

An Analysis on Industrial Training in Luxury Hotels of Maharashtra, India

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Abstract:

The evaluation of trade-related competences has received a lot of attention, particularly for technical courses and hands-on training of students. It helps to satisfy the needs of both employers and students. This study emphasizes primarily on creating marketable graduates who are prepared to join the workforce as workers rather than trainees. As a result of this concept, all interested parties now approached hospitality in Indian context from a different perspective. The factorial analysis has revealed that the independent and dependent factors have a direct relationship among each other, setting the relevance of industrial training to a satisfactory level. The correlation has been established between students (trainees) and luxury hotels. So, in this article industrial training and hotel industry with special reference to luxury hotels of Maharashtra, India has been analyzed.

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Introduction:

One of the sectors with the fastest growth rates is the travel, tourism, and hospitality sector (WTTC, 2016). [1-3] Since a long time ago, its contribution to GDP has increased. [4-6] This has led to a significant shortage of trained labour in India due to the strong demand for workers in the sector. [7-8] For today's kids, a career in hospitality has become their ideal job. [9] However, it has been noted that students frequently complain about the sector and the working conditions. [10] This is yet another aspect that made the researcher feel compelled to investigate the issue. The objectives of the research under the following with special reference to Maharashtra, India:

Objective 1: To access the competencies required by the aspirant students (trainees) in Indian hotels.

Objective 2: To explore the existing students' training practices followed an Indian hotel.

Objective 3: To compare the industrial training practices with actual practices of the luxury hotel industry.

Objective 4: To identify the problems faced by the students during the training of the luxury hotels in India.

Objective 5: To study the student's expectations from organization at the luxury hotels in India.

Objective 6: To study organization's expectations from students as trainees at luxury hotels in India.

Objective 7: To suggest the innovative strategies of industrial training to enhance the skills of the aspirants (students).

Research Methodology, Data Analysis And Interpretation:

A research design was defined as a blueprint for performing a study with the greatest amount of control over elements that could skew the results' validity. The creation of a study problem based on the review of current literature, sample design, data collection, tool design and data analysis methodologies are all part of a research design. Sampling Design, Observational Design, Statistical Design, and Operational Design are the four components of a solid study design. The technique for collecting samples for the study was referred to as sampling design. Observational design addresses the question of how the data was collected. The data was next be analyzed using the appropriate statistical instrument, as part of the statistical design process. The three designs' operationalization procedures were come under the operational design.

Hypothesis:

¹**H₀:** There is no access within the competencies required for the selection of trainee students as trainees in the luxury hotels.

¹**H_A:** There is access within the competencies required for the selection of trainee students in the luxury hotels.

²**H₀:** No training practices is followed in luxury hotels for students

²**H_A:** Existing students' training practices are followed in luxury hotels.

³**H₀:** There are no industrial training practices compared to the actual practices of the hotel industry.

³**H_A:** There are industrial training practices compared to the actual practices of the hotel industry.

⁴**H₀:** There are no problems faced by the students during the training in hotel organizations.

⁴**H_A:** There are problems faced by the students during the training in hotel organizations.

⁵**H₀:** There are no students' expectations from organizations in the hospitality industry.

⁵**H_A:** There are students' expectations from organizations in the hospitality industry.

⁶**H₀:** There are no organizations' expectations from students as trainees in the hospitality industry.

⁶H_A: There are organizations' expectations of students as trainees in the hospitality industry.

⁷H₀: There are no innovative strategies for industrial training to enhance the skills of students.

⁷H_A: There are innovative strategies for industrial training to enhance the skills of students.

Universe of the Study:

Universe of the population addressed under the present study consists of Training &/or Human Resource Manager of selected hotels of Maharashtra, India; and students of hotel or hospitality programmes within the state of Maharashtra, India.

Sampling:

The study requires two samples i.e., students as trainees and Trainers &/or Human Resource Manager of hotels under study. A stratified convenient sampling technique was used to extract sample from the population.

