	6	5.7
head of dept	25	23.8
asst GM manager	42	40.0
unit general manager	19	18.1
group general manager	13	12.3
Housekeeper	0	0.0

The study findings indicate that the majority 73 (69.5%) of the hotels sampled had more than 100 bed room capacity. This indicates that majority of the hotels have high capacity accommodation. Further 29 (27.6%) reported over 70% occupancy rate on average around the year. This implies that a number of hotels are booked to capacity and hence good returns on investment being registered in the long run. It also implies that good management might be the foundation and propeller of this business. It is also important to note that 13(12.3%) of the respondents were group general managers, 25 (23.8%) of the respondents were heads of department in the hotels, 42(40.0%) were assistant general managers, 19 (18.1%) were unit general managers while 6 (5.7%) occupied other managerial positions apart from being a group general manager.

#### **4.5 VOCATIONAL EDUCATION AND DEVELOPMENT OF MANAGERS IN HOTELS**

One objective of the study was to investigate the effect of vocational training on career development of managers in the hotel industry. In order to fulfill this purpose of the study, the researcher found it paramount to establish the level of education, hotel training, type of training and period it has taken from first appointment to current position. The study findings are as shown in the table below.

Table 4.4: Frequencies and percentage of Responses on aspects of vocational education

Vocational Education	No.	%
<b>Level of Education</b>		
Certificate	26	24.8
Diploma	53	50.5
first degree	21	20.0
Other	5	4.8
<b>Hotel Training</b>		
Yes	101	96.2
No	4	3.8
<b>Type of Training</b>		
Housekeeping	20	19.8
front office	11	10.9
food and beverage service	16	15.8
food production	13	12.9
hotel management	39	38.6
Other	2	2.0
<b>How long did you take from your first appointment to current position</b>		
0-2 yrs	16	15.2
3-4 yrs	14	13.3
5-6 yrs	23	21.9
7-8 yrs	15	14.3
over 8 yrs	37	35.2

Table 4.4 shows the analysis of Vocational education. According to the analysis 53 (50.5%) of the respondents had a Diploma as their highest level of education with 21 (20%) having a degree. This is indicative of the fact that Kenya Utalii College solely used to train personnel in the hotel industry until recently when universities introduced training in Hotel related courses such as Bachelors in Hospitality Management,

Bachelors in Tourism Management and Bachelors in Tourism Tours and Travel among other programs.

When asked whether they have undergone any hotel training the majority 101 (96.2%) of the respondents agreed that they have undergone training in hotel related aspects. When asked the type of training they had undergone; 39 (18.6%) of the respondents cited housekeeping, 20 (19.8%) cited housekeeping, 16 (15.8%) cited food and beverage service while 13 (12.9%) cited food production. This indicates that majority of the study respondents have been trained in one or more aspects in Hotel management.

These study findings agree with Dieke (2001) who found that many managers in five star hotels in Sub-Saharan Africa had undergone tremendous training in hospitality management. The study found that training in hospitality management affected the competency and efficiency of such graduates once they posted in the workplace.

#### **4.6 MANAGEMENT TRAINING AND DEVELOPMENT OF MANAGERS IN HOTELS**

The main purpose of this study was to find out the factors that lead to career development of managers in three, four and five star hotels. As such, the researcher found it paramount to investigate the role of management training on managerial career development in the hotel industry. The major areas examined for training included: strategic management, people management, self management and operational management.

#### 4.6.1 Strategic Management Training

For a start, the study sought to find out how the managers ranked the importance of strategic management training. The responses are as shown in the table 4.5 below

**Table 4.5 Frequencies percentages and Mean Scores to Responses on the importance of Strategic Management Training on Managerial Career Development**

Strategic Management	No.	%	Mean Score
Networking			4.3
Unimportant	3	2.9	
Little Importance	1	1.0	
Undecided	10	9.5	
Important	43	41.0	
Extremely Important	48	45.7	
Bench Marking			4.1
Unimportant	3	2.9	
Little Importance	0	0.0	
Undecided	20	19.0	
Important	42	40.0	
Extremely Important	40	38.1	
Balancing Stakeholder Interests			3.9
Unimportant	4	3.8	
Little Importance	3	2.9	

Undecided	23	21.9	
Important	36	34.3	
Extremely Important	39	37.1	
Legal Issues			3.3
Unimportant	10	9.5	
Little Importance	11	10.5	
Undecided	38	36.2	
Important	28	26.7	
Extremely Important	18	17.1	
Shared Values			3.9
Unimportant	3	2.9	
Little Importance	3	2.9	
Undecided	25	23.8	
Important	39	37.1	
Extremely Important	35	33.3	
Knowledge Management			4.2
Unimportant	4	3.8	
Little Importance	2	1.9	
Undecided	18	17.1	
Important	28	26.7	

Extremely Important	53	50.5	
External Funding			3.1
Unimportant	16	15.2	
Little Importance	15	14.3	
Undecided	32	30.5	
Important	23	21.9	
Extremely Important	19	18.1	

The analysis indicates that 48 (45.7%) of the respondents ranked networking as extremely important. This implies that networking as a trait is very important in management training and should form part of the curricula. These findings are in tandem with a Warsen and Slead (2002) who found out that networking was one of the main factors affecting career success of staff in the hospitality industry in South Africa. In addition, the study findings also concur with Li (2004) who found out that network as an important component of career success of managers in the hospitality industry with specific reference to five star hotels in Asia.

Further, the analysis indicates that 53 (50.5%) of the respondents were of the opinion that training in knowledge management is extremely important as an aspect of strategic management. However, it puzzles the researcher that 10 (9.5%) of the respondents were of the opinion that it is completely unimportant to get training on legal issues. This could indicate the ignorant nature of most managers to the importance of understanding legal

issues when running or climbing any career ladder. The findings contradict Tubey (2000) who found out that managers in the hospitality industry cited lack of training on legal issues as one of the gaps in their training. The managers in the Tubey (2010), study also agreed in totality that training on legal issues is a very important aspect for hospitality management professionals.

The study also found out that 19 (18.1%) of the respondents found it extremely important to get training on external funding. This could be interpreted to mean quest to gain knowledge on how to source for funds when faced with expansion plans in hotel and managers have to know how to source financing. These findings are supported by Ryan and Mooney (2009), who found out those managers in the hospitality industry were facing challenges of attracting financing whenever called upon. Baruch (2006) concluded that managers in the hospitality industry such as hotels lack proper training in sourcing of finances. Majority of the sampled respondents alluded to the fact that they have never been taught in college or even on-the-job as regards sourcing of finances and how they can effectively execute such duties. This boils down to mentoring and the kind of leadership being offered by the top management.

#### **4.6.2 People Management Training**

Further, the study sought to find out the perceived importance of people management training from the perspective of the respondents. The findings are as shown in the table below.

**Table 4.6: Frequencies percentages and Mean Scores to Responses on the importance of various aspects of People Management Training on Managerial Career Development**

People Management	no.	%	Mean score
Attractive			
Unimportant	0	0.0	4.5
Little Importance	1	1.0	
Undecided	12	11.4	
Important	23	21.9	
Extremely Important	69	65.7	
Motivate			4.7
Unimportant	0	0.0	
Little Importance	1	1.0	
Undecided	8	7.6	
Important	26	24.8	
Extremely Important	70	66.7	
Training & Development			4.6
Unimportant	0	0.0	
Little Importance	2	1.9	
Undecided	7	6.7	
Important	24	22.9	
Extremely Important	72	68.6	
Team			4.5
Unimportant	1	1.0	
Little Importance	0	0.0	
Undecided	10	9.5	



Important	24	22.9	
Extremely Important	70	66.7	
Openness			4.2
Unimportant	2	1.9	
Little Importance	1	1.0	
Undecided	25	23.8	
Important	27	25.7	
Extremely Important	50	47.6	
Diversity			4.1
Unimportant	2	1.9	
Little Importance	3	2.9	
Undecided	22	21.0	
Important	35	33.3	
Extremely Important	43	41.0	

The descriptive analysis indicates that majority 72 (68.6%) of the respondents said that it was extremely important that training and development of staff be emphasized. A further 70 (66.6%) also argued that teamwork is very important as a trait as it can be used to improve performance of all the staff involved. Teamwork, the respondents argued also creates a sense of unity and an aspect of working together for a common goal with every individual effort being important to the attainment of the overall objectives.

Other people management skills that respondents cited include: 50 (47.6%) extremely important to have openness and 43 (41%) as extremely important to be diverse. All these

factors compounded together form an enabling work environment where a staff/manager is supposed to interact with other colleagues in pursuit of excellence and achievement of set targets. The findings however are contrary to Acker (2006) who found out that people management skills are not very important at higher levels of management and in an era of information technology. The difference in findings could be because Ackers study was conducted in high-end prestigious hotels and among general managers of those hotels whose contact with people in the organization maybe minimal.

#### 4.6.3 Self Management Training

The study went further to find out the importance of self-management training from the perspective of the manager respondents.

**Table4.7: Frequencies, percentage and Mean Scores to Responses on importance of self management to managerial career development**

Self – Management	no.	%	Mean score
Enthusiasm			
Unimportant	0	0.0	4.4
Little Importance	3	2.9	
Undecided	12	11.4	
Important	31	29.5	
Extremely Important	59	56.2	
Self-Reliance			4.4
Unimportant	2	1.9	
Little Importance	2	1.9	
Undecided	13	12.4	
Important	27	25.7	
Extremely Important	61	58.1	
Learning			4.5
Unimportant	2	1.9	
Little Importance	1	1.0	
Undecided	8	7.6	

Important	30	28.6	
Extremely Important	64	61.0	
Creativity			4.5
Unimportant	1	1.0	
Little Importance	3	2.9	
Undecided	9	8.6	
Important	27	25.7	
Extremely Important	65	61.9	
Innovation			4.4
Unimportant	1	1.0	
Little Importance	4	3.8	
Undecided	7	6.7	
Important	31	29.5	
Extremely Important	62	59.0	
Time Management			4.4
Unimportant	0	0.0	
Little Importance	2	1.9	
Undecided	13	12.4	
Important	28	26.7	
Extremely Important	62	59.0	

The findings indicate that 62 (59%) of the manager respondents were of the opinion that training on time management is extremely important with 28 (26.7%) arguing that it's important to undergo training on time management. These findings imply that the managers out of experience felt that time management can make all the difference in terms of excellence and poor performance. Some of the managers at the time of picking questionnaires argued that with proper training on time management, managers in the hotel industry achieve so much in such a short time. The managers argued that without time management managers may not tackle issues based on priority and strategic role the activity is to the hotel.

