



**Human Resources Development in Hospitality and Tourism SMEs  
Business: A Case Study of Siem Reap Province, Cambodia**

**Look Nado**

**A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of  
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**Author** Mr. Look Nado

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Major Advisor Examining Committee:

..... Chairperson  
(Dr. Naree Weerakit) (Assoc. Prof. Dr. Ranee Esichaikul)

.....Committee  
**Co-advisor** ( Dr. Pornpisanu Promsivapallop)

..... Committee  
(Dr. Kullada Phetvaroon) (Dr. Naree Weerakit)

The Graduate School, Prince of Songkla University, has approved this thesis as partial fulfillment of the requirements for the Master of Business Administration Degree in Hospitality and Tourism Management (International Program)

.....  
(Assoc. Prof. Dr. Amornrat Phongdara)

Dean of Graduate School

ชื่อวิทยานิพนธ์	การพัฒนาทรัพยากรมนุษย์ในธุรกิจ การบริการและการท่องเที่ยวขนาดกลางและขนาดย่อม (SMEs)
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### บทคัดย่อ

จังหวัดเสียมเรียบเป็นหนึ่งในสถานที่ท่องเที่ยวสำคัญตั้งอยู่ทางทิศตะวันตกเฉียงเหนือของประเทศกัมพูชาเป็นที่ตั้งของมรดกโลกซึ่งรู้จักกันดีในนามอังกอร์วัดถูกสร้างขึ้นระหว่างศตวรรษที่ 9-12 เพื่อเป็นสถานที่สำคัญทางศาสนาคุณค่าทางมรดกโลกของอังกอร์วัดแห่งนี้ป็นศูนย์กลางทางธุรกิจการท่องเที่ยวของประเทศกัมพูชาและมีการเจริญเติบโตอย่างต่อเนื่องของจำนวนนักท่องเที่ยวทั้งในและต่างประเทศรวมทั้งยังเป็นทีกล่าวถึงว่าเป็นหนึ่งในสถานที่ท่องเที่ยวลำดับต้นๆ ของโลก

โดยเฉพาะอย่างยิ่งการเติบโตอย่างรวดเร็วของนักท่องเที่ยวทั้งในและต่างประเทศรวมทั้งการขยายตัวของธุรกิจโรงแรม ร้านอาหาร มัคคุเทศก์ การบริการขนส่ง ตัวแทนธุรกิจนำเที่ยวและสถานที่ท่องเที่ยวใหม่ๆ ที่เกิดขึ้นเพื่อให้บริการแก่นักท่องเที่ยว เป็นที่สังเกตว่าแหล่งท่องเที่ยวที่เกิดขึ้นใหม่มีความตระหนักค่อนข้างน้อยเกี่ยวกับแผนงานการพัฒนาและฝึกอบรมทรัพยากรมนุษย์เพื่อสร้างบุคลากรที่ผ่านการอบรมและมีทักษะให้กับอุตสาหกรรม บุคลากรที่ผ่านการอบรมและมีทักษะที่ดีจะสามารถให้บริการที่มีคุณภาพและมีประสิทธิภาพแก่ผู้มาเยือน ซึ่งเป็นปัจจัยทางตรงและเห็นได้ชัดที่จะทำให้สถานที่ท่องเที่ยวนั้นประสบความสำเร็จ

วัตถุประสงค์ของการศึกษา: 1) เพื่อตรวจสอบทักษะมาตรฐานที่ต้องการในธุรกิจการบริการและการท่องเที่ยวขนาดกลางและขนาดย่อม (SMEs) ในเสียมเรียบ, 2) เพื่อระบุระดับความสำคัญของวิธีการฝึกอบรมของธุรกิจการบริการและการท่องเที่ยวขนาดกลางและขนาดย่อม (SMEs), 3) เพื่อระบุอุปสรรคในการพัฒนาทรัพยากรมนุษย์สำหรับนายจ้างและพนักงานในธุรกิจการบริการและการท่องเที่ยวขนาดกลางและขนาดย่อม (SMEs) และ 4) เพื่อเสนอแนะแนวทางการพัฒนาทรัพยากรมนุษย์ให้กับจังหวัดเสียมเรียบในฐานะสถานที่ท่องเที่ยวในอนาคต

กลุ่มประชากรสำหรับการศึกษาในครั้งนี้เป็นเจ้าของกิจการหรือผู้จัดการธุรกิจการบริการและการท่องเที่ยวจำนวน 238 คน ซึ่งส่วนใหญ่เป็นธุรกิจโรงแรม บ้านพักรับรองแขก ร้านอาหาร ตัวแทนธุรกิจการท่องเที่ยวและบริษัทนำเที่ยว มีการเก็บข้อมูลโดยใช้แบบสอบถาม

ข้อมูลเชิงปริมาณที่ได้จากการใช้แบบสอบถามนั้นถูกวิเคราะห์โดยใช้โปรแกรมสำเร็จรูปทางสถิติ SPSS 16 นอกจากนี้ มีการเก็บข้อมูลเชิงคุณภาพโดยการสัมภาษณ์ตัวแทนจากกระทรวงการท่องเที่ยวและกีฬา ตัวแทนนำเที่ยว (CATA) สมาคมโรงแรมกีฬา (CHA) มหาวิทยาลัย และศูนย์ฝึกอบรมวิชาชีพ อีกจำนวน 10 ท่าน โดยใช้วิธีวิเคราะห์ข้อมูลโดยการวิเคราะห์เนื้อหา (Content Analysis) การเก็บข้อมูลเพื่อการวิจัยในครั้งนี้เกิดขึ้นที่จังหวัดเชียงใหม่ ประเทศกัมพูชา ในเดือนธันวาคม พ.ศ. 2553

ผลจากการสำรวจพบว่าผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศชาย อยู่ในช่วงอายุ ประมาณ 26-40 ปี นอกจากนี้ผู้ตอบแบบสอบถามส่วนใหญ่เป็นผู้จัดการและเจ้าของกิจการ จบการศึกษาระดับปริญญาตรี และเป็นผู้มีประสบการณ์ในการทำงานน้อยกว่า 5 ปี รองลงมาคือเป็นผู้ที่มีประสบการณ์ในการทำงาน 6-10 ปี

ผลจากการสำรวจพบว่าทักษะที่ต้องการสำหรับโรงแรม บ้านพักรับรองแขก ร้านอาหาร ตัวแทนธุรกิจการท่องเที่ยวและบริษัทนำเที่ยวมี 8 ทักษะจาก 10 ทักษะ ที่ได้รับการประเมินว่ามีความสำคัญอย่างมาก ได้แก่ ทักษะการให้บริการแก่ลูกค้า ทักษะการสื่อสาร ทักษะการขายและการตลาด ทักษะการใช้ภาษาต่างประเทศ ทักษะการจัดการเวลา ทักษะการแก้ปัญหา ทักษะการปรับตัวกับลูกค้า และการวิเคราะห์ทางการตลาด ในส่วนทักษะทางด้านคอมพิวเตอร์และเทคโนโลยีด้านการสื่อสารข้อมูล ได้รับการประเมินว่ามีความสำคัญ

นอกจากนี้ เจ้าของกิจการและผู้จัดการของธุรกิจขนาดกลางและขนาดย่อมส่วนใหญ่เห็นว่า “การสอนงานในขณะที่ปฏิบัติงานจริง” (On the Job Training) การบรรยาย (Lecture) และการหมุนเวียนงาน (Job Rotation) มีความสำคัญ อย่างไรก็ตามการฝึกอบรมในขณะที่ปฏิบัติงานได้รับการยอมรับว่าเป็นวิธีการฝึกอบรมและพัฒนาที่มีประสิทธิภาพสูงสุด

ในส่วนอุปสรรคในการพัฒนาทรัพยากรมนุษย์ ในมุมมองของนายจ้างและพนักงานนั้น ผลการศึกษาพบว่า ค่าใช้จ่ายในการฝึกอบรม เป็นอุปสรรคสำคัญสำหรับนายจ้าง ในขณะที่พนักงานเห็นว่าทักษะทางด้านภาษาต่างประเทศเป็นอุปสรรคที่สำคัญสำหรับแผนงานการฝึกอบรมและพัฒนาบุคลากรด้านการบริการและการท่องเที่ยวในเชียงใหม่

การศึกษานี้มีการระบุทักษะมาตรฐานที่จำเป็น วิธีการฝึกอบรมและพัฒนาที่มีประสิทธิภาพ และอุปสรรคในการพัฒนาทรัพยากรมนุษย์สำหรับนายจ้างและพนักงาน ผลการศึกษาที่สามารถนำไปใช้ในการกำหนดแนวทางในการพัฒนาทรัพยากรมนุษย์ในธุรกิจบริการและการท่องเที่ยวในจังหวัดเชียงใหม่ ผลการวิจัยในครั้งนี้มีความสำคัญสำหรับนายจ้างและพนักงานในกิจการขนาดกลางและขนาดย่อม สถาบันการศึกษา และรัฐบาลในการส่งเสริมและ

ผลักดันการพัฒนาความรู้และทักษะเพื่อปรับปรุงคุณภาพในอุตสาหกรรมบริการและการ  
ท่องเที่ยวในเอเชีย

**คำสำคัญ:** ทรัพยากรมนุษย์ สถานที่ท่องเที่ยว การพัฒนา การศึกษา การฝึกอบรม

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### **ABSTRACT**

Siem Reap province is one of the country's major tourist destinations, and is situated in the northwestern part of Cambodia. It is well known for its World Heritage Site of Angkor Wat, which was constructed between the 9th and 12th century A.D as a religious monument temple. This heritage value of Angkor is center of Cambodia's tourism industry and the continuing growth of local and international tourists and visitors arrivals to this destination and often mentioned as one of the top emerging tourism destinations in the world.

In particular, the rapid growth of local and international tourist arrivals and the expansion of a large number of accommodations, restaurants, tours guides, transportation services, travel agencies, and new attractions were established to service the tourist at destination. Notably, a concern emerged that the new local venues were less aware of human resource development programs for availability of skilled and trained manpower. Skilled and trained human resources will ensure the delivery of effective, high quality of service to visitors, which is a direct and visible element of a successful tourism destination.

The objectives of this study were: 1) to examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap, 2) to identify the level of importance training methods of hospitality and tourism SMEs business, 3) to identify HRD obstacles for employers and employees of hospitality and tourism SMEs business, and 4) to propose human resource development guidelines for Siem Reap as a tourism destination in the future.

The population of this study were from 238 owners or managers of hospitality and tourism businesses mainly, hotels, guesthouses, restaurants, and travel agencies & tour operators. The quantitative method was applied using questionnaire. The quantitative data collected from the survey were analyzed by using SPSS 16. Besides, 10 other stakeholder

represented from ministry of tourism, Cambodia Travel Agency (CATA), Cambodia Hotel Association (CHA), Universities, and Vocational Training centers were interviewed to get qualitative information for the study. The content analysis was utilized. The data collection in this study was in Siem Reap province, Cambodia in December 2010.

The result of the survey showed that the majority of the respondents were male in the age of twenty-six and forty years old. Additionally, the majority of respondents were managers and business owners with a bachelor's degree background. Over half of the respondents had less than five years of work experience, and six-ten years of work experience, respectively.

The results suggest that the skill requirements for hotels, guesthouses, restaurants, travel agents & tour operators are in an order of eight skills that were rated as very important in among ten skills: "customer service skill", "communication skills", "sale and marketing skills", "foreign language skills", "time management skills", "problem solving skills", "customer orientation skills", and "marketing analysis" whereas "computer skills" and "information communication technology" were rated as important.

In addition to the research, the majority of owners and managers of SMEs perceived "On the Job Training", "Lectures", and "Job rotation" was rated as important. However, "On the Job Training" was recognized as most effective training and development method.

Furthermore, concerning the HRD obstacles for employers and employees, the study found that majority of respondents concerned about "Training cost" as the high obstacle, whereas employee concerns were on "Foreign language skills" as the main obstacle for training and development program in tourism and hospitality in Siem Reap.

When the standard skill requirement, the effective training and development methods, and human resource development obstacles for employers and employees were identified, the important obtained from the research can be utilized as a guidelines in developing human resources in hospitality and tourism in Siem Reap. All of the research findings are very important for owners or managers of SMEs, education providers, and government to promote and push forward knowledge and skills development to improve the quality of hospitality and tourism industry in Siem Reap.

**Key word:** Human Resource, Tourism Destination, Development, Education, Training

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## **LIST OF ABBREVIATIONS AND SYMBOLS**

ADB:	Asian Development Bank
EIC:	Economic Institution of Cambodia
ERIC:	Education Resource Information Center
FMER:	Federal Ministry of Education and Research
HRD:	Human Resource Development
ICT:	Information Communication Technology
ILO:	International Labour Organization
MOT:	Ministry of Tourism
OECD:	Organization for Economic Co-operation and Development
QTEA:	Qatar Tourism and Exhibitions Authority
RGC:	Royal Government of Cambodia
SME	Small and Medium Enterprise
GMS:	Great Mekong Subregion
UN:	United Nations
UNWTO:	United Nation World Tourism Organization
UNESCO:	United Nation Educational, Scientific, and Cultural Organization

## CHAPTER 1

### INTRODUCTION

#### 1.1 Statement of the Problem

These days, the tourism industry is becoming one of the fastest growing economic sectors in the world. It is a major income-generating source for developing countries whose the market share has actually increased noticeably over recent decades. In Cambodia, like in other countries, tourism plays an integral part of the country's development strategy for attracting foreign direct investment and stimulating people's income earning through new employment and commercial exchange opportunities in tourism. Cambodia tourism becomes a prime destination in the region where the Angkor Wat World Heritage site is located.

Siem Reap province is one of the country's major tourist destinations, and is situated in northwestern part of Cambodia. It is well known for its World Heritage Site of Angkor Wat, which was constructed between the 9th and 12th century A.D (CANBY, 2009) as a religious monument temple. This heritage value of Angkor is central of Cambodia's tourism industry and the continuing growth of local and international tourists and visitors arrivals to this destination and often mentioned as one of the top emerging tourism destinations in the world (OECD, 2008).

In particular, the rapid growth of local and international tourist arrivals and the expansion of a large number of accommodations, restaurants, tour guide transportation services, travel agencies, and new attractions were established to service the tourists at destination. Notably, a concern emerged that the new local venues were less aware of human resource development programs for availability of skilled and trained main power. Skilled and trained human resource will ensure the delivery of effective, high quality of service to visitor, which is a direct and visible element of a successful tourism destination (Meng, 2009).

Hence, Siem Reap Angkor is a core destination which is the major fundamental cause of educating and training development for great effort, but the ministry of tourism and private provider has not yet developed strategic plans to respond to the education and training demand (MOT, 2008a). Currently, Siem Reap has two tourism vocational schools for food and beverage, house keeping, and travel agent training. There are also three universities with faculties of tourism

where they specialize in bakery and cookery. Furthermore, tourism employments have limited knowledge, skills and capacities needed to effectively undertake their function. These limitations are a major obstacle to increasing quality standards, especially among the small-scale hospitality enterprises, and to effectiveness of hospitality in tourism in this province (ADB, 2008). The QTEA (2009) noted that a complexity of the labor market in the region, and frequently returned to the fact that the rapid growth of tourism in the region is hindered by issues of labor supply gap and skills shortage.

Furthermore, the industry needs to change its views of human resources to one that values people, their skills and knowledge development. This is very important for the industry as a whole. Such redirected emphasis on what is valued in human resources offers a challenge for tourism to understand that people are an important resource to most organizations. Indeed, in service based organizations in particular, it is often the human resource that represents the key factor in delivering successful performance (Evans, Campbell & George, 2003).

The Cambodia National Tourism Development Plan 2009-2010 (MOT, 2009a) stated that human resource development in tourism is a key of tourism management and the development factor. This development plan encourages all tourism service providers, e.g., food service, hotels, guesthouses, transportation services, tourist guides, and travel agencies to participate in training and education courses with public and private educations and vocational training centers in Siem Reap. Meanwhile, the royal government of Cambodia, (RGC, 2009a) stated that in such an arrangement, the government can create a favorable environment for sector growth, and the private the sector itself can enhance its effectiveness and quality of human resource development. Equally important, the Cambodian Hotel Association (CHA, 2009) the most important need identified by workshop 70 participants was to train entry-level staff. There is a particular shortfall in skilled staff. Furthermore, small-and medium-sized enterprise (SME) employers fail to understand the need for staff development and training. A key issue is that many inexperienced investors in SMEs hospitality fail to recognize how qualified staff can make a difference to their businesses. And many managers are unable to recognize for themselves let alone demonstrate to their employers that staff training and development programs offer a significant return on investment.

Certainly, the success of tourism in Siem Reap depends on the province's ability to develop its human resources, and create a knowledgeable and skilled workforce. This objective calls for the preparation of a human resource development program in tourism. A basic wide range education and training program must be seen as essential for all sectors of the tourism industry in this province. Failure to grasp all the training issues will result in an imbalance within the travel product. Without such a program, visitor satisfaction could be reduced and destinations that fail to recognize and address the needs and expectations of their tourists and visitors place the tourism industry at risk (ADB, 2001).

The problems and constraints, which concern the human resources development in the tourism sector, include a shortage of qualified manpower, shortage of tourism training infrastructure and qualified trainers, working conditions in the tourism sector, and a lack of proper strategies and policies for human resources development (GMS, 2009a).

The major objectives for this research are to focus on human resource development in the tourism destination of Siem Reap province. The assessment will be conducted to identify the human resource development issues currently faced in the workforce of the tourism business, including current situations of the employee skills, skills requirement, training and development method, obstacles for employer or owner to support human capacity training for their employees, obstacle of employees to participate in training and development program, actions required to improve human resource performance in the firm, factors characteristics/attribute important to hospitality and travel operation business. The result of the survey will be significant for potential development of human resource to efficiently fill up the demand of tourism industry which is growing rapidly. In the meanwhile, the development of human resource is to focus on public and private to strategy human resource development in Siem Reap to generate economic benefit in tourism industry for all.