A criteria of sampling:

- The students who completed at least one training programme or perusing training in hotels of India.
- The managers were selected out of the organizations which provided training to the hotel graduates.

Sample Size:

A total 65 HR &/or Training Manager were approached to respond to the researchers' questionnaire. However, 42 questionnaires were received back and useable for further analysis.

A total of 600 students were approached for filling of questionnaire. However, 425 student's questionnaires were received back and useable for further analysis.

Methodology:

Two samples were drawn i.e., Training &/or Human Resource Managers and Students. Sample of Training &/or Human Resource Managers was drawn from a total of 210 (5 Star Deluxe, 5 Star and 4 Star hotels) (MOT, 2017). The total sample size for this sample is around 7000 (NCHM&CT, 2015). Students sample was drawn from the information of total intake available on websites of MOT, various universities, and National Council of Hotel Management and Catering Technology. Primary data was collected through structured and pre-tested 7-Point Likert type scaled questionnaires.

Final questionnaire design:

Two questionnaires were designed to obtain responses of Training &/or Human Resource Managers of 5- Star Deluxe, 5- Star and 4- Star hotels; and students of institutions running

hospitality programmes, separately.

Research Tools:

Questionnaire of Training &/or Human Resource Managers:

The questionnaire of training &/or Human Resource Managers had six different sections, along with a preface. The preface addressed the respondent and provided a brief on the study and scale used by the researcher.

The **first section** was aimed at collecting demographic and relevant information of the respondents.

The **second section** of the questionnaire consisted questions related to the competencies i.e., *Knowledge, Skills, Traits* and *Motives*, identified in previous researches by McClelland (1973); McLagan (1989); Eubanks, Marshal, and O'Driscoll (1990); Spencer, Legde and Sigme (1993); Parry (1996); Linkage (1997); McIlvaine, (1998); Sanghi (2010); and Walo (2000), required for selection of students as trainees in Indian hospitality industry. The statements were framed to identify importance of given competences on 7-Point Likert type scale for trainees in the hotels. A scoring system was adopted to quantify the responses of HR manager or Training manager of hotels. Scores of 1, 2, 3, 4, 5, 6, 0 are allotted respectively (1 for Not Important to 6 for Extremely Important whereas 0 for Neutral).

The third section of the questionnaire was aimed to explore the exiting students training practices followed in Indian hotels. This comprises of *training needs* on 7- Point Likert type scale ranging from Strongly Disagree to Strongly Agree; *types of training, training methods*, and *training tool* on 7-Point Likert type scale ranging from Not Applicable to Very Effective and at last "Neutral"; and *evaluating training outcomes* on 7-Point Likert type scale ranging from "Strongly Disagree (7) to Strongly Agree" and "Neutral" in hotels industry.

The fourth section of the questionnaire was to identify the organization's expectations from students as trainees in hospitality industry of India. A 7-point Likert type scale was used to measure the data on a scale of Strongly Disagree to Strongly Agree & Neutral in the scale.

A total 70 HR &/or Training Manager were approached for filling of questionnaire. However, 42

Questionnaires were received back and useable for further analysis, which is 60 per cent which can be considered as very good.

Questionnaire of Students:

This instrument consisted of four parts with a preface informing respondents about the study and questionnaire.

The **first section** was aimed at collecting demographic and academic data of the students.

The **second section** is dedicated to collect responses of students' responses on the existing industrial training in sampled hotels on Likert type scales as per the need of different aspects

of training. *Training needs* were measured on 7-Point Likert type scale ranging from Strongly Disagree to Strongly Agree & Neutral; *types of training, training methods, and training tools* on 7-Point Likert type scale ranging from Not Applicable to Very Effective; and *evaluating training outcomes* on 7-Point Likert type scale ranging from Strongly Disagree to Strongly Agree Neutral in Indian hotels industry [Strongly disagree (5), disagree (4), neutral (3), agree(2), strongly agree(1)].