Further, 93 (85.7%) of the respondents said that it is extremely important for hotel managers to be trained on innovation. This they argued is the 'missing middle' in managerial career success in the hotel industry. With stiff competition in the industry, the only way managers in the hotel industry can survive and succeed is through creativity and innovation (Tribe, 2005). Managers through innovation can continuously rejuvenate their hotels under jurisdiction through creating a competitive edge via new products, distinguished service, narrowing on a core niche of the market rather than targeting everybody among other strategies (Gamble and Messenger, 2010). Creativity had the highest mean score of 4.5 implying an agreement from the respondents that it is very important for hotel managers to be trained on how to be creative.

#### **4.6.4 Operational Management Training**

In terms of management training, the final category for consideration for the purpose of this study was operational management training. The study findings are as shown in the table below.

**Table 4.8: Frequencies, percentage and Mean Scores to Responses on importance of Operational Management on Managerial Career Development**

<b>Operational Management</b>	<b>No.</b>	<b>%</b>	<b>Mean score</b>
<b>Pricing</b>			4.3
Unimportant	3	2.9	
Little Importance	0	0.0	
Undecided	17	16.2	
Important	31	29.5	
Extremely Important	54	51.4	
<b>Budgeting</b>			4.4
Unimportant	2	1.9	
Little Importance	1	1.0	
Undecided	13	12.4	
Important	28	26.7	
Extremely Important	61	58.1	
<b>Planning</b>			4.5
Unimportant	2	1.9	
Little Importance	1	1.0	
Undecided	7	6.7	
Important	30	28.6	
Extremely Important	65	61.9	
<b>Marketing</b>			4.2
Unimportant	2	1.9	
Little Importance	4	3.8	
Undecided	15	14.3	
Important	37	35.2	
Extremely Important	47	44.8	
<b>Enhancing</b>			4.4
Unimportant	3	2.9	
Little Importance	2	1.9	
Undecided	10	9.5	
Important	28	26.7	
Extremely Important	62	59.0	
<b>Decision</b>			4.4
Unimportant	1	1.0	
Little Importance	1	1.0	
Undecided	10	9.5	
Important	36	34.3	
Extremely Important	57	54.3	

<b>Product</b>			4.3
Unimportant	0	0.0	
Little Importance	2	1.9	
Undecided	10	9.5	
Important	44	41.9	
Extremely Important	49	46.7	
<b>Customer Focus</b>			4.6
Unimportant	1	1.0	
Little Importance	2	1.9	
Undecided	7	6.7	
Important	22	21.0	
Extremely Important	73	69.5	
<b>Quality Enhancement</b>			4.6
Unimportant	1	1.0	
Little Importance	1	1.0	
Undecided	9	8.6	
Important	22	21.0	
Extremely Important	72	68.6	
<b>Languages</b>			3.8
Unimportant	4	3.8	
Little Importance	10	9.5	
Undecided	18	17.1	
Important	44	41.9	
Extremely Important	29	27.6	
<b>Legislation</b>			4
Unimportant	2	1.9	
Little Importance	8	7.6	
Undecided	20	19.0	
Important	31	29.5	
Extremely Important	44	41.9	
<b>Honesty</b>			4.5
Unimportant	3	2.9	
Little Importance	1	1.0	
Undecided	8	7.6	
Important	23	21.9	
Extremely Important	70	66.7	
<b>Safety And Security</b>			4.4
Unimportant	2	1.9	
Little Importance	0	0.0	

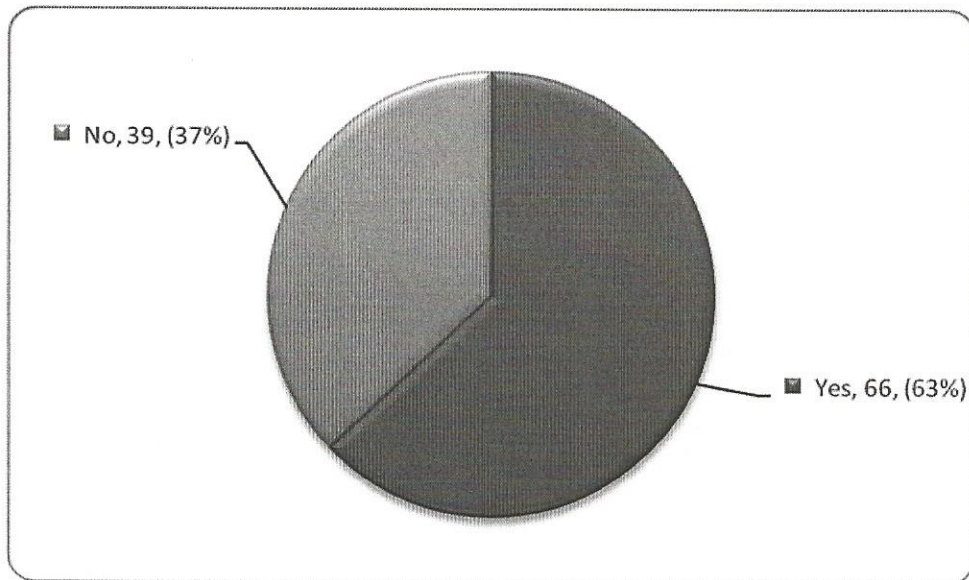
Undecided	16	15.2	
Important	24	22.9	
Extremely Important	63	60.0	

From the analysis; it is clear that the most important factors that should be considered for training in operational management are quality enhancement (mean=4.6) and customer focus (mean=4.6). This could imply that hotel managers have realized that nobody supersedes the customer and that their organizations management structure should be customer oriented. They seem to have adopted the old saying ‘customer is always right’. Although this is not a management function that can be used to achieve excellence; it is the opinion of the researcher that customer focus in terms of product development and even delivery of service far supersedes other factors. Also important for career development is honesty (mean- 4.5) Ability to plan (mean = 4.5) budgeting (mean= 4.4), and enhancing customer experiences

Any manager who does not factor in customer preference and characteristics in their product development, delivery of service among others is bound to find gaps in the journey towards excellence. In fact, Poulston (2008) argues that the most important training aspect that all hospitality industry staff should undergo is on customer care and customer focus. Poulston (2008) found out that all plans laid bearing in mind customer needs stood a higher chance of success than any other consideration.

#### 4.7 MENTORING AND MANAGERIAL CAREER DEVELOPMENT IN HOTELS

One of the main objectives of this study was to find out the role of mentoring on managerial career development. This is based on the fact that mentoring if done appropriately can be able to mould and even make succession management effective and achieve sustainable excellence in the long run. The study therefore sought to find out if the manager respondents had mentors. The study findings are as shown in figure 4.2.

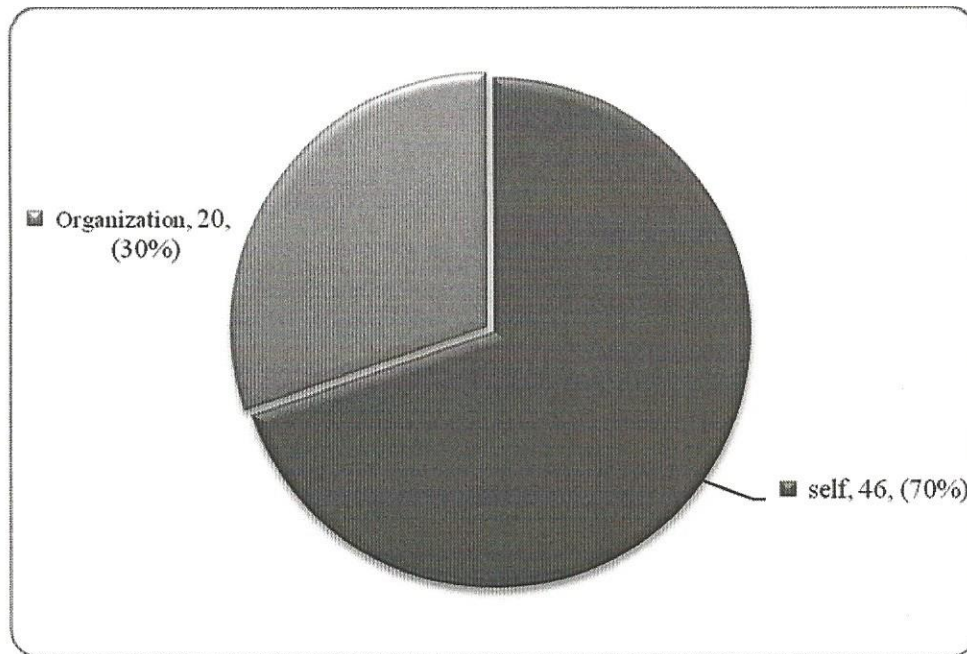


**Figure 4.2: Have a Mentor**

The analysis indicates that 66 (63%) of the managers respondents indicated that they had mentors at their workplace. Mayaka and Akama (2005) found out that managers use a range of different strategies in order to advance their careers. The most commonly used are in relation to mentoring and handling diverse situations. The study was also



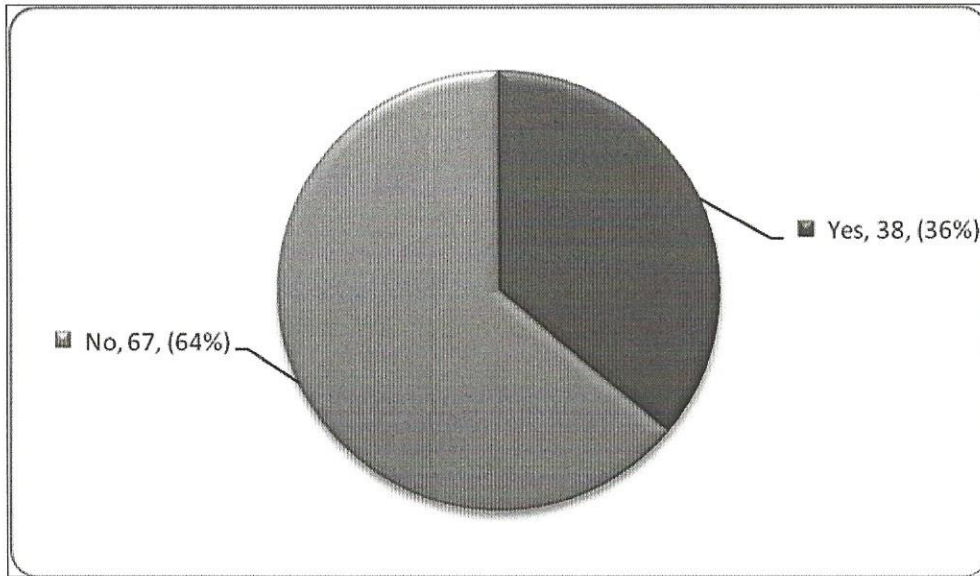
interested in finding out who chose the mentor of these managers. The study findings are as shown in the figure below.



**Figure 4.3: Who Chooses the Mentor?**

The analysis indicates that for those managers who indicated that they had mentors, majority 46 (70%) indicated they had chosen the mentors on their own while 30% said that their organization chose a mentor on their behalf. The study found out that this 30% comprised of young and intern managers while seasoned managers chose their mentors in their own volition.