## **1.2 Related Literature**

The aim of this research would be useful for guiding province and national policy with regard to human resource development and the implementation of the cultural and natural tourism in Siem Reap, and more widely in Cambodia. This research proposal uses human resource development as a guide to explore and identify its suitable policy for Siem Reap whereas the famous tourism destination in Cambodia. Therefore, the related concepts, theories, and related research would be collected in order to support this study. The literature review would be covered in the following areas:

- 1.2.1 Tourism in Siem Reap
- 1.2.2 Human Resources Challenges in Siem Reap
- 1.2.3 Human Resource Development
- 1.2.4 Tourism Human Resource Development
- 1.2.5 Standard Skills Required in Hospitality and Tourism Industry
- 1.2.6 Training and Development
- 1.2.7 Obstacle for organization to support human resource training capacity
  - 1.2.7.1 Training cost
  - 1.2.7.2 Low production during training
  - 1.2.7.3 Government assistance
  - 1.2.7.4 Lose trained worker to other organization
  - 1.2.7.5 Lack of suitable course and trainer
  - 1.2.7.6 Lack of information on training opportunity
  - 1.2.7.7 Motivation of employers
- 1.2.8 Obstacle of employee to participate in training
  - 1.2.8.1 Commitment of Employee
  - 1.2.8.2 Foreign languages
  - 1.2.8.3 Age of employee
- 1.2.9 Characteristic/attribute important to training development program
  - 1.2.9.1 Curriculum design fitted business demand
  - 1.2.9.2 Capacity of the trainer/lecturer
  - 1.2.9.3 Training Material and Equipment

1.2.9.4 Cooperation between Government and the Business

1.2.9.5 Cooperation between University and the Business

1.2.10 Other Research

### **1.2.1 Tourism in Siem Reap**

The Kingdom of Cambodia is situated in South-east Asia, which is one of the popular tourist destinations. The country is rich in cultural and natural resources. Cambodia's tourism industry continued to grow in 2008, with international visitor arrivals reaching a total of 2,125,465; a 5.5% increase over 2007 figure of 2,015,128.

In Siem Reap Angkor international tourists arrivals totaled 1,059,870 and national tourist arrivals totaled 1,195,264 of year 2008. Tourism industry in Cambodia creates about 300,000 jobs (55% are jobs for women and 45% for men) and they generate 1.59 billion USD revenue with 12.5% of Gross Domestic Product (GDP) by 2008 (MOT, 2009b). At the same time, in 2008 international tourist arrivals worldwide rose by 1.9%, totaling 922 million (compared with 2007 which totaled 904 millions). The Middle East registered the best performance among all world regions with 11% growth in international tourist arrivals in 2008 over the previous year (UNWTO, 2009).

Siem Reap Province is 10,299 sq.km<sup>2</sup>, and lies northwest of Phnom Penh (capital city), 314 kilometers by National Road 6. The province consists of twelve districts, 100 communes, and 907 villages. Major roads (paved as well as non-paved) cover roughly two-thirds of the province, except for the north east-west belt. Rural roads (secondary and tertiary levels) are limited and access to remote villages is difficult, particularly during the rainy season. The population is 896,309 comprising 437,994 males and 458,315 females with the total number of households were 180,097 in 2008.

The general population census of this province shows that percentage of female population is 51.13% (RGC, 2009b). The population of this province constitutes 6.1 percent of total Cambodia's population and density of population in the province is 68 per Km<sup>2</sup> which much lower than the national density of 64. The district of (Siem Reap) named after the province constitutes the urban portion of the province. The percentage of urban population in the province is 17.2 which are higher than the national average of 15.7.



- Villages : 907 villages
- Distance from Phnom Penh (capital city): 314 Km

Table 1.1 Tourism Services Management in Siem Reap of First Semester 2009

<b>Tourism Services Management in Siem Reap, Ministry of Tourism</b>		
<b>Report of First Semester 2009</b>		
	<b>Business</b>	<b>Description</b>
Accommodations	Hotel	116 equal to 8,649 rooms. And new 17 hotels are under construction
	Guesthouse	222
Food Services	Restaurants	115 locations
Massage and Spa service		35 locations
K-TV		15 Locations
Travel Agency		140 companies
Transportation Service	Taxi association	231 taxies
	Moto taxi association	94 motorbikes
	Tourism local boat association	01 location
Leisure Service	Natural Resort	02 locations
	Historical Resort	01 location
	Cultural, Historical and Natural Resort	05 locations
	Recreation Resort	01 location
	Handicraft Shop	10 locations
	Souvenir shops	150 locations
	Zoo	02 locations
Golf Club	03 locations	

**Source:** Report on action plan in first semester 2009 of Siem Reap tourism office, 06<sup>th</sup> July. (2009 : 04)

In table 1.2 percentage share arrivals at destination from 2005 to 2008, Siem Reap contributed about 50% to market shares compared to Phnom Penh and other destinations in Cambodia by year 2008.

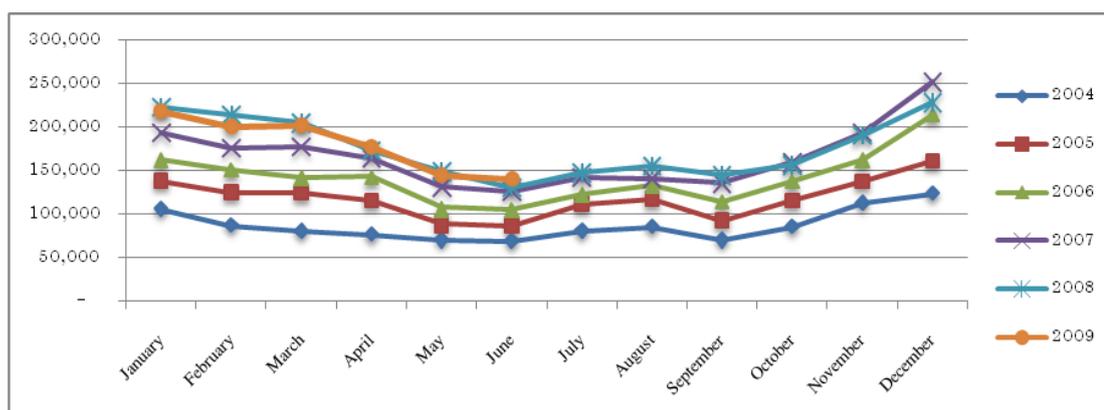
Table 1.2 Percentage share arrivals at destination from 2005-2008

	2005	Share %	2006	Share %	2007	Share %	2008	Share %
PHNOM PENH & OTHER DESTINATIONS	744,806	52%	843,531	50%	894,542	44%	1,065,595	50%
SIEM REAP	676,809	48%	856,510	50%	1,120,586	56%	1,059,870	50%
TOTAL	1,421,615	100%	1,700,041	100%	2,015,128	100%	2,125,465	100%

Cambodia Tourist arrivals to Siem Reap and Phnom Penh (Other destinations) from year 2005-2008.

**Source:** Statistic and Tourism Department 2009, Ministry of Tourism. (2009 : 36)

Figure 1.2 International visitor arrivals to Cambodia 2004-First Semester 2009



**Source:** Statistic and Tourism Department 2009, Ministry of Tourism. (2009 : 36)

The tourism sector has been an important and very dynamic engine of growth and generation of foreign exchange revenues since the cessation of conflict within Cambodia. Many developing countries will look at the of tourism development in Cambodia with envy. There is, therefore, considerable urgency for the tourism sector reforms that will sustain growth and increase competitiveness. As the domestic economy rapidly develops, there has also been an increase in domestic tours as a result of domestic and international tourism, tourism receipts are making a significant contribute to national economy.

The below figure 1.3 indicates that the number of international visitor arrival have been increased variously according each type of top ten market arrivals from period 2007-2008 to

Cambodia. The highest visitor arrivals is for Korea followed by Vietnam Japan USA China Thailand UK France Australia and Taiwan, meanwhile the highest growth rate is 13% followed Vietnam 10% and Japan 8%. Ministry of Tourism (MOT, 2008b) has predicted that the number of visitors to Cambodia could reach 3.2 million by 2010 and 5 million by 2015, with the visitor purpose of business, leisure and visiting friends and relatives.

Figure 1.3 International visitor arrivals to Cambodia 2007-2008

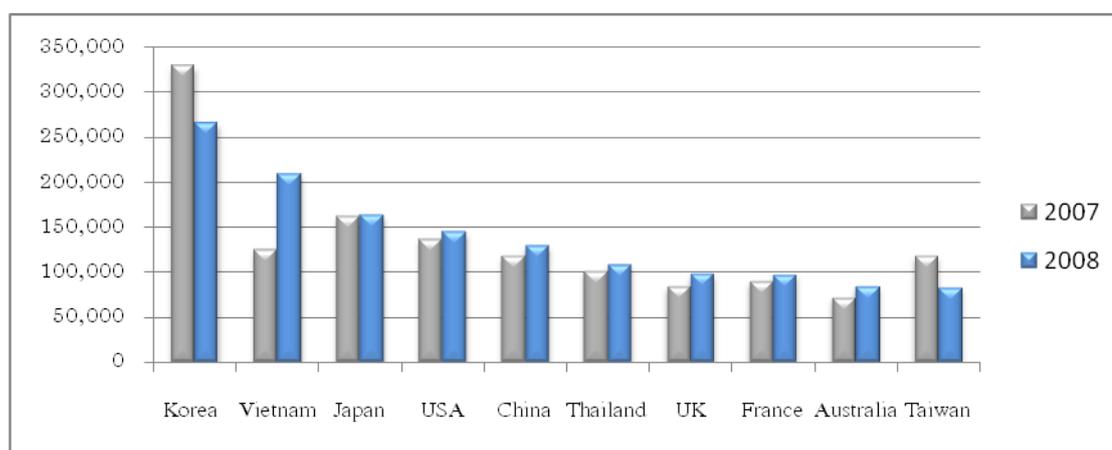


Table 1.3 International visitor arrivals to Cambodia 2007-2008

	<b>Korea</b>	<b>Vietnam</b>	<b>Japan</b>	<b>USA</b>	<b>China</b>	<b>Thailand</b>	<b>UK</b>	<b>France</b>	<b>Australia</b>	<b>Taiwan</b>
2007	329,909	125,442	161,973	137,539	118,417	101,590	84,103	90,168	71,616	118,180
2008	266,525	209,516	163,806	145,079	129,626	109,020	98,093	97,517	84,957	83,000
Share (%)	13%	10%	8%	7%	6%	5%	5%	5%	4%	4%
Change (%)	-19.21%	67.02%	1.13%	5.48%	9.47%	7.31%	16.63%	8.15%	18.63%	-29.77%

Source: Statistic and Tourism Information Department 2009, Ministry of Tourism. (2009 : 15)

Numerous archeological sites dot Siem Reap Province, the most well-known being the Angkor Wat, a World Heritage Site, (UNESCO, 2009). Angkor is one of the most important archeological sites in South-East Asia. Stretching over some 400Km<sup>2</sup> of land, including forest area, Angkor Archeological Park contains the magnificent remains of different capitals of Khmer

Empire, from the 9<sup>th</sup> to 15<sup>th</sup> century. UNESCO included the famous temple of Angkor Wat, and at Angkor Thom, the Baray temple.

The province is also home to the Tonle Sap Lake, one of the largest freshwater lakes in Asia swelling to 12,000 sq. km. during the wet season and shrinking to as small as 2,500sq.km during the dry season. The lake's swamped mangrove forest is inhabited by more than 100 varieties of water birds including several endangered species, over 200 species of fish, as well as crocodiles, turtles, macaques, otter and other wildlife. The Tonle Sap is an important fishing ground, providing more than half of the fish consumed in Cambodia.

### **1.2.2 Human Resources Challenges in Siem Reap**

Currently, the labor force in Siem Reap holds a high significance in the tourism business. The rapid expansion and diversification of the tourism sector has resulted in growing employment opportunities and human resource development needs in Siem Reap where size of the employment for the tourism sector remains large.

Over the past few years tourism in Siem Reap has developed with a fast pace, as seen in the information provided by the tourism statistic department of tourism. In the past four years the tourism industry contributes of 100,000 in which 32,500 direct and 67,500 has indirectly works in tourism industry in Siem Reap (EIC, 2007). Therefore it can be said that although the industry has been concerned and defined to be the keys industry, the above number can not meet the industry's demand.

Today the tourism industry in Siem Reap can definitely provide an exciting and worthwhile experience to travelers, but there are several human resource challenges faced by the industry with a lack of qualified staff at both operational and managerial levels and a gap between supply side inputs and demand side requirements.

However, the goal of industry oriented tourism development requires a number of human resources development (HRD) strategies aimed at the tourism industry personnel, host community and the tourists, and underpinned by concepts and practices of sustainability. Sustainability based work culture, professional ethics, and operational practices are basic to sustainability in tourism. Siem Reap tourism, despite its huge potential, has seen slow

development, and shortcomings in the HRD areas, which have been one of the reasons for this below average performance in terms of unorganized, untrained and unattended human resource. Based on a review of the existing human resource development in the tourism sector in Siem Reap, the most cited constraints and opportunities, strengths and weaknesses, met by the provincial and national tourism sectors, are as follows (GMS, 2008).

1. Different expectations and standards on services quality;
2. Inconsistency between the evolution of needs among both the tourism industry and the students looking for well-paid and fulfilling jobs;
3. Capability gaps between the human resources, the existing education and training institutions and projects, and the strong expansion of the tourism sector;
4. Large scale of variation between and within country regarding the adoption and implementation or enforcement of common standards in terms of human resources development.

GMS, (2009b) in a workshop on subregional support measures for vacation training for small and medium tourism hospitality enterprise in the GMS held in Phnom Penh, Cambodia. The workshop indentified the key important area as follow:

- A shortage of trained tourism manpower especially in the second and tertiary destinations;
- Lack of a clear institutional framework with policies and regulations encouraging vocational training and continues education and taking account expectation from private sector;
- Lack of customized and adapted curricular and training materials directed at the tourism education and training needs of existing and new entrant staff in tourism establishments in secondary and tertiary destination;
- Inadequate support from existing tourism educational training institution;
- Lack of trainers with industry experience able to meet the training need of tourism manpower in secondary and tertiary destinations;
- Inadequate access to training for poorer personal could be come strong workforce in hospitality service industry;

Given the above, the dimension is to explore the opportunities for developing human resource development in tourism in Siem Reap. However, it is for the benefit of the provincial structures to self develop with high improvements which could have brought to tourism sector in terms of public and privates tourism business standard linked and would lead to a high level of scale needs for the developing of human resources. In fact, the existing vocational schools and universities should be recommended to fulfill tourism training needs for the employment market in Siem Reap.

### **Labor force in tourism in Siem Reap**

Tourism Information and Promotion Office in Siem Reap, (2008) reported that hotel occupancy rate varies with the seasons, but averages around 55% for high-end hotels, 30% for middle-range, and 45% for low-end. Given these rates of occupancy, it is apparent that there is adequate accommodation available. Likewise, the demand for workers in this sub-chain is likely to remain growth. The high season for tourists and visitor in Siem Reap is between November and March (the peak being November and December) and low season is between April and October. (MOT, 2008c) tourism industry department reported that labor force in tourism industry is estimated to total 100,000 people including workers from outside the Siem Reap province. The labor forces are divided in direct and indirect. The “direct labor force” is defined as those who work at hotels, guesthouses, and restaurants, tour operators, tourist guides, and other related tourism services. The “Indirect labor force” is included those who selling the souvenir, vegetable and animal farm etc. Many employments were Siem Reap residents, accounting for 72% of the total while the remaining came from 18 provinces of Cambodia, Phnom Penh, Battambang and other provinces. There were more males who came from other provinces relative to women, at 36% and 21% of the total.

The Ministry of Tourism of Cambodia has recognized people as the most important resource in the tourism industry. The education and training department stated recently that the Kingdom of Cambodia needs its own public vocational and training tourism school. Before, the quality of academic professionals needed improvement to strengthen the administration of professional tourism colleges (MOT, 2008d). Presently, there is no shortage of manpower in the tourism sector, but a critical shortage of trained or qualified manpower remains.

Shortage of trained manpower could have a negative impact on the overall growth of the sector; inadequate supply of trainers and teaching staff; low priority solidarity to tourism education and training by public and private sectors; and negative attitude of employers to tourism education and training could possibly effected of their business operations.

### **1.2.3 Human Resource Development**

The term human resource development, or more commonly human resource development (HRD), is widely used. Yet it has uncertain references by different parties according to their understanding of HRD, since it may refer to increase in human capacities, rights and privileges from a business or an economic perspective, or as an instrument of human development. Particularly in developing country likes Cambodia, which enables personal and societal advancement toward economic progress, the term human resource development needs a clear and agreeable definition.

HRD may be delivered by public organizations such as governments, non government organizations as human resource development agencies, international organizations, and private corporations to take particular account of the objectives of programs of education and training and the providers. At the present HRD is a fundamental factor for achieving organizational strategy, (Swanson, 2001a; ILO ;1997) It is the process of increasing the knowledge, the skills , and the capacity of individual, team, work process, organizational system performance. Furthermore, Swanson (2001) stated that HRD effort typically takes place the additional banners of “training and development” and “organization development” (p.4).

McLean and Mclean (2000) proposed that the definition of Human Resource Development should adopt its definition simply as: processes or activities that, either initially or over the long-time, have the potential to develop adult’s work-basked knowledge, expertise, productivities and satisfaction, whether for personal or group team gain for the benefit of an organization, community, nation, or ultimately, the whole humanity. Human resource development is a key aspect of enhancing service orientation, improving administrative cost-effectiveness and optimizing administrative procedures. Therefore, it needs motivated, performance-oriented employees who know and make the best of their own potential for growth (FMER, 2009).

UN, (1995) mentioned that the HDR concept is a broad concept which require integrated and concerted strategies, policies, plans and programs to ensure the development of the full potential of human beings, so that they may individually and collectively be capable of improving their standard of living. Further elaboration of this subject was developed in all subsequent General Assembly sessions. In its current formulation, human resources development within the United Nations is built on two basic principles. These is (a) the human being that is at the centre of all development activities; and (b) the human resources are an essential means of achieving economic, and social and development goals.

The concept evolution of “Human resource development” is a continuous process, it needs to be proactive and strong yet flexible to adapt to a changing globalised world and local economic environment. It needs to ensure that realistic expectations are set and that expectations are met Sandra (2009). Kahlil. (2000), asserted that the easiest concept of human resource development could be: making efforts to result in better skilled and knowledgeable workers. This explanation is necessary if one is to have a narrow and achievable goal in the organization. The importance of this context, as the author puts it, is: “an entry point into discussion of human resource development is the optimal assumption of skills, knowledge and experience needed for the production sector such that maximum productivity is achieved” (p.3)

Hongladarom, (1989) emphasized that human resource development is the major movement point in tourism efficiency because it is related to the participation in developing organization product. He also mentioned that before human resource development became popular, development was thought to be derived essentially from proper macroeconomic, investment and industrial policies. Although education has always been deemed important, little attention was paid to the direct links with economic development. Human resource development is also the emphasized in the current situations with the skill and knowledge of man are his most important assets, enhancing them by means of education and training appears increasingly attractive.

Currently, Human resources are increasingly considered to have potential to provide sustainable competitive advantage, an important dimension of the human resource concerns that organizations make in human resource development (HRD) or training and development. Mondy

(2002a) found that training and development is the heart of a continuous effort design to improve employee competency and organizational performance.