The **third section** of the questionnaire was to identify the problems faced by the students during the training in hotel organizations of India. A 7-point Likert Type scale was used. Statements were measured on a scale ranging from 'No problem' to 'serious problem' (break up of scale?).

The **fourth section** of the questionnaire has two parts; first section was aimed at collecting demographic and academic data of the students. The second section was aimed at measuring students' expectations from the hospitality organizations of India on 7-Point Likert scale.

A total of 700 students were approached for filling of questionnaire. However, 425 student's questionnaires were received back and useable for further analysis, which is 60.71 per cent.

Statistical analysis:

The responses are tabulated and analyzed with help of Statistical Package for Social Science (SPSS) and Microsoft Excel. Appropriate statistical test such as descriptive statistics, exploratory **factor analysis** and paired sample t-test (use ANOVA) were applied to analyze the data to achieve the above said objectives of the study.

Data Analysis and Interpretation:

The data analysis and interpretation of collected data has been made based on research methodology. It presents demographic profiles of two categories of respondents; followed by treatment of missing data. Then, results of statistical tests were initiated as per the objectives of the study. The presented results of various statistical analyses necessary to achieve objectives of the research along with the demographic profiles of the respondents. Then, the results were interpreted.

Results And Discussion:

Objective 1 and Hypothesis 1:

Knowledge: There were eighteen competencies identified in this segment. When HR Managers were asked about the competencies required for selection of students as trainees, on the basis of their responses it was observed that information of *Grooming Standard* has been sought as the most important knowledge-based competency with the highest mean score of 4.40 followed by *Guest Service Standard* (4.14) and *Hygiene and Sanitation* (4.12). However, awareness of *Operating Computers* (2.83) and *Business Management & Ethics* (3.48) has been given least preference at the time of their selection as trainee in the Hotel. The findings are in line with previous studies of Acton (2003); and Barrett & Connell (2001).

Motives: It was assessed that *Work and Cooperate* (4.02) is the most important competency on the basis of motive followed by *Self-Motivated Competency* (3.98); and *Self Confidence* (3.9). On the contrary, *Ability to work long hours* (3.14); *Adaptability* (3.38); and *Optimistic* (3.52) were given least importance by the HR Managers.

This means that the managers are looking for students who are self-motivated to work hard & cooperate, and know how to remain motivated in a stressful environment of hotel industry. Further, long hours of hard work affect the motivation of students and their ability to adapt to the industry environment.

Traits: The analysis of data suggested that *Honesty* (4.1), *Punctual* (4.07), *Awareness* (4.02) and

Hard Worker (4.02) are most important trait-based competencies as the mean scores of these are

highest in the group. On the other hand, the least important competencies are *Emotional* (2.24), *Stylish* (2.74), *Imaginative* (2.95) and *Impartial* (3.02).

The inferences can be drawn that students with basic traits that of honesty, punctuality, awareness and hardworking have greater chance of selection as industrial trainees, whereas emotional, stylish, imaginative and impartial students are less preferred by the manager of sampled hotels.

Skill: As far as skill-based competencies, a total of twelve, are concerned; *Well Groomed* (4.24), *Positive Body Language* (4.05), and *Oral Communication Skills* (3.90) have been found more essential for the selection of students as industrial trainees in hotels. However, *Written Skills* (2.98), *Marketing Skills* (3.12), and *Conflict Management* (3.17) were observed as least valuable skills required for selection of students for training.

So, the alternative hypothesis (1H_A) “There is access within the competencies required for the selection of trainee students in the luxury hotels” was accepted and null hypothesis (1H_0) was rejected.

Objective 2 and Hypothesis 2:

Training Needs: The researcher found five types of training needs by exploring previous researches. The HR managers were asked about training needs for the hospitality graduates and they strongly agreed that “Material related to the training was provided to the trainees (5.00)” is needed for conducting training program followed by training objectives were made clear to the trainees in induction program and the hotel offers structured training program with the mean score of 4.98 each. It is also exposed from the analysis that Trainees’ skills and knowledge levels are assessed before training program and Sufficient information is provided to trainees in beginning of training program with equal mean score of 4.8 were preferred at last as concerned with training needs.