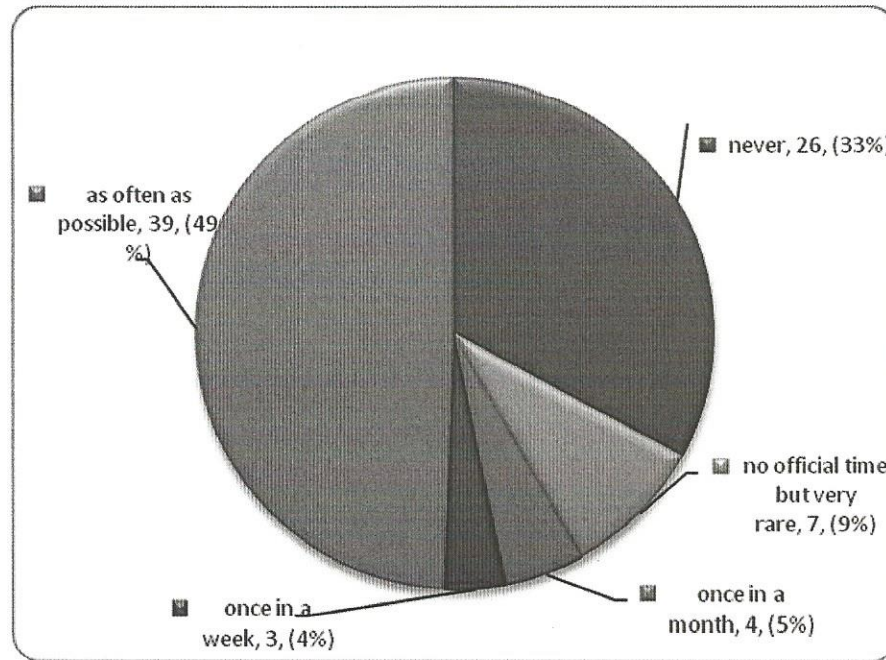
Mentorship and support were highly correlated, as were mentorship and job satisfaction (Kong and Baum, 2006). The study also sought to find out if there is a formal way of allocating mentors to employees. The study findings are as shown below.



**Figure4.4: There is formal way of allocating mentors to employees**

The analysis indicates that 67 (64%) of the manager respondents said that there is no formal way for allocating mentors to employees. This implies that management in the hotel industry has not laid emphasis on mentoring young managers using seasoned and experienced managers. Yuen (1995) found out that mentoring assists young managers to create a network as well as help them get grounded in their career. Managers who were mentored early on had a higher probability of ascending the corporate ladder faster than managers who did not have mentors Kirton and Greene (2000).

The study further sought to find out how often the managers communicate with their mentors. The study findings are as shown below.



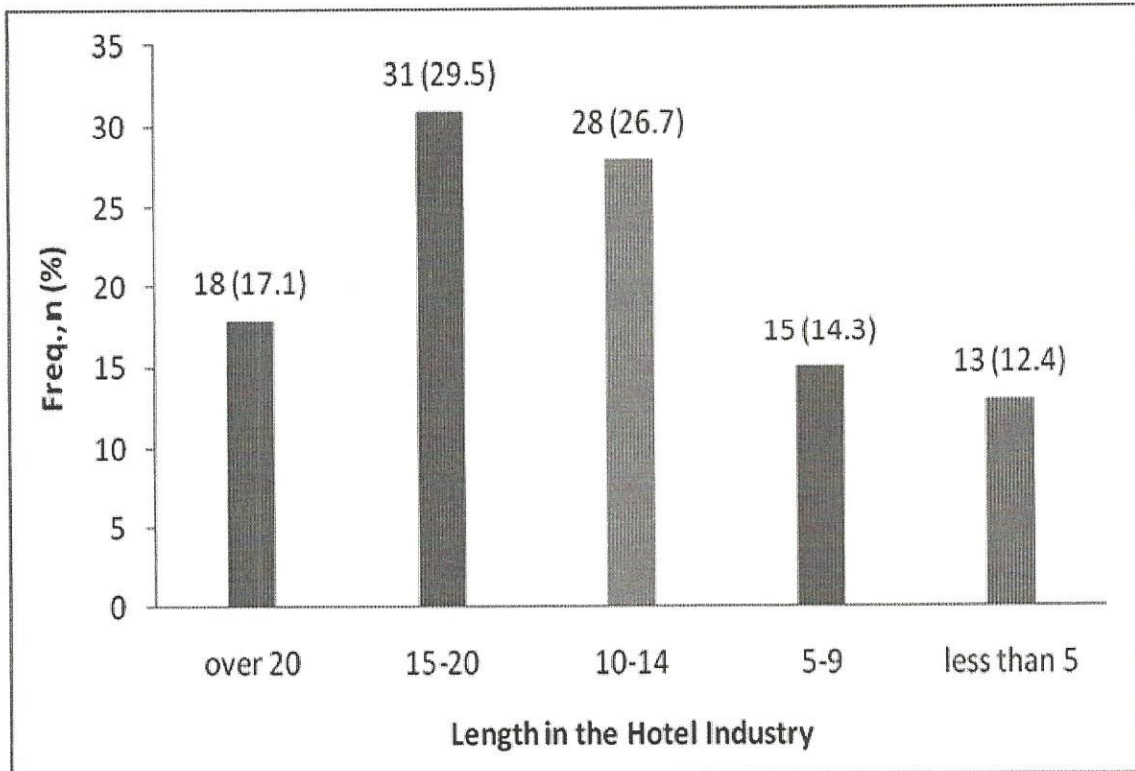
**Figure 4.5: How often do you communicate with your mentor**

The analysis indicates that 49% of the respondents said that they communicate with their mentors as often as possible. The influence of mentors and the acquisition of social capital are significant. Mentor presence and mentor career support is positively related to managers' promotion in early career as was found by Yuen (1995); Jayawardan (2000); Li (2004). Although research findings seem to indicate that mentoring has a significant effect in the early stages of a manager's career, little research highlighting their value in the later career as reported by; see Thomas and Harris (2001). Zopiatis and Constanti (2007), on the other hand, found that some mentoring relationships could be

dysfunctional, from a career advancement perspective. Managers who advance are likely to have personal contacts in diverse groups within and beyond the organisation, see Martin and Butler (2000), and Tribe (2005). Mayaka and King (2002) found that managers who have strong external ties had better advancement. Gamble and Messenger (2010) found that successful hotel managers were interpersonal networkers. Thomas and Long (2001) found that the use of interpersonal career strategies resulted in senior managers thinking more positively about the manager.

#### **4.8 JOB EXPERIENCE AND CAREER DEVELOPMENT IN HOTELS**

The main purpose of this study was to find out the nature of managerial career development in Kenyan hotels. As such, the study found it paramount to find out the effect of job experience on managerial career development. Job experience is important as it exposes the manager to various scenarios with different people and therefore gains in the long term from the wealth of experiences encountered. The study sought first to establish the period the respondents had been in the hotel industry. The study findings are as shown below.

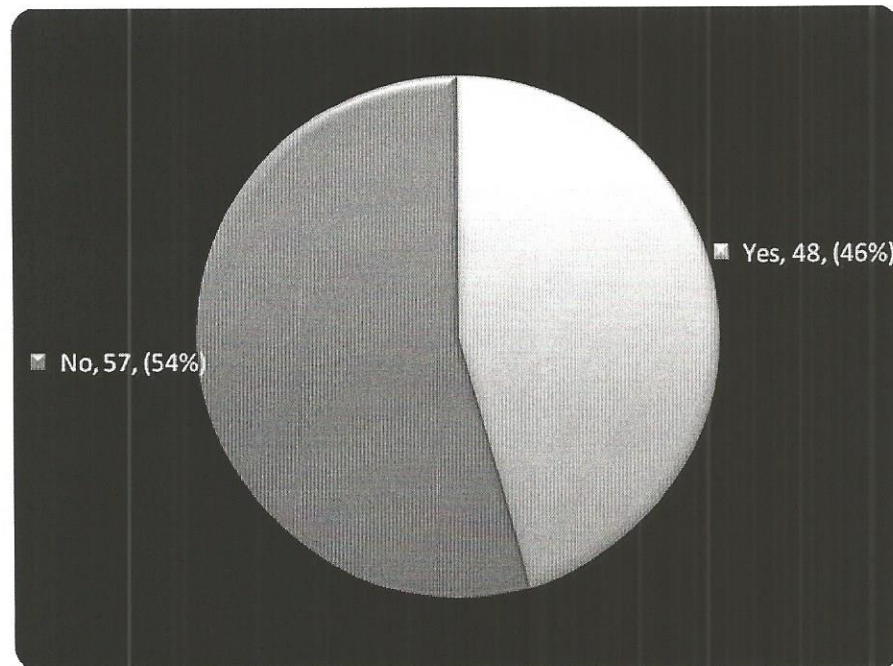


**Figure 4.6: Period of the respondents in the hotel industry**

The analysis indicates that 77 (73.3%) of the respondents had over 10 years working experience. In fact, a sizeable number of 18 (17.1%) had over 20 years worth of experience in the hotel industry. This implies that the hotel industry in Kenya has a tendency to hire and keep managers that have come up through its ranks. It also implies that the hotel industry has enough experienced personnel to mentor and offer leadership to the new managers. Zopiatis and Constanti (2007) found out that industries with managers who are very experienced are in a better position to mentor its young managers as well as have successful succession planning in management and leadership positions. In a competitive industry such as the hotel industry, having enough qualified

and experienced personnel who can offer guidance and leadership often determines a player's competitive edge; see Ng and Pine (2003).

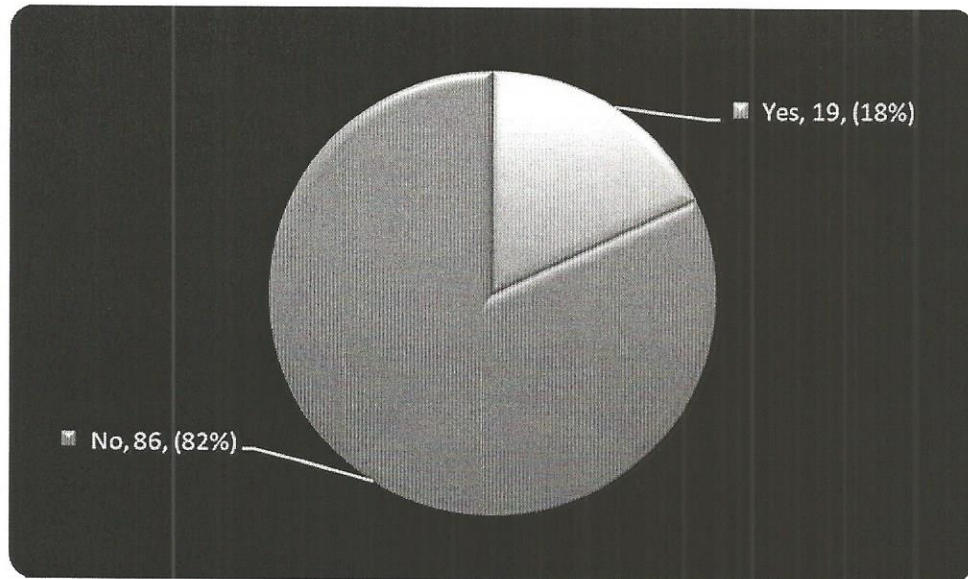
The study also sought to find out whether there is a scheme of service in the hotel industry. A clear scheme of service should (1) attract people with the appropriate ability, ambition and integrity by offering a well defined career structure, (2) ensure uniform standards, procedures and quality of work for the delivery of an efficient and effective management, (3) provide a realistic qualification requirements (educational, training, and promotion criteria) in order to maintain professional standards: see Roper and Millar (1999). On the question of scheme of service, this study's findings are shown in table 10.