There is practically no government or international agency that does not see the importance of human resource development. All recognize the need for, and the importance of human resource development; nothing is possible without training and skilled people. The components and dimensions of human resource development which the organization perceives as being differ from country to country of strategic importance at a given point of time, for a given country or a group of countries, may vary, but the focus is uniform Wikipedia, (2009).

#### **1.2.4 Tourism Human Resource Development**

In a study conducted on human resource development in tourism, Mathur (2003) very clearly stated that the main aim philosophy of HRD is to develop people capacities by developing an environment which provided some amount of, initiative, trust, openness, risk, and commitment neither to work nor just for needs of tomorrow but ever for those the day after. It assumes that the organization will take care of their basic needed and aim to reduce the consciousness gap between manager, supervisor, and the mass of people by training and development factor.

Tourism business and other organizations are made up of people, and it is through their activities, whether they are the chief executive or the most junior member of staff, that the organization achieves its objectives and is successful. Training and development can contribute to the success of the both the organization and the employees as is evident in the table below.

Table 1.4 Boost by Training and Development

<b>For the Employees</b>	<b>For the Organization</b>
Improves their performance in their job and achieve their individual objectives	Improves performance of the company as a whole which increases productivity
Achieves promotion and thus follow a chosen career path, Enhancement of career prospects	Reduces cost

Table 1.4 Boost by Training and Development (Continued)

<b>For the Employees</b>	<b>For the Organization</b>
Acquires professional or further educational qualifications by acquiring skills, knowledge and attitudes	Increases range of competencies of employees whereby enables the organization to have a flexible workforce
Improves quality of work and reduce waste and errors	Reduces wastage, fewer accidents and mishaps
Achieves intrinsic job satisfaction (performing a task well and from being able to exercise a new repertoire of skills) and extrinsic job satisfaction (extra earnings accrued through improved job performance)	Less absenteeism, lower labour turnover
Delivers quality service to customers	Greater customer satisfaction

Source: Lather. (2003 : 199)

In order to survive and to operate effectively, all tourism organizations must adapt and respond in a timely and flexible way to technical, economic and social changes. This requirement has become imperative as approach the twenty-first century and it implies that there are particular individual, group, organizational and institutional attitudes and perspectives needed by the nation's manpower. Training is one of the processes by which such needs can be realized (Batra & Chawla, 1995).

Human resource development is of vital importance in service industries- including tourism. The present system of the tourism training program suffers from several weaknesses in both the qualitative and quantitative aspect. The need to develop the required human resources in various segments of the tourism industry has become essential as a consequence of the rapid growth in tourism, rapidly changing technology and dynamic changes in the international tourism market. Issues related to human resource development in the tourism sector involve the quality of human resources their condition of work, their training and educational opportunities, the role of the private sector and the governments in giving attention to and finding solutions to problems

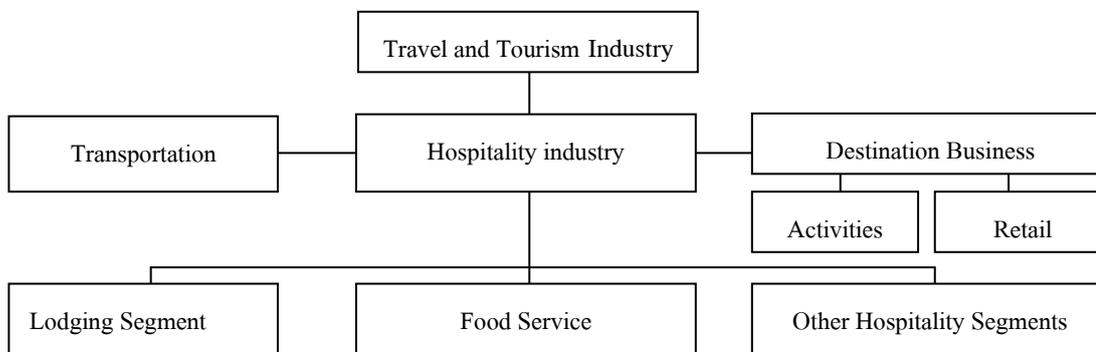
and constraints. The availability of skilled and trained manpower is a crucial element in the successful long-term development and sustainability of tourist destination. In the ultimate analysis, skilled and trained a human resource will ensure the delivery of efficient tourism product. High standard of service are particularly important in sustain long term growth, since success a tourist destination is determined not only by price competitive or the range of attractions available, but also by the quality of the service provided. Repeat visits, a necessary factor in maintaining growth, will be deterred if standard of service do not meet expectation (Coyle, 1993).

### **1.2.5 Standard Skills Required in Hospitality in Tourism Industry**

Hospitality industry and human resource management (HRM) is a part of the larger travel and tourism industry that, in addition to hospitality, consists of transportation services, organizations, and retail business. The for-profit and not for-profit operation in the hospitality segment share a common goal: to provide lodging and/or accommodations including food services for people when they are away from their homes. Many people think of hotels and restaurants when they think of hospitality industry. However, it comprises numerous types of organizations (David, 2009a).

The figure 1.4 below indentifies three segments of the travel and tourism industry. The illustration makes clear that the travel and tourism industry can be divided into three segments: transportation service, hospitality, and destination business. This figure concerns the tourism segment that includes hotels, conference centers, destination resort, cam and park ground facilities, and inns. The food service segment can be divided into two general components. For profit operation include hotel, restaurant, caterers and retail operation such as grocery store and service stations that provide prepackaged sandwiches, beverages, snacks and other items. The other component not other profit operation includes food service offered by educational facilities, health care institute, the military, police, business/industry organizations, religious and charitable groups, correctional facilities, and transportation companies.

Figure 1.4 Overview of Hospitality Industry



Source: David K. Hayes. (2009 : 5)

David (2009b), added that organization in the hospitality industry tends to be Labor-intensive. Technology alone can not provide the level of service that is fundamental to the expectations of many consumers in tourism and hospitality industry. Even the phrase “hospitality” refers to the friendly treatment of one’s guest, and so the human touch must be provided by organization’s staff members.

In addition, David added that hospitality and tourism organization requires qualified employees; the greater their level of revenue and the more consumers they serve, the more staff members these operations require. Success requires a full complement of staff member from owners/managers to entry-level employees who consistently attain required quality and quantity standards. In this industry, the emphasis must be on human resource, and leader must practice human resource management principles and practices.

Johnson (1999) stated that in hospitality industry not only dose the money spent by foreign tourist but also assists in the creation of employment. Employment is required in all sector of the industry to look after the needs of tourist from oversea and also those within the country. Tourism is service industry and as such most employee deal directly with customer. Employee is one of the most important ongoing elements of organization. The employee who works in travel industry must posses a variety of personal and professional qualities if they want to success in their job, including honesty, reliability, a smart appearance, enthusiasm for the industry, initiative and the ability to deal with customer of all type (Youell, 1996). Furthermore interpersonal skill is very important to serve the customer whether selling a holiday, dealing with complaint, or taking

a telephone inquiry, employee will need to demonstrate good communication skill listening and question technique, and build up rapport with the customer. Moreover, interpersonal skill also plays the very important role in the development of good working relationship and effective communication in the workplace (Dennis, 2009). Previous literatures have also revealed the following competency as importance for tourism employees:

### **1) Foreign Language Skills**

In the hospitality industry there are three major needs for study and to use of a foreign language: (1) the need to communicate with non-native speaking employees, (2) the need to assist foreign travelers; and (3) the need to work in a non-English speaking country. Travel and tourism administration is the area to benefit most from improved foreign language skills (ERIC, 2003). A foreign language is a language not spoken by the people of a certain place, according to Christopher (2009a) stated that the benefit of foreign language is to recreational and practical and to give successful communication, knowing how, when, and why to say what to whom in order to interact with another. In addition, foreign language is an important vehicle for both communication and cultural elements to which language refers to and to help travel business quality (Robert, 2000a). Murat (2009) conducted the study to indentify skills important for the service quality in tourism firms in Turkey and found that manager of small and medium-sized hotel enterprises (SMHEs) perceived foreign language skills as high level demand in 186 hotels. The finding also revealed that only one-third of the total employee has foreign language skills. So foreign-languages skilled employee in Turkey hotels is low.

### **2) Communication skills**

Christopher, (2009b) stated that communication is the interpersonal skills that need for effective communicate from day-to-day work demands, neither should the development of communication skills be isolated from the development of technical skill. More companies are now recognizing the advantages of integrating these “interpersonal skill” that supported innovation through negotiation and building relationships. All team members need a range of well-developed communication skills that enable them to interact effectively. Typically, the following are core interpersonal skills: listening effectively to build a supportive and creative environment, questioning for both meaning and content, speaking to frame information and

highlight key facts, giving feedback on other's behavior and one's own response, developing agreements where both parties feel ownership.

Dana (2005) found that communication skill is essential to organization especially in tourism industry. Message must be honest and appeal to the perceptions of others to be effective interaction between management, staff, and customer. However, it is recognized that complaint and grievances are useful and important part of the organization communication process. In deeded, Mellinger (1992) has pointed out that communication is interaction for achieving occupational activity, enabling employees to learn and acquire new skills which facilitate the development of solution to problem. A final consideration is that communication skills will contribute to greater teamwork, and at the same time they require a certain degree of teamwork to be applied in the first place. One solution is to embed them not only in technical training, but also to include them in team development programmes where team members have the opportunity to meet and to improve their relationships and consider the issues faced by their team (Christopher, 2009c).

In the research of Sneed & Heiman's study (1995) surveyed 74 recruiters about what student characteristics are considered most important, the study found that communication skill as very important for employer perspective, and another researcher Breiter & Clements (1996) also found that for the hotels and restaurant in the U.S, manager perceived communication skill as most important for success in the hospitality industry. Geissler & Martin (1998) surveyed hospitality alumni, and further ranked communication skills are the critical measures of success in the service industry today for employee to interact with guest and with manager that required communication skills.

### **3) Customer Services**

Many attempts have been made to define the term customer service. However, depending on an organization's focus such as, retailing, industry, manufacturing, or service, the goals of providing customer service may vary. In fact, customer service is often used in term of service industry as if it were a separate occupational field in itself. In reality, most organizations provide some degree of customer service. Hence, customer service can be defined as the ability of knowledgeable, capable, and enthusiastic employees who deliver products and services to their internal and external customers. This is done in a manner that satisfies identified

and unidentified needs. Then it ultimately results in positive word-of-mouth publicity and return business (Lucas, 2005).

Customer service is the service to customer before, during and after purchase. As a research Ronald (2005) found that customer service is a series of activities designed to enhance the level of customer satisfaction, the feeling that product or service have met the customer expectation. Its importance varies by product, industry and customer. Customer service may be provide by a person or by automated means called self-service. Customer service is considered a necessity and considered as a marketing weapon (1) know the stage of development the customer has achieved, (2) recognize the point of encounter, (3) have a plan for customer service success, (4), empower employees of let customer win. Supporting customers through the process of selecting, purchasing, and maintaining a product or service can be done by hiring knowledgeable employees.

However, in tourism industry, most customers remember the customer service, customer struts can be destroyed at by a major service problem. Valarie (2003a) noted that in tourism industry, customer is more likely to complain than the other sector. Individual customer believed that positive consequences may occur and that there is social benefit of complaining. In fact, faire treatment and know how to handle the situation and even turn complain to positive advantage by service provider would lead to generate income for the company. As a researcher Leisa (2002) in service related industries, individual employees can have an impact on individual customers. Therefore, management has the potential to affect the culture of a department or of an entire organization, customer service were able to show that increases in profit when customer service is improved.

The implementation of good customer service includes staff development which focuses on customer's expectations and satisfaction. To achieve successful customer service, it is important to know that customers are the most essential people in the business. Customers are part of the business they deserve attention and fair treatment. Customer service is anything we do for the customer that enhances the customer experience (Sabrosky, 2006).

Customer service skill was identified business need in a study conducted in northern Minnesota Service and also in research conducted by Page and Getz (1997) and Alexander and McKenna (1998). This skill is important because tourism entrepreneurs may

overestimate the quality of services that they provide (Reichel, Towergart, & Ady, 2000). In addition Hughes (2002) conducted the survey of local tourism businesses in West Virginia customer service. The result shows that customer service skills were strongest needed of local tourism opportunities.

#### **4) Sale and Marketing Skills**

Michael (1998) the size of hotel sales and marketing staff can vary from one part-time person to more than a dozen full-time employees. Sales and marketing responsible are typically divided into four functions: sale, convention service, advertising, and public relations. The primary goal of the division is to promote the sales of hotel products or services. To this end, sale and marketing staff need to coordinate their efforts with the front office and other hotel division to effectively assess and communicate guest needs. Marketing is everything that people do to reach and persuade prospects. The sales process is everything that people do to close the sale and get a signed agreement or contract. Both are necessities to the success of a business which cannot do without either process. By strategically combining both efforts people will experience a successful amount of business growth.

In addition, by the same token if the efforts are unbalanced it can deviation the growth. Marketing consists of the measures use to reach and persuade prospects that marketing is the company for them. It's the message that prepares the prospect for the sales. It consists of advertising, public relations, brand marketing, viral marketing, and direct mail. The sales process consists of interpersonal interaction. It is often done by a one-on-one meeting, cold calls, and networking. It's anything that engages person with the prospect or customer on a personal level rather than at a distance. Marketing efforts begin the process of the contacts to move a prospect or potential client to the close of the sale.

Regarding to the research of the Tourism, Hospitality, Sport Education & Training Authority (THETA, 2007) conducted the survey of the specific training skills needs for Tourism SMEs in South Africa. The study found that 77% of respondents were owner and manager of SMEs indicated that they need more training program for their organization; the respondents cited that Sale and Marketing skill is very important impact for employee competency.

### **5) Problem Solving Skills**

Howard (2002) stated that the nature of complex problems in the tourism and hospitality industry, and the way in which employees within that industry identify and attempt to solve those problems. (Cullen, 2001) Stated that problem is situation that a person judges as bad or as something that needs to be corrected. A problem can be experienced in a number of ways, but usually is looked on as shortfall, a deficit, a lack, a disharmony, puzzlement, an inconvenience, a discomfort or pain of some short. The problem in the hospitality is people issue such as level of training, attitudes or skill. Very often the easiest problems to solve are the ones that concern products or equipment. Solving problem is something that is done as part of all people regularly daily activities in personal live. For example in tourism, Robert, C. (2002b) guest always comments in their general dissatisfaction with the effectiveness of a hotel front-desk, the point is that training work best if tied to solving a service problem that can be identified. That problem solving can be solved both challenging and frustrating. It has been often said that problem are opportunities to be creative. On the other hand there are so many difficulties with problem solving that it is necessary to use a sequential process. Knowledge gained from experience is a valuable asset. It is importance should not be underestimated.

(Ying,1999) conducted the research with 15 tourism program director, and 55 human resource manager of international tourism hotel in Taiwan, study that problem solving skill in tourism and hospitality industry received more than forty-seven percent that respondents viewed as most important. Similarly, ACNielsen (2000a) conducted a research on skill requirement in different businesses sector including hospitality, problem solving skill perceived as most important skills hospitality and tourism industry in Australia.

### **6) Time Management Skills**

Nonis (2005) explained that time management is used as a competitive tool by both individuals and organizations is viewed as a commodity to be controlled; it is commonly believed that time management practices will positively influence key job outcomes such as job performance, job satisfaction, job stress, and health, result of the study benefit to human resource managers as well. Obviously, understanding the linkages time management has with key job outcomes, such as performance and satisfaction, in different cultural settings is vital to our ability to manage effectively in the work place. In addition, time management assist managers to

determine the role the individual difference on the relationship between time management practices and job outcomes. The time management interventions may be more beneficial to individuals who possess certain characteristics. The most effective way to utilize time is to do the training of time management skills as an example. In the research of Merritt, (1998) highlighted the important of time management skills that there are important key to make effective time management its begin with recording and analyzing the actual way that time is used and recode the priority of the activities. He concluded that the techniques must involved three key elements, breaking bad time habits, learning to delegate, and eliminating interrupters.

As a result of ACNielsen (2000b) conducted a research on skill requirement in different businesses sector including hospitality and tourism business. Skills were listed and mentioned time management skill to be used for the skills training and development. The result shown that time management skills perceived most important and need in work place compared to different sector.

### **7) Computer skills**

Peter (2005) highlighted that technology become more widespread and influential; it will be come an underlying part of nearly business decision, business process, and entire value chain. Therefore, thinking is shifting away from “pure” technology project in favor of business project that involved information technology. In effect, people assuming the roles need to be great managers, leaders, and employees. Furthermore, they must also be able to serve as the exchange of information between the various aspects of the business functional disciplines to sale and marketing, finance and accounting, human resource, operations, and the information technology staff, etc. Furthermore, Humphrey and Stokes (2000) interestingly point out that computer’s incredible processing that can make decision in less time, and the organization can make more significant performance improvements and organization can achieve greater profit.

Regarding to the research of ACNielsen (2000c) conducted a two stage research project to establish the extent of employer satisfaction with the skills of new graduates entering the labour market, and areas of dissatisfaction. A total survey sample of 1105 employers was obtained on which this analysis is based. As in the result, the employer of hospitality and tourism industry sector in Australia perceived the computer skills as most import kill for hospitality and tourism employment.

## **8) Information Communication Technology**

Jennifer (2003) found that the fast development of information communication technologies (ICTs) and the expansion of the Internet have changed industry structures around the world. New technologies have been adopted in the tourism industry. It is also becoming a booming tourism source country as its population starts travelling overseas at the same time with internet gradually changes the tourism industry structure. Besides that, Zongqing (2004) found that the important of information communication technology in travel business, ICT is the key of business success that can help a company to accomplish the reduce call center loads and email backlogs, empower customer to find their own answers and share information across the organization, reduce service response time, cut employee training time and costs, create ongoing customer dialogue, and improve customer satisfaction and loyalty. In addition, two researchers Baum and Odgers (2001a), found that the good example of ICT has been used to enhanced reservation and guest management that help reduced the training and technical skills requirement of work by up to 90% in term of the time required to acquire full competency.

Lee (2003), stated that ICT is also playing a role in changing the way of service quality in tourism industry. In larger hotels a transparent computer database can register customer preferences and complains and quantify staff activities so that labor use can be more effectively matched to demand. This approach replace annual performance evaluations and improvement of ability to work in team, attitude, personal attitude, and personal behavior become more important (Milne and Ateljevic, 2001).

As researcher Simon (2004) conducted the research on ICT use and demand in the tourism industry in New Zealand, the interviews was conducted with 160 small accommodation provider between 1998-2004, and also the 6 large hotels in the Auckland region, and a nationwide survey of accommodation provider 468 responses. The finding revealed that ICT is having important impact on tourism employment in both small and large enterprise. The result shows that owners and manager of small and medium enterprise perceived ICT skill demand.