The study also revealed that only one factor has been extracted as a result of dimension reduction on items related to Training Needs. Out of important items in the said factor,

‘Material related to the training was provided to the trainees’ is the most influencing item with a value of 0.855 and ‘Trainees’ skills and knowledge levels are assessed before training program’ is the last item having a value 0.603.

Findings led to the confirmation of the fact that industry training practice in which evaluation of students’ skills and knowledge is not required to be done for their selection as trainees.

Types of training: The study explored twelve types of training provided by the hospitality industry. Out of these types of trainings, Industrial Training (4.31) was most effective training for the students followed by Practical/ Industrial Training (3.93). On the other hand, HR Managers considered Just in Time (3.24) and Language Training (3.31) less effective for the students of industrial training.

Factor analysis has also been applied on types of training and two factors have come out. The first factor is related to After completion of Course/Program Training comprising of Hotel Services and Administration Training (0.884), Language Training (0.872), Certification Training (0.831) and Just in Time (0.819) etc; and in second factor, three items are included like Industrial Training (0.867), Practical/Industrial Training (0.832) and Apprentice Training (0.541) and has been labelled as During Course/Program Trainings.

Training Methods: On the basis of mean score of training methods used in the hotel industry, Equipment (4.10) and Demonstration (3.95) were observed highly effective training methods according to HR managers. On the contrary Lecture (3.40), Business game in – basket (3.57) and Role play (3.60) were treated as less effective training methods for the students.

It is also highlighted by the study, two factors related with training methods have been extracted after applying EFA. The first factor has been named as Maintaining cum Motivational Training Methods and it consists Lecture (0.846), Coaching (0.812), Equipment (0.800), Behavioral Motivational Enhancement Therapy (0.737), and Computer based (0.714) etc. The second factor named as Enacting Training Methods and it includes Case study (0.897), Business game in – basket (0.844), Role play (0.811) and Simulation (0.767).

However, three methods i.e., Lecture Based and Role Play don’t have much application in the hotel industry for training of students, as these are more suitable for a classroom setting; whereas, computers and written manuals can aid in learning of new competencies by industrial training of students.

So, the alternative hypothesis (2H_A) “Existing students' training practices are followed in luxury hotels” was accepted and null hypothesis (2H_0) was rejected.

Objective 3 and Hypothesis 3:

Training tools: As far as concerned with training tools used for students training in the hotel industry, Computer Programs/Simulation (3.67) was regarded as effective training tool followed by Text and Manual (3.55) on the basis of HR Managers’ responses. However, Podcasts/Vodcasts (3.29) and Chalk board/ white board (3.19) were viewed as ineffective

training tools out of eight types of training tools.

In addition to it these training tools have been grouped under two factors after applying EFA on the related data. First group have been consisting five items in which Photographs/ chart/ diagram(0.921) have the highest values and group entitled as Elucidate Training Tools. The second group consists only three items in which Transparencies (0.848) and has the highest value and this group has been titled as Self-Explanatory Training Tools.

Training Outcomes: There were five outcomes identified from past studies and HR managers were strongly agreed to the statements that their training program helps trainees in developing competencies for successful career (5.40) and there must be performance appraisal of trainees after completion of training (5.36). Whereas HR managers placed the statement after training program trainees are able to perform jobs and tasks more effectively (5.07) at last as its mean value is lowest in five variables if training outcomes.

So, the alternative hypothesis (3H_A) “There are industrial training practices compared to the actual practices of the hotel industry” was accepted and null hypothesis (3H_0) was rejected.