**Figure 4.7: Do you have a scheme of service in the hotel industry**

The analysis indicates that 57 (54%) of the respondents said that there was no scheme of service in their hotel. This spells doom for employee development and retention initiatives. Without a scheme of service, there is likelihood of high staff turnover as well as high employee dissatisfaction rates. Yamashita (2004) found out that organizations with schemes of service have a high employee-satisfaction rate, which eventually spills over to boost organizational performance in the long run. Pine (2001), also found out that organizations with schemes of service were able to reduce running costs as training and recruitment costs are reduced to a large extent.

However, it is also important to note that 48 (46%) of the respondents said that their establishment had a scheme of service. According to research findings mentioned in the previous paragraph, these hotels are on track to creating an environment for where employee turnover is minimized. But a scheme of service may also spell out the career ladder, via training and promotions. The study sought to find out if the respondents had been promoted following this scheme. The study findings are as shown in table 4.8 below.



**Figure 4.8: Did you get promotion following this scheme**

The study findings indicate that 82% of the respondents had not been promoted following this scheme. This may be a pointer to the fact that although a few hotels may have schemes of service in place, very few implement what the scheme lays out. Mayaka and Akama (2005) found out that majority of hotels in East Africa do not implement nor do they monitor the performance of their schemes of service. This may be because the management of these hotels is yet to understand the potential that lies in fully implementing and monitoring schemes of service

#### **4.9 LEADERSHIP STYLE AND MANAGERIAL CAREER DEVELOPMENT IN HOTELS**

One of the objectives of this study was to find out the effects of leadership style on managerial career development in the hotel industry. Leadership is very important in



terms of showing the ‘followers’ the direction; the hotel should take as well as outlining the set goals to be achieved. The study sought to find out the role of leadership styles on managerial career development in the hotel industry. The study findings are given in the table 4.9 below.

**Table 4.9: Frequencies, percentage and Mean Scores of Responses on importance of the various aspects of Leadership Style on Managerial Career Development**

	No	%	Mean score
Programmes that ensures that qualified successors are prepared for key leadership positions			3.9
Strongly Disagree	6	5.7	
Disagree	8	7.6	
Undecided	19	18.1	
Agree	35	33.3	
Strongly Agree	37	35.2	
Shared Leadership Is Encouraged			3.9
Strongly Disagree	1	1.0	
Disagree	8	7.6	
Undecided	24	22.9	
Agree	35	33.3	
Strongly Agree	37	35.2	
Credit For Achievements			4.1
Strongly Disagree	2	1.9	
Disagree	6	5.7	
Undecided	16	15.2	
Agree	32	30.5	
Strongly Agree	49	46.7	
Motivation			4.1
Strongly Disagree	0	0.0	
Disagree	3	2.9	
Undecided	29	27.6	
Agree	31	29.5	
Strongly Agree	42	40.0	
Promotion Of Effective Leadership			4.1
Strongly Disagree	1	1.0	
Disagree	4	3.8	

Undecided	24	22.9	
Agree	36	34.3	
Strongly Agree	40	38.1	
Organization Has Systems To Attract, Rewards, Retains, Values And Develops Talented People			4.2
Strongly Disagree	1	1.0	
Disagree	9	8.7	
Undecided	12	11.5	
Agree	33	31.7	
Strongly Agree	49	47.1	
Formal Programmes For Developing Staff			3.9
Strongly Disagree	4	3.8	
Disagree	8	7.6	
Undecided	17	16.2	
Agree	39	37.1	
Strongly Agree	37	35.2	
Employees Are A Valuable Assets			4.3
Strongly Disagree	1	1.0	
Disagree	3	2.9	
Undecided	15	14.3	
Agree	34	32.4	
Strongly Agree	52	49.5	
Open Communication			4.1
Strongly Disagree	3	2.9	
Disagree	3	2.9	
Undecided	23	21.9	
Agree	27	25.7	
Strongly Agree	49	46.7	
Open Fair Process Of Handling Staff Problems			4.1
Strongly Disagree	3	2.9	
Disagree	3	2.9	
Undecided	18	17.1	
Agree	36	34.3	
Strongly Agree	45	42.9	
Open And Fair Process Of Resolving Management Of Disputes			3.9
Strongly Disagree	1	1.0	
Disagree	7	6.7	
Undecided	29	27.6	

Agree	29	27.6	
Strongly Agree	39	37.1	

The analysis indicates that 72 (68.6%) of the respondents agreed that programmes that ensures that qualified successors are prepared for key leadership positions, are in place. This seems to be in line with the preparation for succession planning as well as mentorship, corroborates Cooper's (2000), findings. The author found out that succession planning is very important in management and efficiency of hotels.

Further, the findings indicate 76 (72.3%) agreed that their employer is spearheading promotion of effective leadership. This is a pointer to good leadership as it motivates, prepares and cultivates leadership among its staff members.

#### **4.10 LIFE CHANCES AND MANAGERIAL CAREER DEVELOPMENT IN HOTELS**

Life chances are a political theory of the opportunities each individual has to improve his or her quality of life. It is a probabilistic concept, describing how likely it is, given certain factors, that an individual's life will turn out a certain way. According to this theory, life chances are positively correlated with one's socioeconomic status. Opportunities in this sense refer to the extent to which one has access to resources, both tangible ones such as food, clothing and shelter, and intangible ones such as education and health care. Quality of life comprises the individual's ability to procure goods, have a career and obtain inner satisfaction; in other words, the ability to satisfy one's needs, (Hughes et al 2003).

In East Africa, and Africa in general, it appears that socioeconomic status varies between

men and women, and from one ethnic group to another. The last objective for this study was to find out the effect, if any, that gender and ethnicity has on managerial career advancements. The findings regarding gender and managerial career development are presented below.

**Table 4.10: Frequencies, percentage and Mean Scores to Responses on importance of the various aspects of Gender on Managerial Career Development**

	No	%	Mean score
Gender influence			3
Strongly disagree	18	17.1	
Disagree	21	20.0	
Undecided	26	24.8	
Agree	19	18.1	
Strongly agree	21	20.0	
Promote development			2.6
Strongly disagree	32	30.5	
Disagree	16	15.2	
Undecided	31	29.5	
Agree	10	9.5	
Strongly agree	16	15.2	
Believe male employees			2.8
Strongly disagree	28	26.7	
Disagree	15	14.3	
Undecided	32	30.5	
Agree	15	14.3	
Strongly agree	15	14.3	
Male and female			3.6
Strongly disagree	12	11.4	
Disagree	11	10.5	
Undecided	24	22.9	
Agree	21	20.0	
Strongly agree	37	35.2	
Female make better			2.5
Strongly disagree	26	24.8	
Disagree	18	17.1	

Undecided	47	44.8	
Agree	6	5.7	
Strongly agree	8	7.6	
Gender has contributed			2.9
Strongly disagree	24	22.9	
Disagree	13	12.4	
Undecided	36	34.3	
Agree	12	11.4	
Strongly agree	20	19.0	

The analysis indicates that 32 (30.4%) of the manager respondents agreed that gender influences progression of the managerial ladder. However, it is also important to note that 36 (34.3%) of the respondents were undecided on the issue. This is probably because they didn't want to take part in a debate on what may seem controversial. These findings are in agreement with Mayaka and Akama (2005) who found out that sexual favour were rampant in the quest for career progression in the hospitality industry in Kenya.

Mayaka and Akama (2005), however found out that female employees were benefiting more in terms of climbing the career ladder on the basis of their gender, compared to their male counterparts. However, Yuen (1995) found out that gender does not influence managerial career development in state corporations. As such, the contradiction could be explained by the fact that Yuen (1995) study was in state corporations while the current study is in the hospitality industry.

From another perspective, the study found out that women were losing on career opportunities and promotion in the hotel industry because of their multiple roles in a

family set-up. Some managers confessed to the fact that female managers were bypassed in promotion because of the notion that they don't have 'enough time' to run a department as they have to take care of children and their husbands. The findings showed the possibility of bias against hiring women who may not be capable of conforming to the image of a manager who will put the needs of the organisation before his/her family, a similar bias revealed in Acker's (2006) research. Female managers expressed concern as to whether they could possibly combine a management role with motherhood and if they were to have children, the organisation might view them differently. Some also perceived discriminatory practices against women who had become pregnant, such as not being considered for promotion or being rendered redundant.

Further, the study sought to find out the effect of ethnicity on managerial career development. The study findings are as shown below.

**Table 4.11: Mean score and standard deviation of the importance of the various aspects of Ethnicity on Managerial Career Development**

Statement	Descriptive Statistics	
	Mean	Standard Deviation
Ethnicity influences chances of career development in the hotel industry	2.87	0.474
I would prefer to develop and promote a employees from a particular ethnic background (Please specify)	4.61	0.758
I believe employees from a particular ethnic group (Please specify) make more effective managers in the hotel industry	4.48	0.765
All employees irrespective of their ethnic background are given equal opportunities for career development in the hotel industry	4.61	0.712
My ethnic background has contributed positively to my promotion and career development in the hotel industry	3.11	0.591

The analysis indicates that majority of the respondents (mean =4.61) agreed that all employees irrespective of their ethnic background are given opportunities for career development in the hotel industry. This is a good pointer to the fact that merit matters more than anything else when it comes to career progression.

However, a majority of the respondents contradicted themselves (mean = 4.61) when they agreed that personally, they would prefer to develop and promote employees from particular ethnic group. This smacks-off hypocrisy where the manager respondents would want to appear to support merit and override ethnicity whereas deep inside they would prefer to promote people from their ethnic backgrounds. These findings agree

with Tubey (2010) who found out that ethnicity was rampant in career progression in the hospitality industry.

#### **4.11 MANAGERIAL CAREER DEVELOPMENT**

The study also sought to analyze the career movement of the respondent managers for the past ten years. The career path is as shown below in the table. Scores for managerial career development were tabulated as follows. One move up the career ladder gained one point, two moves up gained two points, three moves up gained three points, four points up gained four points and five points up the career ladder gained five points. On the contrary one move down the career ladder got negative one, two moves down gained negative two and so on till five moves down the career ladder gained negative five points ladder. In addition, movement over the same position attracted a score of 0. All these scores were aggregated to form index scores for managerial career development. The structural diagram is as shown in table below.