## **9) Market Analysis Skills**

Valarie (2003b) stated that the biggest challenge facing a marketing research is converting a complex set of data to a form that can be read and understood quickly by

executives, managers, and other employees who will make decisions from the research. Many people who use market analysis finding have not been trained in statistic and have neither the time nor the expertise to analyze computer printouts and other technical research information to know about their market and other elements of their outside environment and lead to understand and make the priority improvement for their firm by comparing the firm's service strengths and weaknesses with out side key competitors. Another important of marketing analysis skill will, pinpoint drivers of the latest trends in sales, forecast sales from future marketing activities, determine why sales differed from plan and how to respond, find the most profitable allocation of marketing.

Jens (2010) market Analyst skill identifies critical intelligence topics, investigates relevant market research and information, develops analytical work plans, and forms appropriate work teams in order to identify and communicate, through written and oral presentations and reports, significant market insights and concepts, and their implications, and provides relevant recommendations to those decision-makers. Furthermore, this skill is required to understand customer wants and needs, analyzing the competitive landscape, assessing the market, identify the growth trends and opportunities.

As researchers Vera and Teresa (2002) studied the skill forecasting and development in Portugal's tourism sector. There were major changes in distribution practices, where there is a growing tendency to separate the design and sales activities of travel products. Such a trend affects the demand for skills among tourism operators. The study did focus on accommodation, catering, entertainment/attraction and other businesses with in the tourism sector. The result shows that tourism operators in Portugal needs market analysis skills and important to contribute building tourism.

### **10) Customer Orientation skills**

Customer orientation has become key words for businesses to succeed in the competitive marketplace. Customer orientation is critical for developing long-term relationship with customers, gaining competitive advantage, and business success (Bejou et al., 1998). Customer orientation helps firms achieve sustainable sales growth over time (Jaramillo and Mulki, 2009). This can be attributed to customer-oriented of helping customers to make purchase decisions that fit not only their immediate needs but also aimed at increasing long-term

satisfaction (Saxe and Weitz, 1982) and therefore, customer-oriented salespeople “avoid actions which sacrifice customer interest to increase the probability of making an immediate sale”.

Valarie (2003c) many service officer “customer orientation” programs is to assist customer in understanding their roles and what to expect from the process before experiencing it. Customer orientation can also be partially accomplished through written literature and customer “handbook” that describe customer’s role and responsibilities. (Bennett, 2001) mentioned in the marketing concept that customer orientation indicated that all actions should be aimed at satisfying customer needs and wants. People used to say that customer orientation means that “the customer is king”. Therefore, the aim of business must be delight the customer and customer-orientation business, its requirements of customer come first. Customers are focal point of decision making. Customer-oriented businesses do not consider the marketing task complete once a sale has been made. Such enterprise provides after-sale service. On the other hand, customer orientation check on how satisfied customers are with the product or service and what can be done to enhance that satisfaction, satisfaction and retaining customer.

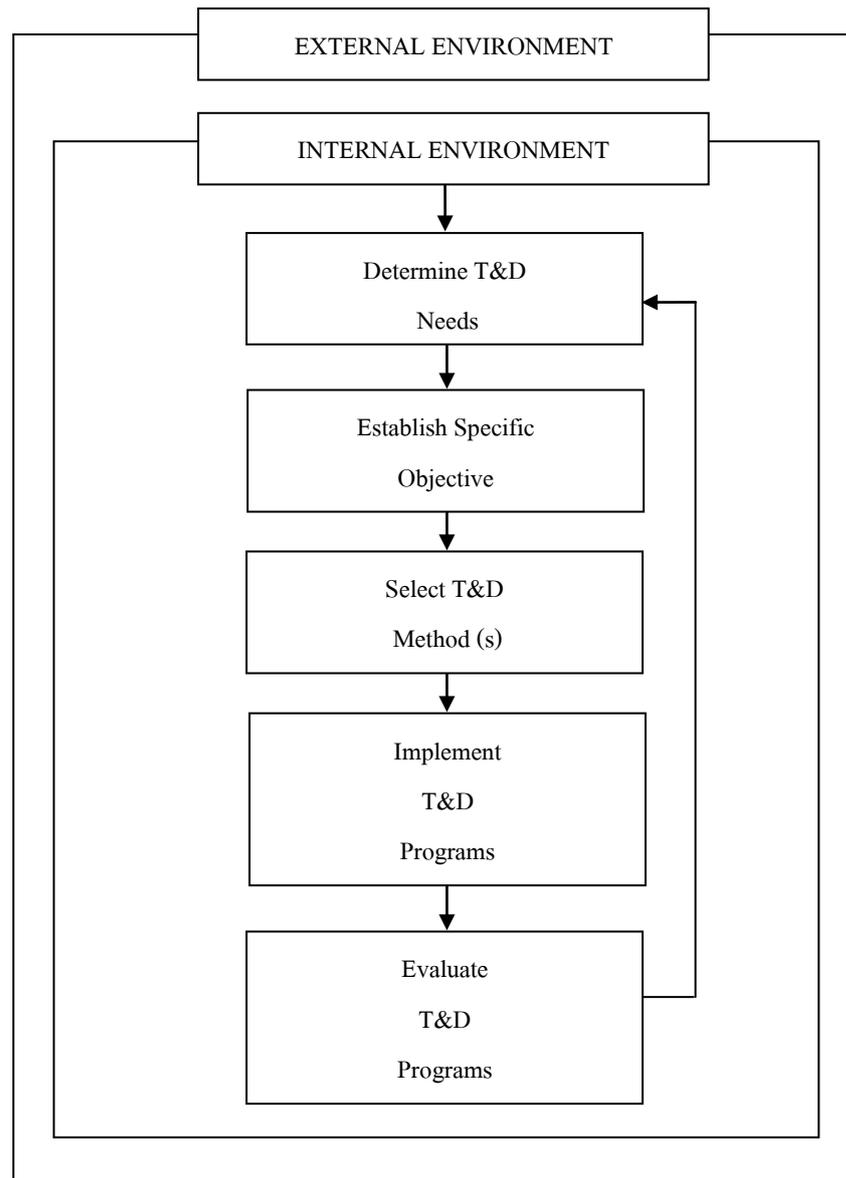
Bitner et al. (1990); Bove and Johnson, (2000) found that the nature of service, customers often rely on the behavior of service employees when they judge the quality of service. Consequently, the employees’ level of customer orientation skill is considered an important influence for service firm’s economic success. Another researcher, Narver and Slater (1990) and Jaworski and Kohlin (1993) customer orientation skill on service employee is a key element for service company to grow and it performs better than those companies that do not have. Regarding the research study of Thurau (2005), 989 consumers of book/CD/DVD retailers and travel agencies were surveyed on the customer orientation of service personnel. The result shows that customer orientation skill of service personnel was perceived as an important key in the determination of service firms’ success.

### **1.2.6 Training and Development**

The training and development is a key development area for the tourism industry. To maintain and improve the competitive position of the industry, increase professionalism and improve standard quality. It has long been recognized that training and development can enhance individual, departmental and organizational performance. In current and future work environment, a company should see training and development as an investment in their

employee's careers. In order to effective training and development program to be produce, there need to be systematic, integrate approach in both the identification of the training needs and the introduction of training process as can be seen in figure 1.5.

Figure 1.5 The Training and Development (T&D) Process



Source: Mondy, Neo and Premeaux. (2002 : 220)

### 1.2.6.1 Determine Training and Development Needs

Training and development is the need for a particular skill or knowledge to be taught and developed among the employees in a course. The course can come from a

number of sources. In the case of employments of the public and the private sectors, the knowledge and skills to be developed can be observed and then transmitted to a specific group responsible for particular tourism planning or development issues. The need can come from a community group seeking help in addressing issues in their community or a group of professionals could collectively define a gap in their training or knowledge set. The need could also come from an overall human resource development strategy of each individual organization. The source of the needs identification it is important to start with clear identification of the need and the establishment of the priority of that particular need (Dessler, 2003)

Training and Development needs may be determined by conducting analyses on several levels. From an overall organizational perspective, the firm's strategic mission, goals, and corporate plane should be studied, along with results of human resource planning. The next level of analysis focuses on the tasks that must be accomplished in order to achieve the firm's purposes. Job descriptions, performance appraisals, and interviews or surveys of supervisors and job incumbents are important data sources for this analysis level. Finally, individual training needs must be addressed. (Mondy, Neo and Premeaux, 2002b).

#### **1.2.6.2 Establishing Training and Development Objectives**

Woods (2002a) advocated that training objectives typically fall into four general categories; reaction-based, leaning-acquired, on the job behaviors and results-oriented. The first category is objective based on a trainee's reaction to a training program that related to how the trainees view the process of training. The second type of training programs, knowledge acquisition is the ultimate objective. The third type of training objective is related to on the job behaviors in the organization. Then organizations will emphasis up on positive behavior toward quest as the principle objective. The most common type of objective is the results-oriented objective. In a results-oriented program, the goal is to improve measurable outcomes of an individual or group. When developing training objectives, it is important to identify what the firm hopes to accomplish in clear and measurable terms.

However, the research, David (2009c), mainly focused on training objectives, there are two important purposes in training and development objectives that the trainees should know and be able to do when they have successfully completed the training. First, help the trainer to connect the purposes of the training program with its content. Specific

reasons for training become clear when training needs are defined, and when the content of the training program is known after position analysis is undertaken. And second is to help evaluate training.

### **1.2.6.3 Training and Development Methods**

Regarding the notion of Casio (2003), new training appears every year. Some well founded theories or models of behavior change, and even are established from technological development. Training method can be classified in three ways: information presentation techniques, simulation methods, and on the job training methods.

Information presentation techniques included lectures, conference, correspondence courses, videos, distance learning, behavior modeling and systematic observation, programmed instruction; intelligent tutoring, sensitivity training, and organization development-systematic, long rang programs of organizational improvement. Simulation methods include the case method, role playing, interactive simulation for virtual teams, virtual reality, in-basket technique, and business games. On the job training, job rotation, committee assignments, understudy assignments, on the job caching, and performance appraisal. To choose the training methods (or combination of methods), the best fits a given situation to first define carefully what to teach. This is the purpose of needs assessment phase. Only then can the trainer choose a method that best fits these requirements (Ronald, 2006).

#### **1) Coaching**

Mondy, Neo and Premeaux, (2002c) Coaching is often considered a responsibility for of the immediate bosses, who has greater experience or expertise and is in the position to offer sage advice. John and Jack (2010) defined that coaching is a process involving observation of employee performance and conservation focusing on the job performance between the manager and the employee at work station or formally by having coaching session in an office. Furthermore, (Richard, 1992) clarified that purpose of caching is to provide feedback and guidance from the boss that let subordinate know that superior is concerned about his or her, and therefore encourage the individual to ask question and seek assistance.

## **2) Mentoring**

Starcevich (2009) views that mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides advice, shares knowledge and experiences, and teaches using a low pressure, self-discovery approach. Teaching using an adult learning versus teacher to student model being willing to not just question for self discovery but also freely sharing their own experiences and skills. Furthermore, Richard (1994a) explored that productive senior employee who can help a less-experiences employee in their business organization. In another words, mentor is both a source of information/knowledge, ability to adapt to change and enrolling support in the vision/direction for work unit.

## **3) Business Games**

Regarding the notion of Mondy, Neo and Premeaux (2002d), business games are stimulations that attempt to duplicate selected factors in a particular business situation, which are then manipulated by the participants. Business games involve two or more hypothetical organizations competing in a given product market. The participants are assigned roles such as president, controller, and marketing vice president. They make decision-affecting price levels, product volumes, and inventory levels. A computer program manipulates their decisions, with the results simulating those of an actual business situation. Participants are able to see how their decision affect other group and vice versa. They can thus develop leadership skills and focus cooperation and teamwork. Lloyd, Byars & Leslie, (1997a) also mentioned that, business game generally provide a setting of a company operation. They also normally required the use of computer facilities. In a business game, several teams act as companies within a type of industry. This methods forces individual not only works with other group member but also to function in an atmosphere of competition within the industry. Advantage of business games are that they simulate reality, decisions are made in a competitive environment, feedback is provided concerning decision, and decision is made less than complete data. However the main advantage is that many participants simply attempt to determine the key to winning. When this occurs, the game is not use to its fullest potential as a learning device.

Ivancevich and Soo Hoon (2002) concluded that advantages of business games include integration of several interactions, the ability to experiment with decisions, the provision feedback on the decision, and the requirement that decision will be made with

inadequate data, which usually simulates reality. However, the main criticisms of the game concern their limitation of novelty in decision making, the cost of development and administration, the unreality of some models, and the disturbing tendency of many participants to look for the key to winning the game instead of concentrating on making good decisions. Many participants seem to feel that the game are factors that a few factor or even a single factor may be the key to winning.

#### **4) Job Rotation**

Job rotation is designed to give an individual broad experience through exposure to many different areas of the organization. In understudy assignment coaching and experience, the trainee generally receives training and development for one particular job. In job rotation, the trainee goes from one job to another within the organization frequently use this technique for training recent college graduate, Lloyd, Byars & Leslie, (1997b). On the job rotation is that the trainee can see how management principle can be applied in a cross-section of environment. Also the training principle and allow the trainee to become familiar with the entire operation of the company. However, there is one serious disadvantage of this method is that the trainee is frequently given menial assignments in each job. Another disadvantage is the tendency to leave the trainees in each job longer than necessary. Both of these disadvantages can produce negative attitudes. (Mondy, Neo, and Premeaux, 2002) Many of today's jobs are quite broad in scope. Individuals performing in these enlarge and enriched job many have feeling that they are engaged in job rotation. A current job incumbent is certainly receiving a broad expose to knowledge than in the past, and that is the basic purpose of job rotation. The main problem with job rotation is continuous training as new members need to learn how to perform each job. This may disrupt productivity and decrease efficient, although this would only be in the short term. Despite this, it can be tiresome and frustrating for line managers or trainer to be continually training different staff to do the same job (Hartel et al, 2007).

#### **5) Case Study**

Mondy, Neo and Premeaux, (2002f) stated in the case study that the training methods the trainees are expected to study include the information provided in the case, and they are to make decisions based on it. The student is given a case involving an actual company, and that trainee is expected to research the firm to gain a better appreciation of its financial condition and working environment. This case study method is used in the classroom

with instructor who serves as facilitator. Lloyd, Byars & Leslie, (1997c) mentioned that ideally, the case should force the learner to think through problems, propose solutions, choose among them and analyze the consequence of the decision:

**There some major advantages of the case method are follows:**

- The case emphasizes the analysis of a situation that is typical of the manager's world.
- The case's study method improves the learner's verbal and written communications skills.
- Cases expose learner to a wide range of true-to-life management problems.
- Cases inspire interest in otherwise theoretical and abstract training material.

**Some possible weaknesses of the case study method include the following:**

- Cases often on past and static considerations.
- Case analysis often lacks emotional involvement on the part of the learner and thus is unrealistic in term of what the leaner would actually do in the situation.
- Case analysis can sometimes confuse learners who are used to definite solutions.

Employees can project themselves into the situations and consider how they would act. On the other hand, the case method is not easy to write important details about that relate to the history of a situation, and that must be revealed without obscuring the problem itself. If too much to emphasis is placed on background information, the problem may get lost in the discussion of the detail. Moreover, this method can be time consuming because training time is always limited. Small cases that focus on specific employees with other employees, or employees with customers can serve as an interesting training activity for daily ongoing training sessions at least one or twice a week.

## **6) Sensitive Training**

Sensitive Training or the T-group is designed to help participants learn about themselves and how others perceive them. It differs from many traditional forms of training, which stress the learning of a predetermined set of concepts. When sensitivity training begins, there is no agenda, no leaders, no authority, and no power positions. Typically, the employee is encountered about his or her behavior by other group members (Shailesh, 2010).

Woods (2002b) found that sensitivity training is often used to enhance interpersonal skills. This training approach helps trainees more aware of their own behavior and of their behavior toward others. It also called T-group or laboratory training. The sensitive training is conducted by a small group of four or ten employees. Typically, the employee is encountered about his or her behavior by other group members. The employees have a chance to show their feeling about the group process. The process of this method is to enable employees to realize how other see them in a worthwhile way while. Lloyd, Byars & Leslie, (1997d) and to helps individual to find the reasons for their behavior, helps individual to know the effect of their behavior on others and to create more group to interactions. However, this training may have negative results with sensitive people who may not like the information about their behavior, especially if it is negative. This may lead to conflict and anger within the group and may not be related or transferable to jobs.

## **7) Role playing**

David (2009d) state that role playing is a group training exercise in which trainees pretend to be persons in situations addressed by the training who apply information presented in training. It is some time called dialog training; a role-play exercise can be very useful because it allows trainees to use what they have learned in a risk-free situation. Trainees might be broken into three-person teams. One trainee could pretend to be the trained staff member applying the principles just taught. A second trainee could role-play with the individual with whom the trainee is interacting. The third trainee could be an observer. The trainee using proper tactics could respond to comments made by the second trainee, and the trainee observer could note how the situation was managed. David .K (2009) concluded that through role-play, the trainee could switch roles until each practices and demonstrates the taught skills and the final component of the role play exercise could be a report back to the convened

group and a reinforcement and summary by the trainer. Lloyd, Byars & Leslie, (1997e) stated that the strengths of role playing is good if the situation is similar to the actual work situation where trainee can receive the feedback that gives them confidence and increased interpersonal skills which they can utilize in real situations. The weaknesses, on the other hand, are that trainees are not the actors, and sometime are not serious. Only if it is very similar to actual life can it produce adverse reaction that may lead to any desirable results.

### **8) Lectures**

David (2009f) stated that the trainer talk and may use audiovisual equipment or handout to facilitate the session. Question and answer components may also be included. This method provides much information quickly, but it dose not typically allow active trainee participation. (Llyod, 1997f) On the most common methods of instruction is lecturing, or teaching by the spoken word. Lectures can include other media such as transparencies, slides, or videotape.

**Strengths of the lecture method of instruction included the following:**

- Lectures can communicate the intrinsic interest of the subject of the subject matter. The lecture can communicate his or her enthusiasm for the subject, which should enhance the audience's interest in learning.
- Lecture can cover the material not otherwise available.
- Lecture can reach many learners at one time.
- Lecture can serve as effective models for their audience. An effective lecturer not only conveys information but also conveys what dose and dose not works in different setting.
- The lecture method let the instructor control what will be covered, the sequence in which it all be covered, and how much time will be devoted to each topic.
- Lectures pose a minimal threat to the learner.

**Weaknesses of the lecture method include the following:**

- Lecture often do not allow for feedback from the audience.
- Listeners are often passive.
- The length of lecture periods often does match listener's interest spans.
- Lecturing fails to allow for individual difference in ability or experience.
- Lecture is unsuitable for certain higher forms of learning, such as analysis and diagnosis.
- Lectures are partially dependent on the public speaking skills and abilities of the lecture (Cashin, 1990).