Objective 4 and Hypothesis 4:

The researcher was identified twenty-three types of problems faced by the students during their training in hotels. As the responses given by students, a stipend (2.08) was the major problem faced by the students as trainees. Next, the problem of monetary rewards (1.89) was also considered as serious problem followed by too much work (1.83) and shift timing (1.62). On the other side, sexual harassment from staff (0.77), adjusting to new learning environment (0.83), food (0.88) and learning while training (0.98) was considered minor problems by students as trainees in the hotels.

The study also reflects that after applying EFA, four factors are extracted out of 23 problems faced by the hospitality students. First factor includes ten items and related to Management Behavioral Problems consists of Disconnected from co-workers (0.712), Mismatch between theoretical and actual practices (0.695) and Discrimination by staff (0.662) etc. The second factor is related to monetary things and work-related problems having six items in which Monetary rewards (0.822), Stipends (0.724) and being engaged in petty work (0.619) are the most serious problems faced by the students during their training program. The third factor has been labeled as Personal problem consisting Food (0.718) and Accommodation (0.702) problems which are faced by most of the students. Further the problem of disorganized work environment (0.708) and work were not well defined (0.601) have been observed under the fourth factor Organizational Problem.

So, the alternative hypothesis (4H_A) “There are problems faced by the students during the training in hotel organizations” was accepted and null hypothesis (4H_0) was rejected.

Objective 5 and Hypothesis 5:

The present study was explored thirty-five students' expectations from their training program. Out of these expectations the researcher was found high level of expectation on the basis of mean score of data gathered from the students such as hotel should pay trainee (5.26), hotel should reward trainee (5.18), trainee should present their experiences as trainees (5.04) and trainees are very important for the organization (5.03). The study also found low level of students' expectations such as trainees should be able to work for long hours (4.13), education increases trainee's expectations (4.62), trainees have unrealistic expectations from hotels (4.75) and trainee's expectations effects his working quality (4.75).

In first group 'Pre-Training Expectation' seven items have been integrated and out of them 'Trainees should have prior information about the organizational goals, missions and objectives (0.768)' and 'Trainees should have prior awareness of training program (0.766) are the most influencing items. In second group 'In-House Training Expectation' also seven items have been incorporated and out of them 'Hotel should assign a mentor to trainee (0.771)' and 'The mentor should be acquainted with procedures in every hotel section (0.711)' are the most affecting items.

In third group 'Expectations Regarding Feed-Back' six items have been included and out of them 'Institute should provide a feedback to hotel about training (0.779)' and 'Hotel should provide a feedback to Institute about trainee (0.757)' having the highest value which shows high impact on the factor. In fourth group 'Growth Expectation have been consisted' six items under it. 'Trainees should behave/ work like future employees of my hotel (0.664)' and 'Hotel should provide job opportunity to trainee (0.659)' have been found most influencing items in this group. In the fifth, sixth and seventh group there are three, five and one items respectively have been incorporated. Moreover, 'Trainees are very important for the organization (0.768)'; 'Trainees have unrealistic expectations from hotels (0.783)' and 'Trainees should be able to work for long hours (0.778)' have been found most influencing items under fifth, sixth and seventh group respectively.

So, the alternative hypothesis (H_A) "There are organizations expectations of students as trainees in the hospitality industry" was accepted and null hypothesis (H_0) was rejected.

Objective 6 and Hypothesis 6:

The present study was explored thirty-five organizations' expectations from students as trainees. Out of these expectations the researcher was found high level of expectation on the basis of mean score of data gathered from the HR Managers such as This training program has increased your knowledge and skills (5.45), Hotel should clarify trainee's responsibilities (5.43), Hotel should assign practical tasks to trainee (5.40) and Trainee should provide a feedback to hotel about training (5.36) The study also found low level of organization' expectations such as Trainees have unrealistic expectations from hotels (4.33), Trainees expect more from hotel in comparison to their contribution (4.62), Trainees should be able to work for long hours (4.83) and Trainees should have prior information about the organizational goals, missions and objectives (4.93).

Further, this study has been extracted seven groups of organization's expectations from the students as trainee: Feedback and growth Expectations, Mentorship and Orientation Expectations, Divergent Expectations, Training programs Expectations, Training Outcomes Expectations, Feed-Back Expectations and Motivational Expectations.