**Table 4.12 Managerial Career Development (last five career moves)**

	Hotel general manager	Assistant General manager	Heads of Department Food & Beverage	Operations manager	Front office manager	Room manager	Sales and mkt manager	HRM manager	Sales rep	Intern	Other (hotels)	Other (not hotels)
Current position	41 (39.0%)	34 (32.3%)	24 22.8%	6 (5.71%)								
Position 5	29 (27.6%)	40 (38.1%)	5 (4.8%)	11 (10.5%)	0 0%	3 (2.86%)	12 (11.4%)	0 0%	0 0%	0 0%	4 (3.81%)	1 (0.95%)
Position 4	6 (5.71%)	13 (12.4%)	9 (8.6%)	6 (5.71%)	12 (11.4%)	35 (33.3%)	15	7 (6.67%)	0 0%	0 0%	8 (7.62%)	0 0%
Position 3	7 (6.67%)	9 (8.6%)	12 (11.4%)	8 (7.62%)	23 (21.9%)	16 (15.2%)	11 (10.5%)	0 0%	0 0%	0 0%	19 (18.1%)	0 0%
Position 2	0 0%	15 (14.3%)	23 (21.9%)	7 0%	8 0%	18 (30.5%)	17 (16.2%)	0 0%	12 (11.4%)	0 0%	5 0%	1 (5.71%)
Position 1	0 00.0%	0 (0.0%)	19 (22.9%)	5 (6.02%)	9 (10.8%)	17 (20.5%)	9 (10.8%)	4 (4.8%)	7 (8.4%)	3 (3.61%)	8 (9.6%)	2 (2.4%)

NB: Current position is excluded from calculations over the last 10 years

In the first position, the total was 83 managers interviewed 22 (20.9%) had not joined employment in the last ten years. The study found out that majority of those that had not joined the hotels were still students in the last ten years

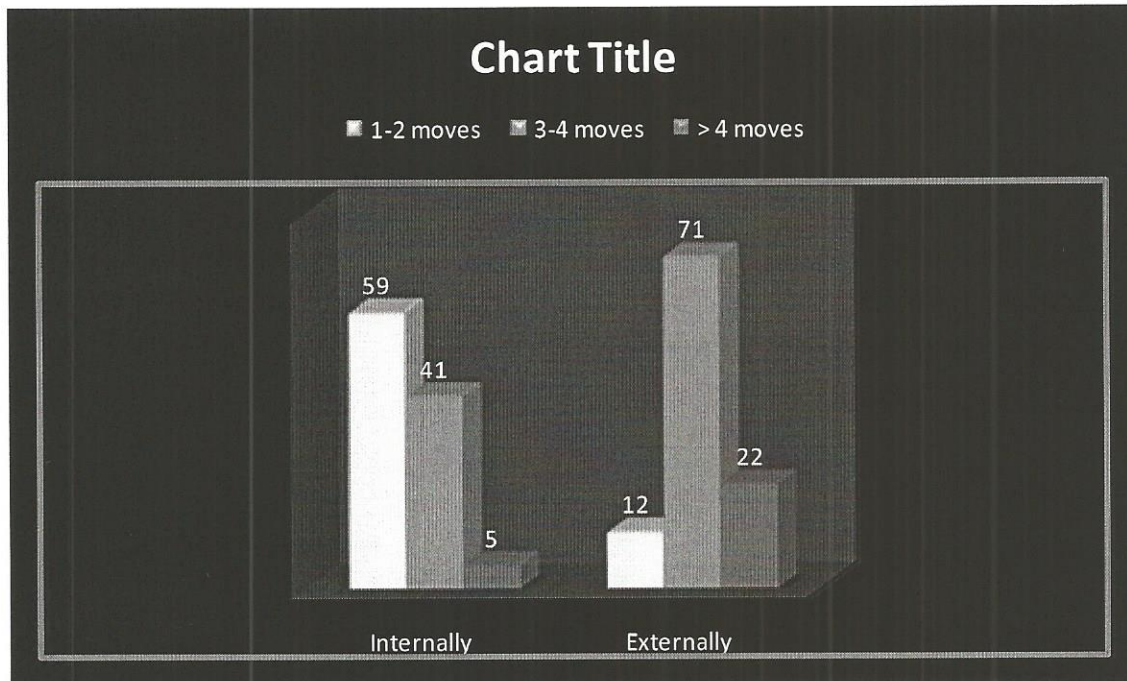
**Table 4.12: managerial career development (last five career moves)**

NB: Current position is excluded from calculations over the last 10 years. In the first position, the total was 83 managers because some managers interviewed 22 (20.9%) had not joined employment in the last ten years. The study found out that majority of those that had not joined the hotels were still students in the last ten years. The table above gives the number of respondents who held each particular job role in the last five career job moves, prior to their current position as hotel manager. From the findings it is clear that majority of the managers started from the bottom as interns or sales representatives and rose to their current positions as top managers. In fact 7 (8.4%) of the current managers who were interviewed were once sales representatives in the hotel industry. In addition, 3(3.61%) of the managers were once interns in the hotel industry and that was their entry point.

Two (2.4%) of the current managers in the hotel industry came from management positions outside the hospitality industry to the current position. The small number could be because of the fact that few hotels are willing to hire a manager to learn on-the-job training having come from an industry outside the hotel sector.

Seventy one managers who were interviewed have moved jobs up the ladder (or down the ladder) at least five or more times before they became top managers in the hotel

industry. This may indicate that the top positions require dynamic and experienced people owing to the fact that the sector is mostly service oriented.



**Figure 4.9: Internal and External Career moves**

From the analysis of the figure above, it is interesting to note that for each career move; consistently made more “external” than “internal” moves between positions. There was not such regularity, where the balance of “internal” and “external” moves was more random. On overall, 71% of the external moves were 3 to 4 with 22% of the respondents having made more than 4 moves externally in their past five career moves. Implying that every time, they move, they moved to a different employer. This is a high rate of changing jobs. This arguably supports Tubey (2010), proposal that for the most

successful managers it is strategically timed moves between companies that allow them to progress further and faster up the management career ladder.

Four (3.81%) of the managers interviewed held previous positions outside the hotel industry before elevation into their current status. The researcher found out that some of these managers were tutors and lecturers in hospitality training industries before they decided to venture into management. This is understandable since they have been involved indirectly in the management by being training providers to the hotels. How successful such managers are, compared to their counterparts who rise through the ranks with the hospitality sector, is an issue that may need further study. Indeed one may ask what sorts of challenges the latter faced while transiting from a theoretical knowledge of management to the practice of management. This present study cannot provide any definitive answers.

#### **4.12 HYPOTHESIS TESTING**

##### **4.12.1 Factor Analysis**

The principal-components-factor method was used to generate the initial solution. **Principal component analysis (PCA)** is a mathematical procedure that uses an orthogonal transformation to convert a set of observations of possibly correlated variables into a set of values of linearly uncorrelated variables called **principal components**. The number of principal components is less than or equal to the number of original variables. This transformation is defined in such a way that the first principal

component has the largest possible variance (that is, accounts for as much of the variability in the data as possible), and each succeeding component in turn has the highest variance possible under the constraint that it be orthogonal to (i.e., uncorrelated with) the preceding components. Principal components are guaranteed to be independent only if the data set is jointly normally distributed, (Abdi and Williams, 2010). In this study the Eigen values suggests that a three- factor solution explained 57.65% of the overall variance before the rotation. The factors with Eigen values greater than or equal to 1.0, and attributes with factor loadings greater than 0.4, were reported. The table below illustrates the results of the factor analysis. The three factors were: vocational education, management training and job experience variables.

The overall significance of the correlation matrix was 0.000, with a Bartlett test of sphericity value of 1541.42. The statistical probability and the test indicated that there was a significant correlation between the variables, and the use of factor analysis was appropriate. The Kaiser-Meyer-Olkin overall measure of sampling adequacy was 0.882, which was meritorious, Patton, (2002).

From the varimax-rotated factor matrix, six factors with 21 variables were defined by the original 25 variables that loaded most heavily on them (loading >0.4). Five attributes were dropped due to the failure of loading on any factor at the level of 0.40 (or higher).

**Table 4.13: factor analysis results of the managerial career development**

Attributes	Factor loading					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Factor 1: Vocational Education						
Level of education	0.863					
Hotel Training	0.768					
Period of education	0.687					
Area of Training	0.678					
Factor 2: Management Training						
Strategic Management		0.817				
People management		0.700				
Self management		0.660				
Operational Management		0.621				
Factor 3: Mentoring						
Presence			0.709			
Contact time			0.654			
Who chooses mentor			0.634			
Factor 4: Job experience						
Promotion/Job progression				0.709		
Work experience				0.654		
Prestige				0.634		
Power				0.657		
Improved standards of living				0.871		
Factor 5: Leadership style						
Shared leadership					0.657	
Servant leadership					0.871	
Transformational leadership					0.758	

Factor 6: Life chances						
Gender						0.734
Ethnicity						0.681
Eigen value						
Variance (%)	8,710		1,616	1,173		
Cumulative variance (%)	35.535		6.734	4.888		
Reliability alpha (%)	35.535		47.184	55.876		
Number of items (21)	87.88		70.2	70.00		
	8		4	10		

**Note: Extraction Method** – Principal Component Analysis

**Rotation Method** – Varimax with Kaiser Normalization

**KMO** (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) = 0.882

**Bartlett's Test of Sphericity:**  $p = 0.000$  ( $x^2 = 1541.422$ ,  $df = 276$ )

To test the reliability and internal consistency of each factor, the Cronbach's alpha of each was determined. The results showed that the alpha coefficients ranged from 0.702 to 0.879 for the three factors. The results were considered more than reliable, since 0.50 is the minimum value for accepting the reliability test; see Neuman (2000).

Vocational education (Factor 1) contained four attributes and explained 30.50% of the variance in the data, with an Eigen value of 9.607 and a reliability of 86.68%. The attributes associated with this factor were "Level of education," "Hotel training," "Period of education," "and "Area of training."

Management Training (Factor 2) contained four attributes and explained 30.45% of the variance in the data, with an Eigen value of 9.708 and a reliability of 87.88%. The

attributes associated with this factor dealt with the general components of training, including “strategic management,” “people management,” “self management,” and “operational management.”

Mentoring (Factor 3) accounted for 6.74% of the variance, with an Eigen value of 1.616, and a reliability of 70.20%. This factor was loaded with three attributes. The three attributes were “Presence,” “Contact time,” and “who chooses mentor”

Job Experience (Factor 4) loaded with five attributes. This factor accounted for 20.58% of the variance, with an Eigen value of 8.339, and a reliability of 72.85%. These attributes were “Job progression,” “Work experience,” “Prestige,” “Power,” and “Improved standards of living.”