**9) On the Job Training**

David (2009g) On-The-Job training is commonly used in tourism and hospitality organizations. With this method, the trainer teaches job skills and knowledge to one trainee, primarily at the work station. Theoretical, it is the best type of training because it incorporates many of the learning and training principle explained. In practice, however on-job training is frequently not done well, some supervisors erroneously believe that trainee can learn simply by watching and helping a more-experience peer.

As researcher, Tanke (2001a) explained on job training is the earliest types of training. In ancient times, the type of work that people performed was mostly unskilled or semiskilled work. OJT was use probably because the people did not have to be able to read and write. Training methods, such as JOT, that involved one person showing another how to do a task was perfect for theses situations. On job training is designed so that learning occurs while the trainee is actually performing the tasks required of his or her job position. Those who advocate OJT believe that trainees learn best when faced with the actual job situation. Those don not use OJT state that a good way to pass along bad work habits, it can interfere with own objective of maximizing guest satisfaction if OJT takes precedence over.

Lloyd (1997g) On-the-job training is normally given by a senior employee or manager. The employee is shown how to perform the job and allowed to do it under the trainer's supervision. The advantage of on-the-job training are that no special facilities are

required and the new employee does productive work during the learning process. Its major disadvantage is that the pressures of the workplace can cause instruction of the employee to be random or neglected. Mondy, Neo and Premeaux, (2002g) individual may also be more highly motivated to learn because it is clear to them that they are acquiring the knowledge need to perform their jobs. At times, however, the emphasis on production may tend to detract from training process. The trainee may feel so much pressure to perform that learning is negatively affected. By the ways, firm should be selective about who provide on-the-job training. The training can be either supervision or peer; however, they must have good work and ethic and correctly model desired behavior.

#### **10) Classroom Programs**

Mondy (2002i) found that class room programs continue to be effective for certain type of employee training. In fact, they continue to head the list of training delivery methods used by American firm. Ninety percent of respondents to a recent survey stated that an intention to use classroom program, although more are using assistance provided by technology as well. The advantage of class room program is the instructor may convey great deal of information in a relatively short period of time. The effectiveness of class room programs can be improved then group are small enough to permit discussion, when the instructor is able to capture the imagination of the class, and when multimedia can be used in an appropriate manner. Also class room remains as popular training method despite new technologies such as interactive video and computer assisted instruction and it one of least expensive, least time consuming to the specific topic to the large number of trainees (Richard, 1994b).

(Lyod 1997h) emphasized that class room is the most family training method. It is an effective means of imparting information quickly to large group with limited or no knowledge of the subject being presented. It is also useful for teaching factual material, concepts, principles, and theories. However, class room instruction is use for technical, professional, and managerial employees.

#### **11) Corporate Universities**

The corporate training institution differ from many traditional training programs in that focus is on creating organizational change and it is proactive and strategic rather than reactive and tactical, number of corporate universities may be attribute to

their flexibility, which permit student to learn on their own time, and the use of various modes including CD-ROM program, audio-and videotapes and, the internet. This can help a better control the quality of training and to ensure that employee receive the same message. However, many public and private colleges and university are taking similar approaches to training and education. (Mondy, 2002h)

#### **1.2.6.4 Implementation of Training Design**

Implementing of training design is often difficult. One reason is that managers are typically action oriented and feel that they are too busy for training and development. Another difficulty in program implementation is that qualified trainer must be available. In addition to possessing communication skills, the trainer must know the company philosophy, its objectives, its formal and informal organization, and the goal of training programs. Training and development requires more creative than perhaps any other human resource function (Mondy 2002j). Appropriate implementation of training organization design will gained the benefit as follow (Tanke, 2001b):

- Improved quality of guest service
- Increased comradely and sense of team work
- Improved quality
- Reduce work conflicts
- Relief of stress and tension
- Reduced turnover and absenteeism
- Improve performance resulting in cost savings
- Preparation of employees for promotion
- Improved self-esteem of our human resources
- Growing sense of professionalism
- Improved relationships between management and staff
- Reduce in accidents
- Increase productivity
- Improved sanitation and cleanliness
- Decreased fatigue
- Improved sense of job security

- Reduction in amount of supervision required
- Happier work environment
- Reduce waste
- Fun
- Higher morale among all people
- Greater cooperation

#### **1.2.6.5 Evaluation Training**

An evaluation of the training programs are essential and implement the “four levels” (Lloyd 1997i), when the results of training programs are evaluated, a number of benefits accrue. Less effective programs can be withdrawn to save time and effort. And the weaknesses within established program can be identified and remedied. Evaluation of training can be broken down into four areas:

##### **Reaction**

Reaction evaluation should be consider a wide rang of the topic, including program content, program structure and format, instructional techniques, instructor abilities and styles, the quality of learning problem environment, the extent to which training objectives were achieved, and recommendations for improvement.

##### **Learning**

Learning evaluation concern how well the trainees understood and absorbed the principles, fact, and skill taught. In the teaching skills, classroom demonstration by trainees is a fairly objective way to determine how much learning is occurring.

##### **Behavior**

Behavior evaluation deals with the nature of the change in job behavior of the trainee and is much more difficult than reaction or leaning evaluation.

##### **Results**

Result evaluation attempt to measure change in variables such as reduced turnover, reduce costs, improved efficiency, reduction the complaint. As with behavior evaluation, pretests, posttests, and control groups are required in performing an accurate results evaluation.

### **1.2.7 Obstacles for organization to support human resource training capacity**

Employer-sponsored training is of particular interest to the current of employees training and developing (Sumati, 2008). This is largely due to importance of intangible assets that drive knowledge generation and innovation. For that reason, this could be considered as possible obstacle for employer to invest in training and developing program. There are various disincentives that have been discussed and disincentives into barriers. To considers about the support the question of what obstacle employers face in supporting in employee training.

As a researchers Kenneth (2006) found that there are several key potential barriers for HRD in tourism industry were presented.

#### **1.2.7.1 Training Cost**

Researcher Richard (1994a) explained that the business organization focuses their possibility to offer training and employee development program and the firm has to look at direct and indirect cost. Firstly, direct cost include salaries and benefits for all employee involved in training, including trainees, instructions, consultants, and employees who design the program; program material and suppliers; equipment or class room rentals or purchase; and travel cost. Secondly, indirect cost is not related directly to the design, development, or delivery of the training program. They include general office supplies, facilities, equipment, and related expenses; travel and expense not directly billed to one program. So, training budget is a significant matter for SMEs. How much they spend on training will depend on their operational characteristics and size. A key aspect to successful training is company financial (Echols, 2005).

As a result, employer do not recognize the importance of training, or do not provided training and development program to the employee because of high drop-out rate on completion of expensive training and this could be the factor of enough significance to lead to “no training investment” (Baum, 1998a).

#### **1.2.7.2 Low production during training**

Labor turnover plays a big role in the perception of externalities as a disincentive to training. There were also appreciable differences by level of turnover for lost production time being identified as training barriers. Loss of production time is, according to

firms, one of the major obstacles to offering training activities. It is especially difficult in small firms, which suggested that they have trouble sending employees to training for fear of being unable to replace them during the training period (Kapsalis, 1996). Therefore, it is assumed that employees of firm with a lower average number of working hours have more time available for activities other than production. Further, it is difficult to spare members during work hours and costs can be prohibitive (Macdonald et al., 2007).

### **1.2.7.3 Government assistance**

In tourism sector, training and development as an important component of tourism development at the destination in faced with the obstacles to skill and knowledge has hardly been. In a society where education has traditionally been seen as a public good, there is potential for firms to oppose the view of private financing of training and to expect public financing. As for lack of government assistance, small firms may find it difficult or costly to gather information about what available and the portion of the employer population identifies a lack of government assistance as a barrier to training (McMullen, 1998).

There is little evidence of public commitment to initiate well-coordinated training and development (Baum, 1998b). However the rational for government involvement could be based on two reasons: moving the labor market towards a quality enhanced tourism service and the firm must complete their service standard.

### **1.2.7.4 Lose trained worker to other organization**

Training programs in particular are often the targeted because employee turnover is generally higher during time if economic uncertainty. Even in the good times, organizations must decide how much to invest training program to employee balancing the benefit to increase productivities. Because trained worker can migrate easily between competing firm, another firm can potentially benefit from the increased productivities of worker trained by the former employer without paying the cost Natalie, (1997). For example, firms indicated that managers are reluctant to training their worker because they fear competitor firms will tempt their employee away before their investment cost are recouped.

#### **1.2.7.5 Lack of suitable course and trainer**

The suitable course and qualified trainer is the part problem contributed to employee training development program in firms. This determined as to target qualified trainers to deliver quality subject if training program to participate in the industry. Lack of trainers in general and without industry experience who are able and willing to meet the training needs. (Schilling, 1991) recommended the skill training and development need to be customized programs; corporate resources or consultants to further application of new skills; only well qualified, well-prepared trainer could be considered and accepted by employer to offer training investment in employee skills development. Hence, the number of instructors and trainers is needed to have qualification and experience.

#### **1.2.7.6 Lack of information on training opportunity**

Information constraints empirical evidence, There are various kinds of information-related factors that may create disincentives for employers to invest in training. The firms not being able to properly account for training investments and information this is because of shortcomings on the supply of training. Tourism business lack of access to tourism information has indicated as obstacle of skill and knowledge in tourism development (Steven & Jennifer, 2002), and the researcher Norman (2007) equally important mentioned the available evidence on weather such barrier to employer sponsored training are very important lack of information about training as potential barriers to training.

According to Davidman (1998) at this point the lack of information ranges from difficulties identifying potential suppliers, to evaluating what course content is required to meet occupational requirements, to assessing the quality of the training offered by different suppliers. Together, these information gaps can be expected to create reluctance on the part of some employers to tap into training market. These problems may well be compounded for employers in small or remote communities and for small firms in general where the costs of accumulating and evaluating information may be relatively high.

#### **1.2.7.7 Motivation of Employer**

Employer motivation is critical factor to employee to work in the organization. Motivation employee can be done by verity ways to employees in order to only to

growth in business but also to improve capacity staff performance. Significantly, when employer motivate employee by training, the organization will see the increase in productivities, efficiency, effectiveness and ultimately an increase in profit. (Alan, 2000) The obstacle that many employees could not take part of the training was happened when organization or employer not motivate them enough to do much about it. (Susan, 2010) also mentioned that training is one another important key in employee motivation and its lead them to continue growth and develop job and career enhancing skills. In addition, employer should understand that there are a couple of ways to motivate opportunities training not only internal training but also found external training classes and seminars. Susan also suggested that trough training motivation, employer have to be well planed and managed carefully and to ensure that employee who have received the training will be able to apply what employee have learned to increase their work performance. Neo, (2000) added that training program is seem as an organizational investment and not an expense. Therefore, motivation through training and training program to be offered to employee is carefully considered.

### **1.2.8 Obstacle of employee to participate in training**

#### **1.2.8.1 Commitment of Employees**

Employee participate in training is very important for any organizations. In order for employees to perform their jobs well, it is important for employer to give support to them. Before training course to be provided, employer has to make sour that the staff has commitment in training. Employee commitment to training course has a significant positive effect on their organizational. (David, 2000) stated that training is a important form of communication. Training is particularly important for organization but may have limited experience in doing it well. It is required from top and especially the involvement of employee who have commitment to participate in training programs to achieve business objective. (Bruisma, 2003) found that employees may resist training and make it different to attain performance levels that meet standards. For instance, this is likely to happen when training is poorly present. When trainees are embarrassed, feel ridiculed or feel the loss of jobs. Lack of commitment to training many be encountered. Employee is usually adults, and they expect to be treated as adults. He added that adults require cleared logic and some self-direction to be receptive to learning. It is important to

develop training techniques that take adult needs into consideration. So training that is designed to consider the employee's needs are likely to be accepted and welcomed.

#### **1.2.8.2 Foreign language**

There are other obstacles to training and development employee, weakness in foreign language skills can have an effect on access to interact training. Cambodia, official language is Khmer and this official language is used heavily at the national level. However, in university education and vocational training, the situation is different; the document and the communication procedure has been use in not national language. Clayton, (2007) found that the national language serves as the medium of education in many universities, its utility at this level is limited, particularly in terms of its technical precision. Most of trainer use English language in order to delivery practical skill and knowledge to the trainees. Therefore, in order to achieve the utmost benefit of the program, and, or course, candidates themselves should necessarily knowledgeable of foreign language when they are in training programs.

#### **1.2.8.3 Age of employee**

In work organization, training and development play very important role and can help employees of all ages to master the latest skills and knowledge. This can help businesses fill skills gaps, be more productive and keep pace with change. (Business Link, 2010) young or older workers are just as likely to successfully complete their training, including in new technologies. Training opportunities encourage staff to stay with the company, saving businesses the cost of additional recruitment and potential disruption. However older workers are not always aware of the opportunities that are open to them or assume they are for younger workers. (HMRC, 2010) revealed that the solution is employers should: open training to workers of all ages, without minimum or maximum age restrictions, make sure that older workers are aware of training opportunities and encourage them to take them up monitor who is taking up training, and encourage older workers to take part, directly or through their supervisor. Hence, retain the expertise of valuable older workers who can support and help train new recruits and less-experienced employees.

### **1.2.9 Characteristic and attribute important to training development**

The characteristic and attribute important training development program can be defined as a “group or individual” that can affect to achievement training and development programs activities (Lewis, 2006).

#### **1.2.9.1 Curriculum design fitted business demand**

In tourism sector, curriculum design is crucial in responding to the broader issues within tourism development that affect the society. The curriculum is to contribute to the development of tourism sector in such a way that it benefits the society and employment, then individuals in the local society should have a say in what is considered to be relevant for inclusion in that curriculum. However, there are many definition of the term curriculum; particularly curriculum can be defined as of the program of educational experiences that is package (Tribe, 2005).

GMS, (2009) emphasized that training and education in tourism is the long-term aim of development efforts should be to customized and adapted curricular and training material direct at training need of existing and for the new entrant staff in tourism establishment in secondary and tertiary destination. Hence, together the curriculum design must be involved stakeholder in the decision making process to upgrade the curriculum of the course to meet the expectations of industry. For instance, Fabio Zagonari (2009) featured characterizing each of the four main stakeholders involved in the design the curriculum, development and implementation of training and development programs by included enterprise, student, educational institutes, and government institutions.

#### **1.2.9.2 Capacity of the trainer/lecturer**

Thomas, (2010) stated that successful businesses and organizations provide training and educational experiences for their staff. When selecting a trainer, it is important to consider whether the trainer understands adult learning styles and needs and if the training reflects this. Although the study of how adults learn is fairly new, there are some basic characteristics that adult learners share that are not often incorporated into many trainings or courses offered. Adult learners require a different approach and practiced by trainer. Therefore, David (2009k) found that in order to provide effective training program, trainer should have (1) trainer have deserve to

train (2) proper attitude about the employer and employees, (3) possess the necessary knowledge and ability (skills) to do the job from which training is needed to train others, (4) utilize effective communication skills, (5) know how to train, (6) have patience and understand that training steps must sometimes be repeated several times in different ways, (7) exhibit humor, (8) have time to train by scheduling for the trainer and the trainees, (9) show genuine respect for the trainee. (10) be enthusiastic, (11) Celebrate the trainees' success, and (12), value diversify increasingly, hospitality organization employ person.

### 1.2.9.3 Training Material and Equipment

In the skill training development, time and special training material are all necessary to prepare quality items. These are the part of accomplishing training program needs and should be consider. As a research Clifton, (2000) introduced that the important of training techniques and material to help an assist training and development skill program as follows:

Table 1.5 Example of instruction methods and material, by type

Type	Representation example
Instruction methods	
1. Application methods	1.1 Performance (interaction with tools, equipment, etc)
	1.2 Coaching (performance taught/supervised by coach)
	1.3 Case study
2. Presentation methods	2.1 Lecture
	2.2 Demonstration
	2.3 Indirect discourse (e.g. role playing, gaming, panel)
3. Verbal interaction methods	3.1 Questioning
	3.2 Seminar
	3.3 Discussion
Instruction materials	
1. Print material	1.1 Books and Work books
	1.2 Model and programmed instructions
	1.3 Job performance aids
	1.4 Instruction sheets
	1.5 Manuals

Table 1.5 Example of instruction methods and material, by type (Continued)

Type	Representation example
2. Audio-visual media	2.1 Audio tape recordings
	2.2 Microcomputer software
	2.3 Videotape (cassettes)
	2.4 Video disks
	2.5 Overhead transparencies
3. Manipulate aids	3.1 Actual objects and cutaways
	3.2 Models
	3.3 Simulator and trainer

Source: Adapted from Campbell. (1996 : 78)

Remark: These examples provided are not meant to be all- inclusive

Instructional methods and material in the table 1.4 for the types and example of each exist as mean for effectively and efficiently achieving leaning objectives. However, there is no one correct instructional method objective. In virtually every case, there are alternative choice appropriates to the knowledge or skill to be leaned and trainees to be taught.

#### **1.2.9.4 Cooperation between Government and the Business**

Government's cooperation with travel business and in the training and development of the sector is widely accepted but academic debate about the form and level of such involvement is limited. This is particularly the case when specific factor of state engagement, relating for example to support for human resource development (HRD) in tourism, are concerned.

Baum (2006), indentified a range of government agencies and private businesses with a stake in human resource development for the tourism sector, both directly and indirectly. He pointed out that there are frequent lack of a signal coordinating authority and level of the cooperation involvement, at local, regional or national level, with planning of human resource matter and the introducing skill development programs to tourism business. Equal importantly, in order to delivery training and development program effectively, the government tourism agencies should discuss the matter of skills for training and development to enable to concern of SMEs need (Lewis, 2001).

### **1.2.9.5 Cooperation between University and the Business**

The cooperation between university and business is so important but they perceived differently relationship by in the stakeholder. In tourism industry does not see direct relationships with the educators yet the educators believe that the cooperation is ongoing particularly in tourism education. It is understandable that university and tourism business were sited as important stakeholder to consult because it influences tourism education including training course program. Closely linked to the increasing need for skilled labour for tourism is the relevance of tourism education and training (Smith & Cooper, 2000).

Education provider has often been blamed for not adapting to the industry's and employees' needs; however this has been measured from the perspective of industry but not the people who develop the curriculum (Lewis, 2006). This implies that the perceptions of the educators have been taken for established in existing studies. The cooperation of the educators in tourism is important to develop human resources with the skills and knowledge needed by the industry (Raybould & Wilkins, 2005) and to bridge the expectations of employer toward the industry by providing the reality of the nature of tourism (Kelley-Patterson & George, 2001). Hence the educators' cooperation in providing skill training course is equally important to tourism business need in their suitable skills needs.