In first group 'Feedback and growth Expectations' seven items have been integrated and out of them 'Hotel should provide feedback to trainee (0.908)' and 'Institute should provide feedback to trainee (0.880)' are the most influencing items. In second group 'Mentorship and Orientation Expectations' six items have been incorporated and out of them 'Hotel should assign a mentor to trainee (0.815)' and 'Trainees should maintain training Log Book/Guide Book (0.717)' are the most affecting items. In third group 'Divergent Expectations' four items have been included and out of them 'Trainees have unrealistic expectations from hotels (0.798)' and 'Trainees expect more from hotel in comparison to their contribution (0.729)' having the highest value which shows high impact on the factor. In fourth group 'Training programs Expectations' four items under it. 'Education increases trainee's expectations (0.845)' and 'Trainee's expectations affect his working quality (0.596)' have been found most influencing items in this group. In the fifth and sixth group there is same number (three) of items have been integrated as 'Trainees must match expectations of the organization (0.872)' and 'Trainees should have prior awareness of training program (0.686)' items respectively and have highest affecting power in the group. In addition to it for seventh and eighth group are also same number (two) items have been incorporated and named as Feed-Back Expectations and Motivational Expectations respectively.

So, the alternative hypothesis (H_A) "There are organizations' expectations of students as trainees in the hospitality industry" was accepted and null hypothesis (H_0) was rejected.

Objective 7 and Hypothesis 7:

1. As the study found, HR Managers look for basic hospitality related attributes such as Grooming Standard; Guest Service Standard; Hygiene and Sanitation; Work and Cooperate; Self-Motivated; self-confidence; Honesty; Punctual; Hard worker; Positive body language and Oral Communication Skills. So, hospitality students are advised to inculcate these basic competencies according to the need of industry. Other competencies which are not mandatory but desirable by HR managers like: Operating Computers; Business Management & Ethics; Adaptability; optimistic; Emotional; Stylish; Imaginative; Written Skills and Marketing Skills need not to focus as much as preferred competencies.
2. It is suggested that only theoretical knowledge with basic competencies are enough for selection as trainees because hardcore skills and knowledge are not assessed by HR Managers during their selection as trainees.
3. Further it can be suggested that the students should prepare themselves for industrial training because it provides platform of better opportunities for their future perspective on the one hand and provide a better environment to develop competencies as well on the other hand. Students should focus on performance during their training because it does matter for

their evaluation and it also increases the chances of students to become a part of desired organization as future employee.

So, the alternative hypothesis (H_A) “There are innovative strategies for industrial training to enhance the skills of students” was accepted and null hypothesis (H_0) was rejected.

Conclusion:

Technical knowledge is not compulsory but desirable. It may be due to the fact that trainees are not supposed to perform any skilled task but only act as non-technical labor without any authority and responsibility. The inferences can be drawn that students with basic traits that of honesty, punctuality, awareness and hardworking have greater chance of selection as industrial trainees, whereas emotional, stylish, imaginative and impartial students are less preferred by the manager of sampled hotels. The study also revealed that only one factor has been extracted as a result of dimension reduction on items related to training needs. The research also indicated that HR Managers are providing all the materials related to the training to the industrial trainees of sampled hotels. HR Managers are very confident that their present Industrial Training programmes helps in developing competencies in students for hospitality career. Industrial Trainees also found significant development in trade related competencies after industrial training. Students also supported use of performance appraisal to judge training outcomes. HR manager and students have little different opinions about the training methods that can lead to maximum learning during industrial training and help in commenting important competencies. The hotel staff is found to be showing discriminating behavior towards the trainees. Students should be first inducted and oriented formally before the start of training programme. Rewarding good work of trainees is another neglected area in hotels. Unfortunately, hotels do not have any formal policy for it; however, this is very important for keeping the motivation level of trainees' high and positive image of hotel.

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