Leadership style (Factor 5) accounted for 5.04% of the variance, with an Eigen value of 1.616, and a reliability of 70.20%. This factor was loaded with three attributes. The three attributes were “shared leadership,” “servant leadership,” and “Transformational leadership”

Life chances (Factor 6) accounted for 3.21% of the variance, with an Eigen value of 1.616, and a reliability of 70.20%. This factor was loaded with two attributes. The two attributes were “Gender,” and “Ethnicity”. In the next section the researcher proposal a model that incorporates all the above factors.



#### 4.12.2 Proposed Model

$$Y = \beta_0 + \beta_1 VE + \beta_2 MS + \beta_3 MT + \beta_4 JE + \beta_5 LS + \beta_6 LC + \alpha$$

#### WHERE:

Y = Skills needed by Operational Manager

$B_0$  = Intercept of the regression Model

$\beta_1 - \beta_6$  = Coefficient that represents the importance of the dependent variable to becoming an operations manager.

$\alpha$  = Error

VE = Vocational Education

MS = Mentorship

MT = Managerial Training

JE = Job Experience

LS = Leadership Style

LC = Life Chances

### 4.12.3 Correlation analysis

**Table 4.14: correlation analysis**

Correlations							
	Career development	Vocational education	Mentorship	Management training	Job experience	Leadership style	Life chances
Career development	1						
Vocational education	0.914	1					
Mentorship	0.353	0.152	1				
Management training	0.853	0.881	0.115	1			
Job experience	0.717	0.705	0.225	0.571	1		
Leadership style	0.451	0.233	0.510	0.543	0.333	1	
Life chances	0.011	0.001	0.067	0.003	0.007	0.007	1

The correlation matrix indicates that career development was highly correlated with vocational education (.914) and management training (.853). Vocational education was also highly correlated to management training (.881) and job experience (.705). The correlation was weak between job experience and life chances though positive. The

### 4.12.3 Correlation analysis

Table 4.14: correlation analysis

Correlations							
	Career development	Vocational education	Mentorship	Management training	Job experience	Leadership style	Life chances
Career development	1						
Vocational education	0.914	1					
Mentorship	0.353	0.152	1				
Management training	0.853	0.881	0.115	1			
Job experience	0.717	0.705	0.225	0.571	1		
Leadership style	0.451	0.233	0.510	0.543	0.333	1	
Life chances	0.011	0.001	0.067	0.003	0.007	0.007	1

The correlation matrix indicates that career development was highly correlated with vocational education (.914) and management training (.853). Vocational education was also highly correlated to management training (.881) and job experience (.705). The correlation was weak between job experience and life chances though positive. The

career development was highly correlated to job experience (.717). Management training was also lowly but positively correlated to job experience.

#### 4.12.4 Regression analysis index

**Table 4.15: Regression analysis**

Variable	Coefficient	t-Statistic	P Value
Vocational Education	0.52	2.938	0.00
Management Training	0.40	2.335	0.01
Mentoring	0.010	2.720	0.031
Job experience	0.165	2.433	0.029
Leadership style	0.123	2.441	0.041
Life chances	0.136	2.395	0.047
Constant Term	0.16	2.56	0.02
R-squared	0.8084		
Adjusted R-squared	0.76		
Durbin-Watson value	2.09		
F-statistic	4.31		
Prob (F-statistic)	0.00		

Hence the resultant regression model is:

$$Y=0.16+0.52VE + 0.4MT + 0.01MS + 0.123JE +0.165LS + 0.136LC + e$$

The regression had a correlation coefficient ( $R^2$ ) of about 0.8084 and an adjusted  $R^2$  of 0.76. This means that vocational education, management training, mentoring, job experience, leadership style and life chances explain 76 % of the variations in managerial career development. The F-value of 4.31 with a probability of 0.00 at 5% significance level is significant indicated that the joint contribution of the independent variables was significant in predicting the dependent variable. The Durbin Watson value of 2.09 indicated lack of serial correlation within the model joint contribution of the independent variables was significant in predicting the dependent variable. The Durbin Watson value of 2.09 indicated lack of serial correlation within the model

**Table 4.16: regression model summary**

R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Durbin-Watson
			F Change	df1	df2	Sig. F Change	
.8084	.76	.64593	4.310	3	29	.048	2.090

The table below shows the results of the regression analysis based on the sign of the coefficient and the t-ratio. From the analysis the constant has a t-ratio of 3.4. This indicates that there are factors that affect managerial career development that have not been included in the model are statistically significant in determining the career

development. The constant is also positively related to the development, implying that these factors that are not in the model will impact on managerial career development positively.

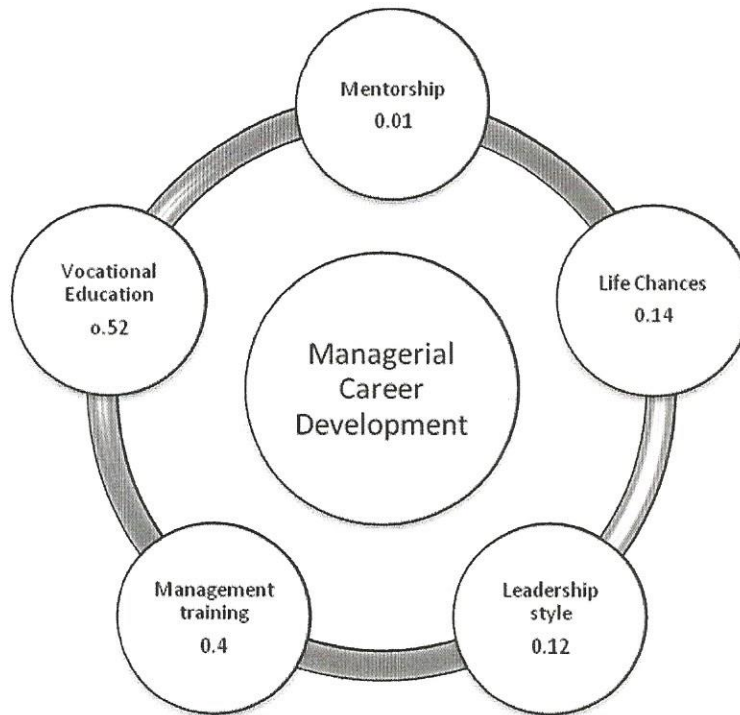
**Table 4.17: regression coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	.512	.160		3.4	.022
	Vocational education	.521	.541	.522	2.938	.011
	Management training	.859 3	.368	.0401	2.735	.020
	Mentoring	1.28 1	.471	.010	2.720	.011
	Job experience	1.27	.357	.0234	2.433	.026
	Leadership style	1	.349	.0231	2.411	.031
	Ethnicity	1.25	.341	.0219	2.403	.043
	Gender	1	.342	.0216	2.411	.040
		1.19 9				
		1.08 7				

Dependent variable: Managerial career development

**4.13: PROPOSED MODEL FOR MANAGERIAL CAREER DEVELOPMENT IN HOTELS IN KENYA**

$$Y=0.16+0.52VE + 0.4MT + 0.01MS + 0.165JE +0.123LS + 0.136LC + e$$



**Figure 4.10: proposed career development model**

**H1: Vocational education enhances managerial career development**

**4.13.1 LINEAR REGRESSION EQUATIONS**

$$\text{Managerial Career Development} = \beta_0 + \beta_1 * \text{vocational education} + e$$

Where  $\beta_0$ .the constant term

$\beta_1$ . coefficients

e- random error

**Table 4.18: vocational education and managerial career development- Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error		Beta	t
(Constant)	2.258	0.830		2.938	0.021
Vocational education	0.520	1.570	0.972	0.106	0.000

Dependent Variable: Managerial career development index

From the table above, it shows that the relationship takes the form of this linear regression model below

$$\text{Managerial Career Development} = 2.258 + 0.520 * \text{vocational education} + \text{error term}$$

Vocational education is positively related to managerial career development and has the most statistically significant coefficient as indicated by a t-ratio of 2.938. This implies that a one unit change in vocational education will change the managerial career development by 0.52 units. This variable has significance of 98%. As such, the study accepts the hypothesis and concludes that vocational education enhances managerial career development.



**H2: Management Training has a positive influence on managerial career development**

**Table 4.19: management training and managerial career development- Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	p-value
<b>(Constant)</b>	2.311	0.830		2.335	0.02
<b>Management training</b>	0.400	1.570	0.972	0.106	0.01

Dependent Variable: Managerial career development index

From the table above, it shows that the relationship takes the form of this linear regression model below

$$\text{Managerial Career Development} = 2.311 + 0.40 * \text{management training} + \text{error term}$$

There is a positive relationship between managerial career development and the managerial training. Managerial training also has a statistically significant coefficient as indicated by a t-ratio of 2.735. The coefficient of managerial training is 0.401 meaning that one unit change in managerial training will bring about 0.401-unit change in career development. The p-value of the variable is 0.0320. The study therefore accepts the hypothesis and concludes that managerial training has a positive influence on managerial career development.

**H3: Mentoring within the organization influences prospects of becoming a manager**

**Table 4.20: Mentoring and managerial career development-Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	p-value
<b>(Constant)</b>	2.245	0.830		2.720	0.032
<b>Mentoring</b>	0.01	1.570	0.972	0.106	0.031

Dependent Variable: Managerial career development index

From the table above, it shows that the relationship takes the form of this linear regression model below

$$\text{Managerial Career Development} = 2.245 + 0.40 * \text{mentoring} + \text{error term}$$

Mentoring is positively related to the managerial career development, as indicated by the positive sign of the coefficient. The coefficient of mentoring is also statistically significant as indicated by a t –ratio of 2.720. On the mentoring, the study found out that the mentoring is very important and is one of the most difficult processes among managerial career development in hotels. The study concludes by accepting the hypothesis that mentoring within the organization influences prospects of becoming a manager. The coefficient of Mentoring is 0.01 meaning that one unit change in mentoring will bring about 0.01-unit change in career development

**H4: Job experience has a positive impact on managerial career development**

**Table 4.21: Job experience and managerial career development- Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	p-value
<b>(Constant)</b>	2.245	0.830		2.433	0.032
<b>Job experience</b>	0.165	1.570	0.972	0.106	0.029

Dependent Variable: Managerial career development index

From the table above, it shows that the relationship takes the form of this linear regression model below

$$\text{Managerial Career Development} = 2.245 + 0.165 * \text{job experience} + \text{error term}$$

The job experience is positively related to the managerial career development. The coefficient is statistically significant as indicated by a t-ratio of 2.433 and coefficient of 0.0165. The study accepts the hypothesis and concludes that job experience has a positive impact on managerial career development.