### **1.2.10 Other Research**

In this section, the recent review literature concerned on the trend and skill needs in tourism sector. The issue across some countries in Europe, the International Workshop on Trends and Skill Needs in the tourism sector was organized in 2004 in the framework of the newly created international network Skillsnet, which brings together experts, policy-makers and practitioners in the field of early identification of skill needs (CEDEFOP, 2004).

The workshop highlighted latest trends and skill needs in the hotel, catering and tourism sector in an international perspective were conducted by 13 participants from countries in Europe, North America and Africa took part in this workshop.

Statements, discussion and results, tourism is one of the most important growth sectors in the European economy, with 7 million jobs in the core industry and 20 million jobs in

the related economy. Until 2000 annual growth of employment in tourism was 3%. It is estimated that there is a potential for up to three million additional jobs.

Europe remains a primary destination. In the mean time, tourism has one of the highest labor mobility rates across Europe, allowing consideration of the European nature of the sector. Thus, the discussion about occupations and future skill needs for the sector in Europe has particular significance. The discussion topics included the main problems in tourism sector (very similar across countries): low wages, high demand for staff flexibility, little training provision, high staff turnover, skill shortages. In the discussion found out that the qualification from of the tourism sector are much appreciated and specific of business size structure where over 90% of businesses are small or micro enterprise, affects human resource development practices (HRD). The forecasting in skill will be needed in the future to supply in the tourism industry accordingly flexibility and the growth tourism activities. The discussion group realized that role of qualifications in the tourism sector touched the problem of human resource waste caused by high appreciation from other sectors and employers' failure to attract qualified personnel to the tourism sector. Taking into account the need for qualifications from other sectors, the workshop found that transversal qualifications might be useful and could lead to trained specifically skills for work in tourism sector as the challenges to meet the learning and skills needs in domestic tourism in gaining importance.

In the tourism sector there is a universal, and sometimes overlapping, demand for knowledge and competences. These include tourism related knowledge and competences (tourism products, services, destinations, general geographical knowledge, computer knowledge, reservation systems, etc.) as well as business knowledge and competences (customer orientation, selling techniques, marketing, calculation). Further knowledge and competences can include languages, and time management.

According to Marion (2005), the director, School of hospitality and tourism management, University of Guelph focused on recent developments in Canada mention that There are skill shortages in several occupational categories for a variety of reasons: ageing of the population; the problem of retention (heavy reliance on youth) and of recruitment (the image of the industry, relatively low wages; skills are easily transferable and much prized by other

industries); and internal skill gaps (IT skills, customer service, problem solving, project management). Several documents concerning national occupational standards describe the skills, knowledge and attitudes necessary for competent performance in specific tourism occupations.

In addition to discussion, (Marhuenda 2004) the National Observatory of Employment and Training, Czech Republic presented the research project vocational identity: flexibility and mobility on the European labor market supported by the 5<sup>th</sup> Framework Programme of the European Commission. The research was performed in several sectors and involved seven countries. Research in the tourism sector was performed in the Czech Republic, Greece and Spain, in which interviews were held with employers and employees. The main challenges identified for the sector were similar to ones in other countries: wages in hotels and catering far below the national average, high labor turnover, seasonality, etc. It showed that overall formal vocational education is less important than practical training for human resource development, yet the countries with a longer and stronger tradition of vocational education and training demonstrated relatively higher appreciation of formal qualifications by employers in the sector. Skill requirements are personal and social skills, technological innovation, computer skills and information technologies and multi-skills (combination of skills from different qualifications). Two most important aspects are qualification and flexibility. Flexibility of workers in the sector is seen by employers as a personal quality rather than a skill to which training provision can contribute. Furthermore, the lower the qualification, the higher mobility is expected. The demands placed on employees in the tourism sector are the same as those expected from professionals.

Henriksson (2004) mentioned that the important of ICT in tourism and related in skills. It was focused on distribution and sales and on revenue management. The reason in distribution and sales is the rapid development of information and communication technologies, which has changed the way information is exchanged among tourism industry players. The Internet is revolutionizing the distribution of tourism information and sales.

Important developments are that distribution channels traditionally used by tour operators or travel agencies are now available for customers via Internet and that by means of merged offers of traditionally separated services, traditional tourism value chains have evolved into the tourism value net. The skill needed for the successful steering in the net is the capacity to

evaluate and to choose the right electronic distribution channels. Networking between tourism education institutions, information technology education institutions and tourism industry players is essential to develop a skill base for successful direction-finding.

In, the researchers, Teresa Gaspar, Vera Beleza (2002) mentioned a continuing project Skills and training needs, with special reference to a tourism sector study. The study covered accommodations, catering, entertainment/attractions and distribution. It intended to provide key data on skills identification and anticipation, as well as analysis of the sector's training needs. In accommodations and caterings it was found that no major changes had affected the occupations, skills and various areas of activity. There is a growing tendency in this area to separate travel design from travel sales activities and create holiday consultancy departments with the subsequent impact on workers skills. Tour operators need skills in market analysis and mass or tailored travel design; travel agents need skills in customer orientation and in organization of travel.

### **1.3 Objectives**

1. To examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap.
2. To identify the level of importance training methods of hospitality and tourism SMEs business.
3. To identify HRD obstacles for employers and employees of hospitality and tourism SMEs business.
4. To propose human resource development guidelines for Siem Reap as a tourism destination in the future.

### **1.4 Significance of the Study**

1. The study will provide information and review of human resource development in tourism destination.
2. The important obtained from the research can be utilized as guideline in developing the human resource in hospitality and tourism in Siem Reap.

3. This research brought opportunities for the stakeholder to understand skill needs by hospitality and tourism industry in Siem Reap.

4. Assist the local and national level tourism planner in Cambodia who will be involved in making decision for human resource development in Siem Reap.

### **1.5 Limitation of the Study**

Due to the necessarily limited of time and financial resource available to carry out the research study has limitation. Data collection will be collected within one month period of December 2009. The information for this research is based on the questionnaires; interviews will be conducted in different observation by the researcher.

### **1.6 Scope of the Study**

Researcher establishes the scope of the study in order to seek the human resource development needs in travel business. The primary data inform will be conducted by using complete questionnaire with the employer, manager or owner who directly involved such as in tourism office, hotels, guesthouses, restaurants, travel agents and tour operators in Siem Reap, Cambodia.

### **1.7 Definition of Key Terms**

1. **Human Resource** is manpower, human work force, human labor; field of business that deals and handles personnel matters such as hiring, training, firing.

2. **Development** is process of changing and becoming larger, stronger, or more impressive, successful.

3. **Tourism Destination** is city, town or other area the economy of which is dependent to a significant extent on the revenues accruing from tourism

4. **Education** refers to learning over long periods of time and requiring a theoretical base.

5. **Training** refers to learning over short periods of time and concerned with knowledge, skills and attitudes.

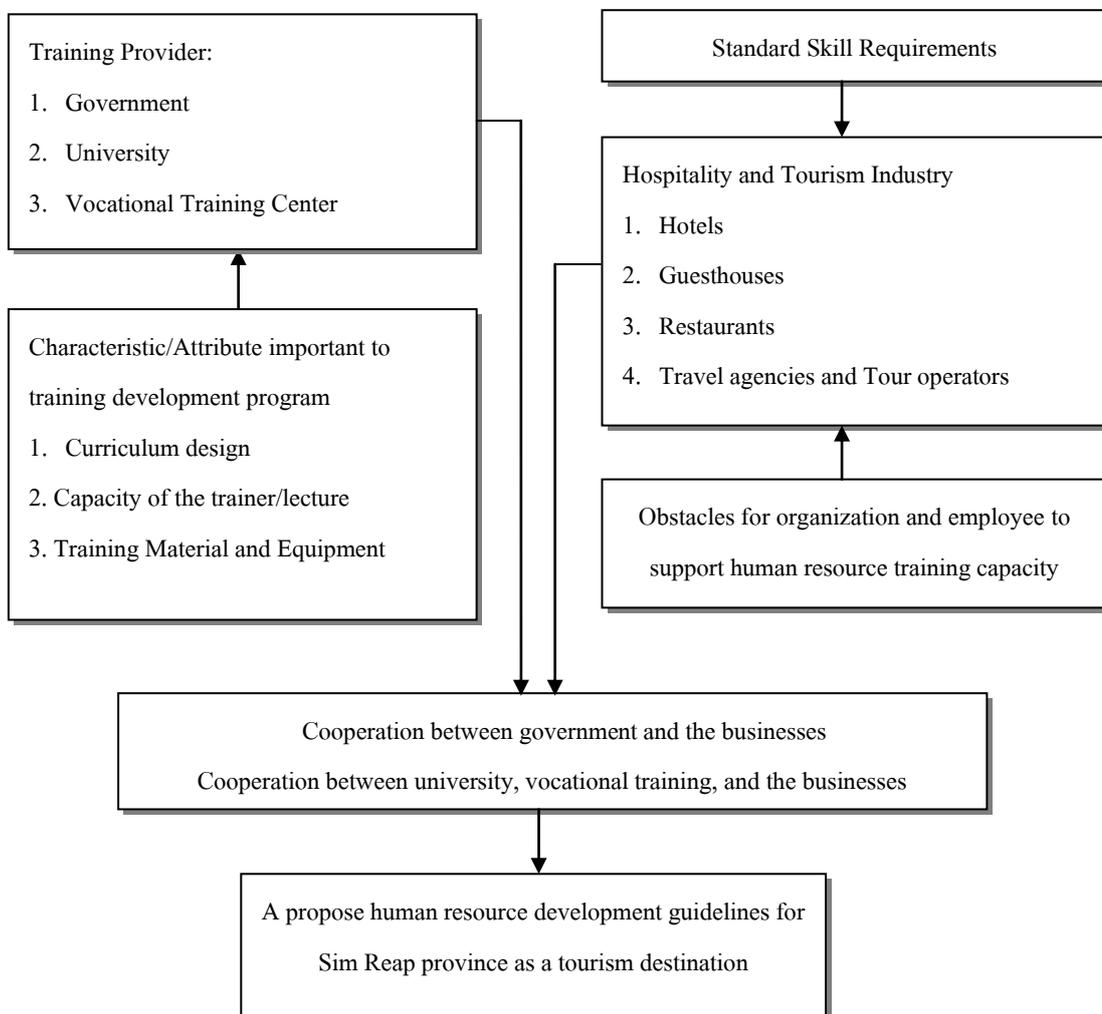
6. **Hospitality** is concerned with the provision of physiological and psychological comfort with defined levels of service.

7. **SMEs, Small Medium Enterprises** have been playing a significant role in the private sector development and economic development of Cambodia since the early 1990s, there is no clear-cut definition in classifying each enterprise. However, according to the definition set by Ministry of Industry , Mines and Energy (MIME), the Cambodian manufacturing sector can be divided into four segments: micro enterprises (MEs) are those with less than 10 workers and with start-up capital of less than USD 10,000; small enterprises (SEs) are those with 10 to 49 workers and with start-up capital of USD 10,000 to USD 199,000; medium enterprises (MEs) employ 50 to 199 workers and with start-up capital from USD 200,000 to less than USD 1,000,000; and large enterprises (LEs) are those with 200 worker or more and with start-up capital of more than USD 1,000,000 (MIME, 2003).

8. **Hospitality & Tourism SMEs**, in the hospitality and tourism industry in the most destinations is dominated by small and medium-sized enterprises (SMEs), including small hotels, guesthouses, restaurant, travel agent & tour operators, tour guide service, small transport operations. (MOT, 2008e)

## 1.8 Research Model

Figure 1.6 Research Model



## **CHAPTER 2**

### **METHODOLOGY**

This chapter discusses the methodology of this research in terms of the survey procedures with objective 1) to examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap, 2) to identify the level of importance training methods of hospitality and tourism SMEs business, 3) to identify HRD obstacles for employers and employees of hospitality and tourism SMEs business, and 4) to propose human resource development guidelines for Siem Reap as a tourism destination in the future.

The research process is therefore undertaken through the research direction as follows:

- 2.1 Type of Research
- 2.2 Population, Sampling Group, and Sampling Method
- 2.3 Research Tools and Designs
- 2.4 Data Collection
- 2.5 Data Analysis

#### **2.1 Type of Research**

In this research a mixed approach of quantitative and qualitative were applied. Therefore, the study could be interpreted both ways in number, figure charts and in dept of feeling, emotions and meanings of the respondents. Quantitative data was prepared with a questionnaire to study owner or manager's perspective across section of SMEs mainly hotels, guesthouses, restaurants, travel agencies and tour operators. Qualitative data was prepared from in-depth interview with the government officials at the ministry of tourism, related tourism institutions, universities and vocational training centers. In addition, the secondary data was collected from secondary source through reviewing different sources such as government statistic reports, books, the internet, and other relevant research sources.

## 2.2 Population, Sampling Group and Sampling Method

To achieve the purpose of this research, the target population was defined as the employers and owners who are directly involved with the employees of the tourism business in Siem Reap province.

### 2.2.1 Targeted Population

There are 593 of hospitality and tourism SMEs business who were given the license by the Ministry of Tourism of Cambodia in the year 2009. Thus, the owner or manager of these SMEs represented the target population in this survey study.

### 2.2.2 Sampling Group Size

In this regard, the Yamane formula (1967) was used for sampling size group from the statistical population:

#### Where

n = sample size or respondents for this research

N = size of population

e = the level of precision

(A 95% confidence level and 5% precision levels were assumed)

#### Formulation

$$N = \frac{N}{1 - N(e)^2}$$

$$n = \frac{598}{1 - 598(0.05)^2}$$

n = 238 questionnaires

Table 2.1: Calculation of Sample Size in hospitality and tourism SMEs business

No	Type of Business	Number*	Percentage	Sample Size
1	Hotel	116	20%	47
2	Guesthouse	222	37%	89
3	Restaurant	115	19%	46
4	Travel Agent & Tour Operator	140	24%	56
		593	100%	238

Source: \* Report on action plan in first semester 2009 of Siem Reap tourism office, 06<sup>th</sup> July 2009.

### 2.2.3 Sampling Method

Two sampling methods were used. For the quantitative method, a stratified sampling method is obtained by independently selecting a separate into different groups on SMEs business. This method is considered efficient by accessing to the person who is the most knowledgeable and most likely to be able can provide the desirable information. Owners or managers were the key representatives of hospitality and the travel tourism business in Siem Reap to respondents to the questionnaire which were mainly hotel, guesthouse, restaurant, travel agency and tour operators. Key respondents were contacted through telephone and e-mail messages to get contact permission and make appointment for the questionnaire.

For the qualitative method, a purposive sampling method was used with official of the ministry of tourism, senior officer of relevance agencies, and education providers. Government officers and relevance agencies were requested to help in contributing their knowledge, experiences, and responsibility in human resource to answer for this study include the Ministry of Tourism, Cambodia Association of Travel Agency (CATA), Association of Hotel of Cambodia; The Ministry of Tourism is the key agency representing the tourism industry in Cambodia. In this ministry, the division that deals with human resource development in tourism is the Training and Education Department. All the informants were recruited by sending official letters to the administrative departments of relevant body, and then providing information about the thesis and its objectives to make preparations for the interviews. Educators were identified from the higher learning institutions suggested by an official from the ministry of tourism. The thesis looks at only two private universities, Build Bright University, Southeast Asia University,

and two other tourism vocational training centers, Sala Bai Hotel School, and Paul Dubrule. These four institutes were recommended because they house the biggest tourism schools, as well as the fact that they having the most established tourism programs in Siem Reap province. The key informants from all institutions were the vice dean and education coordinator of tourism schools. Letters were sent to each institution asking for permission as well as to identify the key informants for the interviews.

The targeted population, the sampling group, and sampling methods are summarized in the following table 2.2.

Table 2.2 the a summarized of target population, sampling group, and sampling methods

<b>Stakeholder</b> <b>Contents</b>	<b>(A)</b> <b>Hospitality and Travel</b> <b>Industry</b>	<b>(B)</b> <b>Government Official and</b> <b>relevance Agencies</b>	<b>(C)</b> <b>Educators</b>
Population	- Hotels - Guesthouse - Restaurants - Travel Agencies and Tour Operation	Officer at: - Ministry of Tourism - Cambodia Association of Travel Agent (CATA) - Cambodia Association of Hotel	Officer at: - Build Bright University - Southeast Asia University - Sala Bai Hotel School - Paul Dubrule Hotel School
Sampling Method	Stratified Sampling Convenience Sampling	Purposive sampling	Purposive sampling
Focal Point to collect data	managers or owners of hospitality and Travel Industry	Selected senior officials	Related Officers
Population size	593	All represent	All represent
Sample size	238	6	4
Data collection method	Face-to-face interview structured questionnaire,	In-depth interview with semi structured questions	In-depth interview with semi structured question

## 2.3 Research Tools and Designs:

### 2.3.1 The questionnaires designed

All of the respondents were given the questions beforehand for them to familiarize themselves with the questions and make the necessary preparations. The questionnaire was conducted at the work site of the respondent. At the beginning of each questionnaire was given a brief explanation regarding the background of the research and the objectives of the study. Furthermore, the questionnaire is composed of five parts:

Part1: Personal demographic characteristics

Part2: Information about the respondent's business

Part3: Employment's profile

Part4: Employee's qualifications, skill requirement, training and development practices, to be full competence and measure could be employing to overcome skill problem in the business.

Part 5: Hospitality and Travel industry business's concern and suggestion

The close and open-ended questions were used to ask the respondent to answer yes or no. The multiple-choice questions were used to provide alternatives to level of factor. A Likert scale was applied to evaluate the degree of the respondent thoughts about the obstacle level of the factors. The mean of evaluated degree was rated on interval level at 0.80. The entire evaluation rating scales were analyzed by the descriptive static function of SPSS including frequency, percentage, mean, and One-Way ANOVA.

The interval level, which was used to analyze the mean, is calculated as follows:

$$\begin{aligned} \text{The interval level} &= \frac{\text{Maximum} - \text{Minimum}}{n} \\ &= \frac{5 - 1}{5} \\ &= 0.80 \end{aligned}$$

Thus, the level of assessed means was related as follows:

Table 2.3: Level of Assessed Means

Assessed Levels	Scale of Mean	Mean Interpretation
5	4.21 - 5.00	Most important/Very satisfied/Very high obstacle/Very good
4	3.41 - 4.20	Very important/satisfied/High obstacle/ Good
3	2.61 - 3.40	Important/Neutral /Medium obstacle/ Fairly Good
2	1.81 - 2.60	Not so important/ Dissatisfied/Low obstacle / Fair
1	1.00 - 1.80	Not important at all/Very dissatisfied/Very low obstacle / Poor

### 2.3.2 Interview

The topic of the interviews included questions related to human resource development in tourism in Siem Reap province, opinions on the barriers of human resource development, the role of educator and government agencies, SWOT analysis of human resource development in tourism in Siem Reap province and rating of the important and actual performance of curriculum design, capacity of the trainer/lecturer, training materials and equipments, the cooperation between government and tourism business in Siem Reap, and the cooperation between university and vocational training centers with tourism businesses in Siem Reap.