**H5: Leadership style has an influence on managerial career development**

**Table 4.22: Leadership style and management career development-Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	T	p-value
(Constant)	2.675	0.830		2.433	0.032
Leadership style	0.123	1.570	0.972	0.106	0.041

Dependent Variable: Managerial career development index

From the table above, it shows that the relationship takes the form of this linear regression model below

$$\text{Managerial Career Development} = 2.675 + 0.123 * \text{leadership style} + \text{error term}$$

The leadership style is positively related to the managerial career development. The positive sign of the coefficient shows this. The coefficient is statistically significant as indicated by a t-ratio of 2.411 and coefficient of 0.123. The study concludes that leadership style has an influence on managerial career development.

**H6: Life Chances has an influence on managerial career development**

**Table 4.23: Life chances and managerial career development- Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std Error	Beta	t	p-value
(Constant)	2.377	0.830		2.433	0.032
Life chances	0.036	1.570	0.972	0.106	0.047

Dependent Variable: Managerial career development index

Gender is positively related to the managerial career development. The coefficient is statistically significant as indicated by a t-ratio of 2.403. The study accepts the alternate hypothesis and concludes that gender has an influence on managerial career development. Ethnicity is also correlated with managerial career development. The coefficient is statistically significant as indicated by a t-ratio of 2.411. The study accepts the alternate hypothesis and concludes that ethnicity has an influence on managerial career development.

Research by Green (1997) suggests that for the most successful hotel executives, a fast track to the corporate office involves a strategically-timed career moves between companies, resulting in higher-level positions and broadening work experience. This career moves are boosted by higher educational qualifications as well as experience, Feldman (2005).

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## **CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION**

### **5.1 CHAPTER INTRODUCTION**

The study set out to examine the veracity of preconceived ideas about the nature of Managerial Career Development in 3-5 star hotels in Kenya. This chapter therefore presents the findings of the study, the implications of the findings, and recommendations from the study. In order to aid discussions, the chapter is split into the following subsections: (5.2) Summary of the findings, (5.2.1) Vocational Education, (5.2.2) Networking & Management Training, (5.2.3) Mentorship, (5.2.4) Job Experience, (5.2.5) Leadership, and (5.2.6) Life Chances.

### **5.2 SUMMARY OF FINDINGS**

The hotels selected in this study were considered to be successful. This type of selection introduces an element of bias in the sampling and as such the results should be viewed in this light. The researcher was, however, interested in whether managers had anything to do with this success, and if so what had impacted their management style. For this reason managers of struggling hotels were excluded. In hindsight, all should have been considered. This sort of inclusion would have allowed the study to determine if the training of managers in the unsuccessful hotels had anything to do with the success. This will be done in future. Let's look at the result of what was included.

#### **5.2.1 Vocational Education and Development of Managers in Hotels**

53 (50.5%) of the respondents had a diploma as their highest qualification, while only 21

(20%) had a degree. The majority of the degree holders claim management as their main area of specialization. The comparatively higher number of diploma holders is explained by the fact that, for a long period of time, only Kenya Utalii College offered qualifications relevant to this industry. This institution offered only diploma qualifications. At the time of compiling this thesis a number of universities in Kenya had begun offering hotel related courses. Of the managers interviewed, 101 (96.2%) had undergone training in hotel related aspects; 39 (18.6%), of whom, had trained in hotel management. 20 (19.8%) had training in housekeeping, 16 (15.8%) food and beverage service, while 13 (12.9%) had training in food-production. This indicates that most of the respondents had hotel management training. It is clear that in order to be a successful manager in this industry, industry specific training is a necessity. It is not clear if the converse is true.

The data collected could not allow this study to determine if one form of qualification equipped managers better than the other, or whether the label of qualification; degree/diploma played any role in a manager's career development. It is needless to say that subtle differences do exist and will require a further study. An emergent issue, and one that is probably very important, is whether or not standardized training curricula provide graduates with skills necessary for dealing with ever-changing work environment.



## 5.2.2 Management Training and Development of Managers in Hotels

The study set out to examine the effect of managerial training on Managerial Career development in three, four and five star hotels. As such, the researcher found it paramount to investigate the role of management training on managerial career development in the hotel industry. The major areas examined for training included: strategic management, people management, self -management and operational management.

### 5.2.2.1. Strategic Management Training

Table 5.1: Frequencies and Mean Scores to Responses on Strategic management skills

SKILL	MEAN (OUT OF 5)	IMPORTANT (NO SO RESPONDENTS/ 105)	UNIMPORTANT (NO OF RESPONDENTS/105)	UNDECIDEDED
<b>Networking</b>	4.3	91 (86.6%)	4 (3.8%)	10 (9.5%)
<b>Knowledge management</b>	4.2	81 (77.1%)	6 (5.7%)	18 (17.1%)
<b>Bench marking</b>	4.1	82 (78.1%)	3 (6.9%)	20 (19%)
<b>Shared values</b>	3.9	74 (70.5%)	6 (5.7%)	25 (23.8%)
<b>Balancing stake holders values</b>	3.9	75 (71.4%)	7 (6.7%)	23 (21.9%)
<b>Legal issues</b>	3.3	21 (20%)	46 (43.8)	38 (36.1)
<b>External funding</b>	3.1	31 (29.5)	42 (40%)	32 (30.4%)

The study sought to find out how the managers ranked the importance of strategic management training. The analysis indicates that 48 (45.7%) of the respondents ranked networking as extremely important. This implies that networking as a trait is very important in management training and should form part of the curricula. These findings are in tandem with a Warsen and Slead (2002) who found out that networking was one of the main factors affecting career success of staff in the hospitality industry in South Africa. In addition, the study findings also concur with Li (2004) who found out that network as an important component of career success of managers in the hospitality industry with specific reference to five star hotels in Asia.

Further, the analysis indicates that 53 (50.5%) of the respondents were of the opinion that training in knowledge management is extremely important as an aspect of strategic management. However, it puzzles the researcher that 10 (9.5%) of the respondents were of the opinion that it is completely unimportant to get training on legal issues. This could indicate the ignorant nature of most managers to the importance of understanding legal issues when running or climbing any career ladder. The findings contradict Tubey (2000) who found that managers in the hospitality industry cited lack of training on legal issues as one of the gaps in their training. The managers in the Tubey (2010) study also agreed in totality that training on legal issues is a very important aspect for hospitality management professionals.

The study also found out that 19 (18.1%) of the respondents found it extremely important to get training on external funding. This could be interpreted to mean the quest to gain knowledge on how to source for funds when faced with expansion plans in hotel and managers have to know how to source financing. These findings are supported by Ryan and Mooney (2009) who found out those managers in the hospitality industry were facing challenges of attracting financing whenever called upon. Baruch (2006) concluded that managers in the hospitality industry such as hotels lack proper training in sourcing of finances. Majority of the sampled respondents alluded to the fact that they have never been taught in college or even on-the-job as regards sourcing of finances and how they can effectively execute such duties. This boils down to mentoring and the kind of leadership being offered by the top management.

### 5.2.2.3 People management Training

**Table 5.2 Mean score, Frequencies and percentage of Responses on people management to managerial career development**

SKILL	MEAN (OUT OF 5)	IMPORTANT (NO SO RESPONDENTS/105)	UNIMPORTANT (NO OF RESPONDENTS/105)	UNDECIDEDED
Motivate staff	4.7	97 (92.3%)	1 (0.9%)	7 (6.7%)
Train staff	4.6	96 (91.4)	2 (1.9%)	7 (6.7%)
Build Team work	4.5	94 (89.5%)	1 (0.9%)	10 (9.5%)
Attract staff	4.5	92 (87.6%)	1 (0.9%)	12 (11.4%)
Openness	4.2	77 (73.3%)	3 (6.9%)	25 (23.8%)
Manage Diversity	4.1	78 (74.2%)	5 (4.7%)	22 (20.9%)

Further, the study sought to find out the perceived importance of people management training from the perspective of the respondents. The descriptive analysis indicates that majority 72 (68.6%) of the respondents said that it was extremely important that training and development of staff be emphasized. A further 70 (66.6%) also argued that teamwork is very important as a trait as it can be used to improve performance of all the staff involved. Teamwork the respondents argued also creates a sense of unity and an aspect of working together for a common goal with every individual effort being important to the attainment of the overall objectives. Other people management skills that people cited include: 50 (47.6%) extremely important to have openness and 43 (41%) as extremely important to be diverse. All these factors compounded together form a conducive working environment where a staff/manager is supposed to interact with other colleagues in pursuit of excellence and achievement of set targets. The findings however are contrary to Acker (2006) who found out that people management skills are not very important at higher levels of management and in an era of information technology. The difference in findings could be because Ackers study was conducted in high-end prestigious hotels and among general managers of those hotels whose contact with people in the organization maybe minimal.

### 5.2.2.3 Self Management Training

**Table 5.3: Mean score, Frequencies and percentage of Responses on the importance of Self Management to managerial career development**

SKILL	MEAN (OUT OF 5)	IMPORTANT (NO SO RESPONDENTS/105)	UNIMPORTANT (NO OF RESPONDENTS/105)	UNDECIDEDED
<b>Creativity</b>	4.5	92 (87.6%)	4 (3.8%)	9 (8.5%)
<b>Learning</b>	4.5	94 (89.5%)	3 (6.9%)	8 (7.6%)
<b>Enthusiasm</b>	4.4	91 (86.6%)	3(6.9%)	11(10.5%)
<b>Innovation</b>	4.4	93 (88.5%)	5 (4.8%)	7(6.7%)
<b>Time Management</b>	4.4	91 (86.6%)	2(1.9%)	12 (11.4%)
<b>Self reliance</b>	4.4	89%)	4 (3.8%)	12(11.4%)

The study went further to find out the importance of self-management training from the perspective of the manager respondents. The findings indicate that 62 (59%) of the manager respondents were of the opinion that training on time management is extremely important with 28 (26.7%) arguing that it's important to undergo training on time management. These findings imply that the managers out of experience felt that time management can make all the difference in terms of excellence and poor performance. Some of the managers at the time of picking questionnaires argued that with proper training on time management, managers in the hotel industry could be able to achieve so much in such a short time. The managers argued that without time management

managers may not tackle issues based on priority and strategic role the activity is to the hotel. Further, 93 (85.7%) of the respondents said that it is extremely important for hotel managers to be trained on innovation. This they argued is the 'missing middle' in managerial career success in the hotel industry. With stiff competition in the industry, the only way managers in the hotel industry can survive and succeed is through creativity and innovation (Tribe, 2005). Managers through innovation can continuously rejuvenate their hotels under jurisdiction through creating a competitive edge via new products, distinguished service, narrowing on a core niche of the market rather than targeting everybody among other strategies (Gamble and Messenger, 2010). Creativity had the highest mean score of 4.5 implying an agreement from the respondents that it is very important for hotel managers to be trained on how to be creative.

#### 5.2.2.4 Operational Management Training

**Table 5.3 Mean score, Frequencies and percentage of Responses on the importance of Operational Management to managerial career development**

SKILL	MEAN (OUT OF 5)	IMPORTANT (NO SO RESPONDENTS/1 05)	UNIMPORTA NT (NO OF RESPONDE NTS/105)	UNDECIDE DED
Customer focus	4.6	95 (90.5%)	2(1.9%)	8(7.6%)
Planning	4.5	95(90.5%)	3(6.9%)	7(4.7%)
Budgeting	4.4	99 (94.3%)	3(6.9%)	3(6.9%)
Decision making	4.4	93 (88.6%)	2(1.9%)	10(9.5%)
customer experience	4.4	90 (85.7%)	5(4.7%)	10(9.5%)
Safety and security	4.4	87 (82.6%)	2(1.9%)	16 (15.2%)
Product dev	4.3	93 (88.6%)	2(1.9%)	10(9.5%)
Pricing	4.3	85 (81%)	3(6.9%)	17 (16.2%)
Marketing	4.2	84 (80%)	6 (5.7%)	15 (14.3)
Languages	3.8	73 (69.5%)	14 (13.3%)	18 (17.1%)

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In terms of management training, the final category for consideration for the purpose of this study was operational management training. From the analysis; it is clear that the most important factors that should be considered for training in operational management are quality enhancement (mean=4.6) and customer focus (mean=4.6). This could imply that hotel managers have realized that nobody supersedes the customer and that their organizations management structure should be customer oriented. They seem to have adopted the old saying 'customer is always right'. Although this is not a management function that can be used to achieve excellence; it is the opinion of the researcher that customer focus in terms of product development and even delivery of service far supersedes other factors. Any manager who does not factor in customer preference and characteristics in their product development, delivery of service among others is bound to find gaps in the journey towards excellence. In fact, Poulston (2008) argues that the most important training aspect that all hospitality industry staff should undergo is on customer care and customer focus. Poulston (2008) found out that all plans laid bearing in mind customer needs stood a higher chance of success than any other consideration. The analysis indicates that 48 (45.7%) of the respondents ranked networking as extremely important. This implies that networking as a trait is very important in management training and should form part of the curricula. Further, the analysis indicates that 53 (50.5%) of the respondents were of the opinion that training in knowledge management is extremely important as an aspect of strategic management. However, it puzzles the researcher that 10 (9.5%) of the respondents were of the opinion that it is completely unimportant to get training on legal issues. This could indicate the



ignorance, of most managers, of the importance of understanding legal issues when running or climbing any career ladder.

The study also found out that 19 (18.1%) of the respondents found it extremely important to get training on external funding. This could be interpreted to mean quest to gain knowledge on how to source for funds when faced with expansion plans in hotel and managers have to know how to source financing. Ryan and Mooney (2009) support such findings. They found that these managers faced challenges in attracting financing whenever called upon. Majority of the sampled respondents alluded to the fact that they have never been taught in college or even on-the-job how to source finances and how to effectively execute such duties. This boils down to mentoring and the kind of leadership being offered by the top management.

### **5.2.3 Mentorship**

Mentorship a prime avenue for inculcating institutional knowledge and culture, and is the primary way of ensuring continuity. Most leading institutions around the world have adopted this trend. The study wanted to determine whether or not this trend has taken root in the Kenyan hotel industry.

The analysis indicates that 66 (or 63%) of respondents had mentors at their workplace, of which 46 (or 70%) chose their own mentors, while the remaining had mentors chosen for them. Whereas younger mentees had the mentors chosen for them, seasoned managers chose their mentors. 67 (or 64%) of the respondents said that there were no

structured way of assigning mentors. In most cases, respondents said that mentorship sessions were irregular and unstructured. Although it would appear that the industry is adopting mentorship, the manner in which this is handled would indicate the lack of appreciation of the impact that mentorship can have on the success a business.

#### **5.2.4 Job Experience and Career Development in Hotels**

A survey of recent advertisement of managerial positions shows that relevant job experience is the common denominator. Does longevity in employment lead to successful managers? Or are there skills that are only acquired through experience that make managers successful? If there are, can managers pinpoint them?

77 (or 73.3%) of the respondents had over 10 years working experience. In fact, a sizeable 18 (or 17.1%) had over 20 years worth of experience in the hotel industry. Nearly all the managers indicated that a scheme of service was the single factor that contributed to the longevity and successful management. This seems to echo the findings by Yamashita (2004); who found that organizations with schemes of service have high employee-satisfaction rates and that this eventually spills over to boost organizational performance in the long run. This being said 57 (or 54%) of those surveyed said that their hotel had no scheme of service. This spells doom for employee development and retention rates and staff initiatives. With this sort of percentage, it appears that the industry is still steeped in old style business concepts, something that may see some of the players lose their competitive advantage.

### **5.2.5 Leadership**

The analysis indicates that 72 (or 68.6%) of the respondents agreed that programs succession were important. This is in agreement with Cooper (2000), who found out that succession planning is very important in management and efficiency of hotels. Further, the findings indicate that 76 (or 72.3%) agreed that their employer was spearheading the promotion of effective leadership. This is a good pointer to good leadership as it prepares and cultivates leadership among its staff members.

### **5.2.6 Gender & Ethnicity: disguises for life Chance**

The analysis indicates that 32 (or 30.4%) of the respondents agreed that one's gender influences managerial career path. However, it is significant that 36 (or 34.3%) chose not to answer this question. But is the male dominated Kenyan hotel industry different from those around the world? In other words, is gender preference not a factor in this industry? It is left to the researcher to append meaning to the 30.4% that refuse to answer the question. Is it possible that some of these managers know or are they involved in the practice, hence the abstention? If this is the case, we are looking at over 50% of managers that say that gender is a factor. In fact, Mayaka and Akama (2005) found that sexual favours were rampant in the quest for career progression in the hospitality industry in Kenya. The question is how the industry going to stamp out this practice that violates individual constitutional rights? This is matter that is worth further study.

The analysis indicates that majority of the respondents (mean =4.61) agreed that all

employees irrespective of their ethnic background are given opportunities for career development in the hotel industry. This is a good pointer to the fact that merit matters most than anything else when it comes to career progression.

However, a majority of the respondents contradicted themselves (mean = 4.61) when they agreed that personally, they would prefer to develop and promote employees from particular ethnic group. This smacks-off hypocrisy where the manager respondents would want to appear to support merit and override ethnicity whereas deep inside they would prefer to promote people from their ethnic backgrounds. These findings agree with Tubey (2010) who found out that ethnicity was rampant in career progression in the hospitality industry

### **5.3 CONCLUSION**

The study has found out that managerial career development within hotels is predicted by a combination of demographic, human capital, psychological-variables, and to a lesser extent, organization-level variables. Demographic variables were significant in explaining the extent of managerial advancement on the two measures included in this study: vocational education and management training.

Human capital variables explained significant variance in the three advancement measures. Management training, mentoring and job experience were positively associated with managerial career development in the hotel industry in Kenya. The study also found that gender affects career development with some women being promoted

due to sexual favours. At the same time, women are also discriminated and left out of promotions due to their perceived family responsibilities.

The findings of this study indicate that the role of mentoring in Kenya's hotels is not comprehensive. It has been found, elsewhere, that mentoring is strongly related to managerial career development, but it is not commonly practiced. Most young hotel employees, especially those who are well educated, aspire to obtain career knowledge and know more about their career development. However, Kenya's sampled hotels provide limited mentoring which in turn affects employees' career development.

Younger women are more likely to be promoted by moving to another company. Women are therefore in a double bind; they need to move in order to get promoted; yet they must remain in their present company to be in a position to realize the social capital that they have built up in terms of reputation and professional networks. There was also the further difficulty for those in a relationship, if the other partner was unable to find a suitable job. One divorced manager with a child said she was unable to relocate geographically to Mombasa as the child's father refused to have the child living too far away.

The study has found that vocational education, management training, mentoring, job experience, leadership skills and life chances influence managerial career development to a great extent. This is indicated by the regression model, which has shown that the six factors combined are responsible for 76% of changes in managerial career development.

## 5.4 RECOMMENDATIONS

Given the discussion of above, the researcher would like to make the following recommendations.

- 1) The TIVET policy on education should be revised to ensure that the Hospitality curriculum is prepared in line with the study findings. A policy should also be drafted to be adopted by the hotel industry in managerial career development detailing the core components that leaders and managers should be guided by. This will make managerial career development a fulfilling progression with known expected output.
- 2) The study found that managers in the hotel industry are eager to be educated, enriched, and empowered through further training. However, hotel operators mainly stress pre-job and on-the- job training. It is recommended that hotels consider formal further training for and invest heavily in long-term management training of their managers. It is also recommended that more detailed documents that guide practices should be developed to match employees' exact needs. The ministry of higher education involves industry players in the development of hospitality curriculum by training institutions.
- 3) The study found that vocational skill is necessary for managerial career development in the hotel industry. Thus it important for training institutions to invest in hospitality workshops before embarking in hotel training. The Ministry of higher education through the commission of higher education (CHE) and

Kenya Institute of Education should ensure that this is implemented before approving any college hospitality curriculum

- 4) The practices employed by hotels partially cater to the career development needs of employees. More detailed documents that guide practices should be developed to match employees' exact needs.
- 5) The study recommends a consistent career-mentoring program, promotion systems, and training activities. This could be achieved through partnerships between training institutions and the Hotel industry.
- 6) The study also recommends that career management should play an important part of strategic human resources management. In addition, career development information should be updated regularly with frequent communication with management and consistent feedback.
- 7) Educational-providers would be well advised to incorporate a practical component into the curriculum, possibly in the form of cooperative education or long-term work attachments instead of the usual 3-months compulsory period. There is need to increase the provision of continuing education for those already employed in the hotel industry.
- 8) Hotels need to formulate clear policies that emphasize the importance of continuous learning for managerial effectiveness and provide rewards in the form of advancement to those who utilize their skills and competencies. Particular emphasizes should be placed on networking, benchmarking and knowledge management.

### **5.5 SUGGESTIONS FOR FURTHER STUDY**

This study could be replicated in Kenya using a larger sample (all hotels in Kenya) and extended to other sectors of the tourism industry, preferably incorporating an examination of manager attitudes and possibly the views of other stakeholders such as owners of hotels on factors that might influence the development of hotel managers. Involvement of hotel owners will speed up the implementation of study findings and enable Kenya Hotels to take a more active role in the same.

While the findings of this study provide a comprehensive view of managerial career development in three, four and five star hotels, there is lack of a systematic and scientific research in the existing research in this area and this study is the first of its kind in hospitality management in Kenya and may well serve as a basis for further research. However, the six dimensions developed in the study model rest mostly on qualitative research work, and there is little empirical evidence to support the results. There is therefore need for empirical study to further test the validity and reliability of the management career development model.

This study determined the relative importance of six variables on managerial career development in three, four and five star hotels in Kenya. Other studies should include other factors like owners attitude and culture factors that determine the same



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