### 2.4 Data Collection

The data collection was done with the help of the key person in the tourism business of the tourism industry, government agencies and tourism vocational training centers. The respondents were identified and permission was obtained to distribute the questionnaire. Upon receiving the questionnaire, the respondents were given time to read the information sheet on the front cover of the questionnaire. Then they were given a short briefing by the researcher who emphasized the importance for all instructions in the questionnaire to be read carefully. At the same time, the researcher in the respondent worksite helped to answer questions and provide clarifications to the respondents, thus minimizing possible errors in answering the questions.

Initially, the researcher intended to distribute the questionnaire to the respondents to be answered at their own convenience times and then to be collected, usually follow in the same week. This was to give sufficient time to the respondents to answer the questionnaire at their own

leisure without feeling pressured by time constraints. The respondents generally took 20 to 30 minutes to complete the questionnaire, and hence the time given was sufficient. Support given by the respondents from all the tertiary institutions being studied in terms of allowing the research to conduct the questionnaires has assisted the study in term of saving time and resources. It may have also had a positive impact on the response rate.

Convenience sampling method was used to administer the questionnaires to respondents. Printed questionnaires were distributed to the establishments in person and collected back after checking their progress through telephone. The total resulting number of respondents to the questionnaire survey was 238 (Table 2.4) or 100 percent of the 238 eligible respondents.

Table 2.4 Response Rate from the targeted Hospitality and tourism SMEs business

<b>Hospitality &amp; Travel Industry</b>	<b>Number of Eligible Respondents</b>	<b>Actual Number of Respondent</b>	<b>Respond Rate</b>
Hotel	47	47	19%
Guesthouse	89	89	37%
Restaurant	46	46	19%
Travel Agencies & Tour Operators	56	56	23%
<b>TOTAL</b>	<b>238</b>	<b>238</b>	<b>100 %</b>

The data collection in all three institutions were conducted over a period of four weeks, with an average of six days a week spent to travel to, and two weeks collect data at the institutions.

#### **2.4.1 Primary Data**

This was done in the month of December 2009. The data was collected by face-to-face interviews and questionnaires with three groups of hospitality and the travel industry in Siem Reap province, and in-depth interviews with government agencies, and education providers such as universities and vocation training center.

#### **2.4.2 Secondary Data**

The relevant concepts, ideas, theories, and research were taken from different sources. Those were from articles, journals, tourism research from university's library and

internet support. The general information and tourism information of Siem Reap was obtained from the Ministry of tourism, tourism office in Siem Reap, and the municipality of Siem Reap province.

## **2.5 Data Analysis**

After collecting primary data with the sample from the target group population through the questionnaires, data was coded, computed and analyzed by the Statistical Package for Social Science (SPSS) version 16.

The statistics in this study mainly used frequency, mean, standard deviation, ANOVA as statistical tools, and t-test was used to compare the statically significant difference between groups, such as type of business.

IPA Grid was used in order to check with quadrants each of the owners or managers' opinion about the relationship directions between importance and performance attributes to human resource development in Siem Reap.

Finally, the hospitality and travel industry business's concerns and suggestions were analyzed by reading, and subsequently summarized.

## CHAPTER 3

### RESULTS

This chapter presents the results from the data and informant interviews conducted with the owner and manager of hotels, guesthouses, restaurants, travel agencies & tour operators in Siem Reap. It will begin by examining main human resources development issues faced by business. The questionnaire was developed and translated into English and Khmer language.

The result of the research on “human resource development at the tourism destination in Siem Reap” was presented by using various descriptions and tables SPSS 16 for facilitated data analysis and presented as classified data and conclusion. The analysis of the quantitative data is derived from questionnaires used in face-to-face interviews. The results of this research were shown as follows:

- 3.1 Personal’s Demographic Characteristic of Respondent
- 3.2 Information about the Respondent’s business
- 3.3 Employment’s profile
- 3.4 Employer perceived level satisfaction skill of the current
- 3.5 Employee qualifications, skill requirement, training and development practices to be full competence and measure could be employing to overcome skill problem in the business.
- 3.6 Obstacles for employers to support human capacity training for their employees
- 3.7 Obstacle of employees to participate in human capacity training program
- 3.8 Relationship Direction between Importance and Performance Attributes in Human Resource Development in Siem Reap by Tourism Business
- 3.9 Concern and Suggestion made by Hospitality and Travel Industry
- 3.10 Result of Interview from the government agencies of tourism industry and education providers
- 3.11 Relationship Direction between Importance and Performance Attributes in Human Resource Development in Siem Reap by Government Tourism Agencies and Education Provider

## **Section 1: Questionnaire Results**

### **3.1 Personal's Demographic Characteristic of Respondent**

The personal's demographic characteristics of respondents were analyzed individually into frequency and percentage. These relate to gender, age, position, education level, and year of employer's professional work experience in the business. From the study, the demographic characteristics of respondents can be described as follows in Table 3.1:

#### **Gender**

The survey showed that the majority of respondents were male who contributed 59.2% or 141 persons and the rest of the persons 40.8% or 97 were female.

#### **Age Group**

The majority of the respondents were at the range of 26-40 years old and consisted of the largest group of employers, representing 52.9%, followed by the age range between 18-25 years old and those at the age of 41-55 years old than consist of 16% and age older than 55 years old is 4.2% of the respondents, respectively.

#### **Position**

The majority of the respondents 107 or 45% were in the position of manager, followed by business owners at 94 (39.5%). There were 36 respondents who has a partnership in the business, representing 15.1% and that was followed by another group (0.4%).

#### **Education Level**

The majority of respondents fall into the educational level of bachelor degree with the frequency of 102 (43.3%), followed by 53 respondents (22.3%) who had a vocational college diploma. There were 40 respondents who had a high school certificate (16.8%). Another 33 respondents (13.9%) had a master degree. There were 5 respondents who had a secondary school certificate (2.1%) followed by another 2 respondents had a primary school certificate (0.8%) and 2 respondents who had a doctorate degree (0.8%) in the total of the 238 respondents surveyed.

#### **Works Experience**

The results as illustrated in the Table 3.1 show that the majority of 120 respondents (50.4%) had a professional work experience of less than 5 years. Meanwhile there were 88

respondents (37%) who had experience between 6-10 years. 7.1% had a work experience period of 11-15 years, followed by the respondents who were working for the period of 16-20 years (3.4%). There were 3 respondents (1.3%) representing 21-25 years with work experience, followed by 0.8% of respondents who had work experience of more than 25 years.

Table 3.1 Personal's Demographic Characteristic

S.N	Personal Characteristic	Key informants	
		Frequency	Percent
1	<b>Gender</b>		
	Male	141	59.2
	Female	97	40.8
	<b>Total</b>	<b>238</b>	<b>100</b>
2	<b>Age group</b>		
	18-25 year old	64	26.9
	26-40 year old	126	52.9
	41-55 year old	38	16.0
	55 > years old	10	4.2
	<b>Total</b>	<b>238</b>	<b>100</b>
3	<b>Position of respondent</b>		
	Business owner	94	39.5
	Manager	107	45.0
	Partnership	36	15.1
	Other	1	0.4
	<b>Total</b>	<b>238</b>	<b>100</b>

Table 3.1 Personal's Demographic Characteristic (Continued)

S.N	Personal Characteristic	Key informants	
		Frequency	Percent
4	<b>Education Level</b>		
	Primary school	2	0.8
	Secondary school	5	2.1
	High school	40	16.8
	Vocational College Diploma	53	22.3
	Bachelor Degree	103	43.3
	Master Degree	33	13.9
	Doctorate Degree	2	0.8
	<b>Total</b>	<b>238</b>	<b>100</b>
5	<b>Professional work experience</b>		
	Less than 5 years	120	50.4
	6-10 years	88	37.0
	11-15 years	17	7.1
	16-20 years	8	3.4
	21-25 years	3	1.3
	More than 25 years	2	0.8
	<b>Total</b>	<b>238</b>	<b>100</b>

### 3.2 Information about the respondent's business

#### Type of Business

The overall data as shown in Table 3.2 described that the majority of the (89 or 37.4%) respondents were guesthouses, followed by travel agencies and tour operators (56 or 23.5%). Meanwhile, 46 or 19.3% were restaurants, followed by hotels (47 or 19.7%).

### Year of Business Operations

The Table 3.2 showed that 111 respondents (46.6%) have operated their business between 6-10 years. Another 93 of the respondents (39.1%) informed that their business has operated less than 5 years in the tourism industry. There were 7 respondents (2.9%) who answered that they have been operating their business for 21-25 years. Meanwhile, 5 or 2.1% have operated for 16-20 years. 3 or 1.3% have been operating for more than 25 years.

The surveys also showed that the majority of 148 respondents (62.2%) are local residents in this province where they operate their businesses. 90 respondents (37.8%) are non-local residents in the business. Furthermore, 102 respondents (42.9%) have foreigner partners in running their business.

The information on the country of residents showed that 209 respondents (10.52%) received customers from the USA, followed by France (197 or 9.92%) and from Australia (195 or 9.82%) and from UK (187 or 9.42%) respectively.

Table 3.2 Information about the respondent's business

S.N	respondent's business	Frequency	Percentage
1	<b>Type of business</b>		
	Hotel	47	19.7
	Guesthouse	89	37.4
	Restaurant	46	19.3
	Travel Agency and Tour Operator	56	23.5
	<b>Total</b>	<b>238</b>	<b>100</b>
2	<b>Year of business operation</b>		
	Less than 5 years	93	39.1
	6-10 years	111	46.6
	11-15 years	19	8.0
	16-20 years	5	2.1
	21-25 years	7	2.9
	More than 25 years	3	1.3
	<b>Total</b>	<b>238</b>	<b>100</b>

Table 3.2 Information about the respondent's business (Continued)

S.N	respondent's business	Frequency	Percentage
3	<b>Are you a local resident</b>		
	Yes	148	62.2
	No	90	37.8
	<b>Total</b>	<b>238</b>	<b>100</b>
4	<b>Are there any foreign partners in your business</b>		
	Yes	102	42.9
	No	136	57.1
	<b>Total</b>	<b>238</b>	<b>100</b>
5	<b>What are the countries of origin of your customer</b>		
	Korea	185	9.32
	Vietnam	169	8.51
	Japan	185	9.32
	USA	209	10.52
	Australia	195	9.82
	China	182	9.16
	Thailand	161	8.11
	UK	187	9.42
	France	197	9.92
	Taiwan	135	6.80
	Other	181	9.11

Remarks: The total numbers on the last line exceed 238 due to the fact that each respondent could provide more than one answer.

### 3.3 Employment's profile

As shown in the Table 3.3, 106 respondents (44.5%) have 5-10 employees working in the business operation, and 49 respondents (20.6%) have 11-15 employees, followed by 25 respondents (10.5%) who have employees between 16-20 employees and 10 (4.2%) who have between 21-25 employees.

The majority of employees in the business are in the educational level of High schools diplomas, with a frequency 98 (41.2%); 82 tourism business (34.5%) who have vocational

training college diplomas, followed by 34 (14.3%) who have bachelor degrees in the business operation and the secondary school diplomas (22 or 9.2%).

The percentage of employees between the age of 18-30 years old (72.9%) were the majority, followed by 31-40 years old which was (14.5%). Only the 41-50 age groups was (8.5%), followed by 51-60 (4.0%)

The major percentage of the employees who graduated in tourism fields by less than 10% were 84 (35.3%), followed by 51 (21.4%) at 11-20%. There were 32 (13.4%) business that responded that their 31-40% employees graduated in a tourism field, followed by 29 (12.2%) with more than 40%.

In the survey, the results showed the criteria for which managers or owners decided to offer the salary to their employees. 207 respondents (28.28%) based it on language competency, followed by 195 (26.64%) who based it on experience. 138 (18.85%) of respondents based their criteria on education background, followed by 115 (15.71%) who based it on labor regulation, while 71 respondents (9.70%) compared theirs with other competitors.

100 (42%) of respondents prefer to hire those employee who are less qualified, but whom they are familiar with. However, 62 respondents (26.1%) prefer those who are both qualified and familiar, and 56 respondents (23.5%) respondents preferred qualified but not familiar, followed by 13 (5.5%) unqualified but familiar.

The result has shown that the majority of tourism businesses set the attitude as criteria for selecting employees at 219 (20.28%) of the respondents, followed by familiarity 210 (19.44%) of respondents, while 165 (15.28%) of respondents considered skills. 162 (15%) considered the appearance, and qualifications was at 111 (10.28%).

Table 3.3 Employment's profile

S.N	Employment's profile	Key informants		
		Frequency	Percentage	
1	<b>Number of employees</b>			
	5-10 persons	106	44.5	
	11-15 persons	49	20.6	
	16-20 persons	25	10.5	
	21-25 persons	10	4.2	
	26-30 persons	20	8.4	
	31-35 persons	19	8.0	
	Others	9	3.8	
	<b>Total</b>	238	100	
2	<b>Employee's highest education obtained</b>			
	Primary school diploma	2	0.8	
	Secondary school diploma	22	9.2	
	High School diploma	98	41.2	
	Vocational college diploma	82	34.5	
	Bachelor Degree	34	14.3	
	Master degree	0	0	
	Doctorate Degree	0	0	
	<b>Total</b>	238	100	
3	<b>Employee's age in percentage</b>			
	18-30 years old__%	238	72.9	
	31-40 years old__%	238	14.5	
	41-50 years old__%	238	8.5	
	51-60 years old__%	238	3.9	
	<b>Total</b>	952	100	

Remark: The total number in section7 exceeds 238 due to fact that each respondent could provide more than one answer.

Table 3.3 Employment's profile (Continued)

S.N	Employment's profile	Key informants		
		Frequency	Percentage	
4	<b>Percentages of employees graduated in tourism field</b>			
	Less than 10%	84	35.3	
	11-20 %	51	21.4	
	21-30 %	42	17.6	
	31-40 %	32	13.4	
	More than 40 %	29	12.2	
	<b>Total</b>	<b>238</b>	<b>100</b>	
5	<b>What are the criteria to decide employee's salary</b>			
	Compare to competitors	71	9.70%	
	Experience	195	26.64	
	Education background	138	18.85	
	Labor regulation	115	15.71	
	Language competency	207	28.28	
	Others	6	0.82	
	<b>Total</b>	<b>732</b>	<b>100</b>	

Remarks: The total number in section 5 exceeds 238 due to fact that each respondent could provide more than one answer.

Table 3.3 Employment's profile (Continued)

S.N	Employment's profile	Key informants		
		Frequency	Percentage	
6	<b>Type of employee do you prefer to hire in business</b>			
	Unqualified but familiar	13	5.5	
	Less qualified but familiar	100	42.0	
	Qualified but not familiar	56	23.5	
	Qualified and familiar	62	26.1	
	Other	7	2.9	
	<b>Total</b>	<b>238</b>	<b>100</b>	
7	<b>Criteria for selecting your employees</b>			
	Qualification	111	10.28	
	Skills	165	15.28	
	Appearance	162	15.00	
	Gender	65	6.02	
	Experiences	148	13.70	
	Familiarity	210	19.44	
	Attitude	219	20.28	
	<b>Total</b>	<b>1080</b>	<b>100</b>	

Remark: The total number in section 7 exceeds 238 due to fact that each respondent could provide more than one answer.

### 3.4 Employer perceived level satisfaction skill of the current employee

In table 3.4, there are four business types which perceived different means. The hotel perceived (mean=3.68) satisfied with their current employee skills, whereas guesthouse perceived (mean=3.19), restaurant (mean=3.15), and travel agents and tour operator (mean=3.21) perceived as neutral level satisfaction of employee skills.

The result as illustrated in Table 3.4 show that One-Way ANOVA was use to defined business type satisfaction current skill of the employee. So LSD post hoc shows that all type of business perceived statically significant different in all business group. The result shows that these are significant differences among business respondent.

Table 3.4 The manager or owner satisfaction on current skills of the employees

Business Type	Type of Business (Mean Value)	Mean interpretation	ANOVA	p-value
Hotel	<u>3.68</u>	Satisfied	a	0.000*
Guest House	3.19	Neutral	b	
Restaurant	3.15	Neutral	b	
Travel Agent & Tour Operator	3.21	Neutral	b	
<b>Grand mean</b>	<b>3.29</b>	<b>Neutral</b>	<b>8.651**</b>	

**Remark:** \*\* Indicates statistically significant differences between groups at  $p \leq 0.01$

1: F-value = One-Way ANOVA (computed) value 2: p-value = Level of statically significant 3: The “underlined number” showed highest Mean Value for aspects among the groups

### **3.5 Employee qualifications, skill requirement, training and development practices, to be full competence and measure could be employing to overcome skill problem in the business.**

#### **3.5.1 Employees’ Skill Requirement**

In regard to the assessment of important level of employees’ skills requirement in hospitality and travel industry shown in Table 3.5, the finding of survey showed that customer service skills (mean=4.06), communication skills (mean=4.00), sale and marketing skills (mean=3.93), foreign language skills (mean=3.85), time management skills (mean=3.82), problem solving skills (mean=3.78), and customer orientation skills (mean=3.68), and marketing analysis skill (mean=3.64) received very important level of mean value of skill requirement. Further more, computer skills (mean=3.23), and information communication technology skills (mean=3.08) perceived as important skills.

Table 3.5 Assessment of important level of Employees' Skill Requirements

Skill Requirement	Mean	S.D	Important Level
1. Customer service	4.06	0.72	Very important
2. Communication skills	4.00	0.73	Very important
3. Sale and Marketing skills	3.93	0.86	Very important
4. Foreign language skills	3.85	0.66	Very important
5. Time management skills	3.82	0.82	Very important
6. Problem solving skills	3.78	0.80	Very important
7. Customer orientation skills	3.68	0.83	Very important
8. Marketing Analysis	3.64	0.91	Very important
9. Computer skills	3.23	0.97	Important
10. Information Communication Technology skills (ICT)	3.08	1.06	Important

### 3.5.2 Statistical Comparison between “Skills Requirements” with “Type of Business”

Table 3.6 shows that One-Way ANOVA was used to find the result test of statistically significant differences between types of tourism businesses and skills requirements concerning in the tourist destination.

The p-values in 9 key skills out of 10 skills were less than 0.05, and this showed that there was a statistically significant difference in the relation among of business groups. However, “Time management skills” do not shows the statically significant different among the group.

The result of LSD post hoc test in the table 3.6 shows that the hotels, the guesthouses, and travel agents & tour operators perceived “customer service skills” more important than restaurant respondents. In addition, LSD post hoc shows that all types of business perceived statistically significant in “Foreign language skills”, “Communication skills”, and “Information communication skills (ICT)”.

Furthermore, the results in table 3.6 showed that the respondents from travel agent and tour operator perceived “foreign language skill”, “communication skill”, “ICT”, more important than the respondent from other type of business. The respondents from hotel, travel

agents and tour operator perceived “customer service”, “problem solving skill”, and “marketing and sale skill than the respondents from guesthouse and restaurant business.

Table 3.6 Statistical Comparison between “Skills Requirements” with “Type of Business”

Employee’s skills requirement	ANOVA		Type of Business (Mean Value)			
	F-value	p-value	Hotel	Guesthouse	Restaurant	Travel Agent & Tour Operator
1. Foreign language skills	8.66	.000*	3.79 b	3.75 b	3.65 b	4.21 a
2. Communication skills	4.24	.006*	3.96 b	3.96 b	3.78 b	4.27 a
3. Customer service	6.38	.000*	4.32 a	3.94 b	3.80 b	4.25 a
4. Sale and Marketing skills	5.84	.001*	4.04 c	3.78 b	3.70 b	4.29 a
5. Problem solving skills	5.75	.001*	3.97 a	3.58 b	3.63 b	4.05 a
6. Time management skills	1.63	.182	3.85	3.79	3.65	4.00
7. Computer skills	6.16	.000*	3.34 a b	3.02 b	3.00 b	3.64 a
8. Information Communication Technology skills (ICT)	13.62	.000*	2.98 b	2.87 b	2.74 b	3.80 a
9. Marketing Analysis	9.90	.000*	4.00 a	3.37 b	3.39 b	3.98 a
10. Customer orientation skills	6.72	.000*	3.81 ab	3.56 ab	3.37 b	4.02 a

Remark: \* Indicates statistically significant differences between groups at  $P \leq 0.05$

1: F-value = One-Way ANOVA (computed) value, 2: p-value = Level of statically significant 3: The “underlined number” showed highest Mean Value for aspects among the groups

### 3.5.3 Training and Development Practice

According to survey result, as shown in Table 3.7, a majority of the 163 respondents (30.4%) stated that they have conducted training entirely in house by themselves to their employees, whereas 148 respondents (27.6%) preferred vocational training centers. 69 respondents (12.8%) decided to select universities as the main training provider for their business operations, closely followed by 67 respondents (12.5%) who preferred business trade associations. There were 54 respondents (10.1%) selected in government establishments training. NGOs were selected as training providers by 21 respondents (3.9%), followed by 15 respondents (2.8%) considered UNDP. In addition, from Table 3.6, the person who is responsible for identifying current or future skill gaped of their employees are 125 owners (52.5%) of the sample, followed by general managers at 76 (31.9%) of respondents, followed by human resource managers at 29 (12.2%). Meanwhile, management teams were responsible from 8 respondents (3.4%). The survey resulted that the majority of 198 respondents (83.2%) in hospitality and travel industry business in Siem Reap have set budgets for capacity building for employees. Meanwhile, 208 respondents (83.2%) answered that they have provided a training policy to their employees (Table 3.7)

Table 3.7 Training and Development Practice

S.N		Key informants	
		Frequency	Percent
1	<b>Who conduct the training of your company</b>		
	Entirely in house	163	30.4
	Universities	69	12.8
	Vocational training centers	148	27.6
	NGOs	21	3.9
	In government establishment	54	10.1
	UNDP	15	2.8
	Business Trade Association	67	12.5
	Total	537	100

Table 3.7 Training and Development Practice (Continued)

S.N		Key informants		
		Frequency	Percent	
2	<b>Who is/who are responsible for indentifying current or future skill gaps</b>			
	The owner	125	52.5	
	General Manager	76	31.9	
	Human Resource Manager	29	12.2	
	Management Team	8	3.4	
	Other	0	0	
	Total	238	100	
3	<b>business set a budget for capacity building training for employees</b>			
	Yes	198	83.2	
	No	40	16.8	
	Total	238	100	
4	<b>Do your business have policy to provide capacity building training with employees</b>			
	Yes	208	87.4	
	No	30	12.6	
	Total	238	100	

Remark: The total number in section 1 exceeds 238 due to fact that each respondent could provide more than one answer.

#### 3.5.4 Assessment of important level of Training and Development Methods

In regard to the assessment of important level of training and development methods in hospitality and travel industry shown in Table 3.8, the finding of survey showed that on the job training (mean=3.34) received as “important” training method. Lecture (mean=2.45), Job rotation (mean=2.41), Role playing (mean=2.29), Case study (mean=2.17), Business game (mean=2.05), Coaching (mean=2.04), Mentoring (mean=1.92), and Sensitive training (mean=1.87) received as “not so important” in term of training method. Surprisingly, Class room program (mean=1.76) and Cooperate university (mean=1.52) received as “not important at all” for the owner and employer to chose for the training method.

Table 3.8 Assessment of important level of Training and Development Methods

<b>Training and Development Method</b>	<b>Mean</b>	<b>S.D</b>	<b>Important Level</b>
1. On the Job Training	3.34	1.17	Important
2. Lectures	2.45	1.13	Not so important
3. Job Rotation	2.41	1.20	Not so important
4. Role Playing	2.29	1.00	Not so important
5. Case Study	2.17	1.14	Not so important
6. Business Game	2.05	1.12	Not so important
7. Coaching	2.04	1.12	Not so important
8. Mentoring	1.92	1.08	Not so important
9. Sensitive Training	1.87	1.11	Not so important
10. Class Room Programs	1.76	1.00	Not important at all
11. Cooperate University	1.52	0.85	Not important at all
Total Mean	2.16	1.08	Not so important

### 3.6 Obstacles for employers to support human capacity training for their employees

In overall, the most critical obstacle to support human resource training was “training cost” (mean=3.60), followed by “insufficient government assistance” (mean=3.39), “lost trained worker to other organization” (mean=3.36), “lack of suitable course and trainer” (mean=3.31), “lack of information on training opportunities” (mean=3.31), “lost production during training” (mean=3.30), and “lack of motivation/interest/commitment from employer” (mean=2.69).

In addition, ANOVA indicated statistically significant difference between type of business and three obstacle are “lost production during training”, “lose trained worker to other organization”, and “lack of suitable course and trainer” (Table 3.9).

Table 3.9 Statistical Comparisons of Key measure between “Type of Business” and “obstacle of employer or owner to support human capacity training for their employees”

Measures	Overall Mean	Type of Business (Mean Value)				ANOVA	
		Hotel	Guesthouse	Restaurant	Travel Agent and Tour Operator	F-value	p-value
1. Training cost	3.60	<u>3.45</u>	<u>3.66</u>	<u>3.78</u>	3.48	1.942	0.124
2. Lost production during training	3.30	2.96	3.27	3.35	3.61	4.095	0.007*
3. Insufficient government assistance	3.39	3.30	3.36	3.41	3.50	0.421	0.738
4. Lose trained worker to other organizations	3.36	3.13	3.30	3.35	<u>3.66</u>	2.665	0.049*
5. Lack of suitable course and trainer	3.31	3.15	3.27	3.63	3.25	2.978	0.032*
6. Lack of information on training opportunities	3.31	3.17	3.27	3.39	3.43	0.797	0.497
7. Lack of motivation /interest/commitment from employer	2.69	2.51	2.89	2.78	2.46	2.466	0.063

Remark: \* Indicates statistically significant differences between groups at  $P \leq 0.05$

1: F-value = One-Way ANOVA (computed) value 2: p-value = Level of statically significant 3: The “underlined number” number showed highest Mean Value for indicator among the groups

### 3.7 The obstacle for employees to participate in human capacity training program

In this case, the comparison of Mean scores of the respondents was to show the opinion level in obstacles of employees for participating in human capacity training. From the result, F-value, and p-value of One-Way ANOVA found statistically significant differences between the types of businesses, and factors.

Looking at the highest mean score of 4 sub-groups of business among 3 factors indicates the following information: the first group consisted of respondents from restaurants (mean=3.15) followed by hotels (mean=3.13) and guesthouses at (mean=3.06), given the opinion level being at medium obstacle level in “Foreign Language”. Similarly, travel agents and tour operators showed their medium obstacle levels at (mean=2.89).

Looking at lowest level mean score of restaurant groups (mean=2.57), Guesthouses (mean=2.33), Hotels (mean=2.26) indicated a low level obstacle of “Age too young/too old”. Yet, Travel Agents & Tour Operators (mean=1.57) indicated that “Age too young/too old” is a very low obstacle for employees to participate in human capacity training.

The p-values of one factor of “Age/too young/too old” were not over 0.05. Eventually, the interest level of 4 types of business comes to be statically significant. Over all mean of foreign language (mean=3.05) was rated as “medium obstacle, whereas lack of employee’s commitment (mean=2.54) and age (mean=2.18) was rated as “low obstacle” (Table 3.10).

Table 3.10 Statistical Comparisons of key factor between “Type of Business” and “obstacle of employee to participating human capacity training”

Factors	Type of Business (Mean Value)					ANOVA		Overall Mean	Mean interpretation
	Hotel	Guesthouse	Restaurant	Travel Agent and Tour Operator	Operator	F-value	p-value		
1.Lack of employees’ commitment	2.36	2.73	2.57	2.38	2.38	1.998	0.115	2.54	Low Obstacle
2. Foreign Language	3.13	3.06	3.15	2.89	2.89	.833	0.477	3.05	Medium Obstacle
3. Age/too young/too old	2.26	2.33	2.57	1.57	1.57	11.982	0.000*	2.18	Low Obstacle

Remark: \* Indicates statistically significant differences between groups at  $P \leq 0.05$

1: F-value = One-Way ANOVA (computed) value 2: p-value = Level of statically significant

3: The “underlined number” number showed highest mean value for indicator among the groups

### 3.8 Relationship Direction between Importance and Performance Attributes in Human Resource Development in Siem Reap by Tourism Business

Table 3.11 shows the elements of findings with regard to the important level attributes of the human resource development. All 5 attributes which were “Curriculum design fitted business demand”, “Capacity of the trainer/lecture”, “Training material and equipments”, “The cooperation between government and your business”, and “The cooperation between university and your business for vocational training” were rated as very important.

Table 3.12 describes the performance level attribute of human resource development. There were 5 attributes were rated as “Fairly good” as followed “Curriculum design fitted business demand”, “Capacity of the trainer/lecturer”, “Training materials and equipments”, “The cooperation between government and your business”, and “The cooperation between university and your business for vocational training”

Table 3.13 describes the different mean of each of the attributes (Importance-Performance). Mean score of importance range from 3.86-4.06, while the performance means scores range from 2.82-3.35. The respondents who considered the highest mean score as a very important attribute were “The cooperation between government and your business” (mean=4.06), while the highest mean score of the fairly good performance attribute was “Curriculum design fitted business demand” (mean=3.35). There were 5 attributes of performance of lower than importance.

Table 3.11 Important of Attributes in Human Resource Development in Siem Reap

Attributes	Imp. Mean	Meaning
1) Curriculum design fitted business demand	4.01	Very important
2) Capacity of the trainer/lecturer	4.03	Very important
3) Training materials and equipments	3.95	Very important
4) The cooperation between government and your business	4.06	Very important
5) The cooperation between university and your business for vocational training	3.86	Very important

Table 3.12 Performance of Attributes in Human Resource Development in Siem Reap

Attributes	Per. Mean	Meaning
1) Curriculum design fitted business demand	3.35	Fairly good
2) Capacity of the trainer/lecturer	3.20	Fairly good
3) Training materials and equipments	3.12	Fairly good
4) The cooperation between government and your business	2.97	Fairly good
5) The cooperation between university and your business for vocational training	2.82	Fairly good

Table 3.13 Mean Difference of Attributes in Human Resource Development in Siem Reap

Attribute	Imp. Mean	Per. Mean	I-P
1) Curriculum design fitted business demand	4.01	3.35	0.66
2) Capacity of the trainer/lecturer	4.03	3.20	0.83
3) Training materials and equipments	3.95	3.12	0.83
4) The cooperation between government and your business	4.06	2.97	1.09
5) The cooperation between university and your business for vocational training	3.86	2.82	1.04
<b>Total Mean</b>	<b>3.98</b>	<b>3.09</b>	<b>0.89</b>

Figure 3.1 describes 5 attributes identified by using an IPA grid. The grand means for importance and performance were used to divide the data means in to four quadrants. The importance means score represented by Y-axis (Vertical) which was (3.09) and the performance score represented by X-axis (Horizontal) which was (3.98).

#### **Quadrant 1: Concentrate Here**

The study found one attributes located in this quadrant. There was “Training materials and equipments” was rated as very important, but the level of performance was rated below the average.

### Quadrant 2: Keep up the good work

There were two attributes located in this top right quadrant: “Curriculum design fitted business demand”, and “Capacity of the trainer/lecturer” was rated as very important and high performance”.

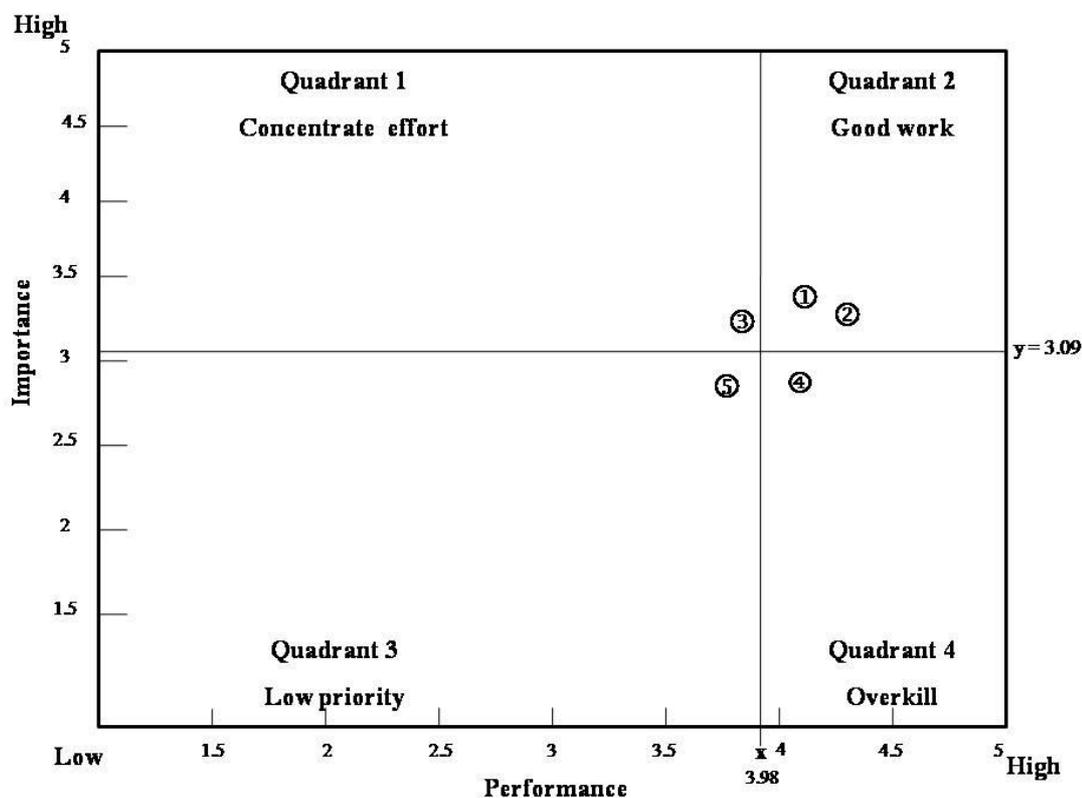
### Quadrant 3: Low Priority

There was one attribute located in the bottom left quadrant, it was considered to be low priority and the performance level was below the average. It was “the cooperation between university and your business for vocational training”.

### Quadrant 4: Possible Overkill

Finally, one attribute was located in the bottom right quadrant level. It was “the cooperation between government and your business” and was considered very important. But performance level was lower than average.

Figure 3.1 IPA Grid for Attributes in Human Resource Development in Siem Reap (Grand Mean  $x=3.98, y=3.09$ )



**Notes: Attributes of each number**

1. Curriculum design fitted business demand
2. Capacity of the trainer/lecturer
3. Training materials and equipments
4. The cooperation between government and your business
5. The cooperation between university and your business for vocational training

**3.9 Concern and Suggestion made by Hospitality and Travel Industry:**

The owner and manager of the hospitality and travel industry were asked to show their individual concern and suggestions of human resource development in tourism in Siem Reap.

**3.9.1 What are your concerns about human resource development in tourism destination in Siem Reap?****1) Lack of Information on Training Opportunities**

From most surveys, 142 (60%) respondents concerned about the problem of lack of opportunities to received training and development program information. This issue was of particular concern by the tourism business, with respect to knowledge of the availability of government training programs as well as of training and development courses in general private education institutions. In addition, the respondents need better flows of information on skills and knowledge training standards to improve their service quality.

**2) Lack of suitable of tourism training programs and qualified trainers.**

Other 130 (55%) respondents concerned about the lack of suitable training courses and trainers, as it was stated by tourism firms. The suitable training courses and individual trainer qualities were the crucial factors in retaining their business clients, with quality of training being delivered and the professionalism of the trainer being of the utmost importance. Therefore, suitable training program and qualified trainer are difficult to find.

### **3) The cooperation between government agencies, industries, and educators in improving human resource development is in the limitations**

142 (60%) respondents stated that the government, industries, and educators mentioned not putting strong enough effort to cooperate with each other. Cooperation is important to stakeholders' concepts for growing in the tourism service, and to ensure that the communication between stakeholders are flowing smoothly and providing feedback for human resource needs, training and development programs.

#### **3.9.2 What do you suggest the government to develop human resource in tourism destination in Siem Reap?**

Tourism business in Siem Reap suggest to the government as follow:

##### **1) To expand skills and knowledge training and education in tourism field for better employment and service performance in Siem Reap destination.**

154 (65%) respondents suggested that the government should be more diligent in promoting and expanding skills and knowledge training in tourism for existing tourism employments and to students. Amongst the suggestions from employers and managers further suggest that "government should have a specific target for each sector in tourism to better measure supply and demand of human resources development in tourism". This means that expanding aims to reach its goals in promoting proper skills and knowledge training opportunities in tourism to make students and current employment interest in work in tourism, and improve their personal capacity and the entire tourism service.

##### **2. Training and development human resource program cost obstacle for the owner and employer.**

154 (65%) respondents have been concerned about training and development costs that could affect their support to improve quality of their employee's performance. Cost has been a major concern and strong emphasis that the government should facilitate with public and private training providers to have suitable and affordable training and education costs. Hence, the owner and manager unwilling to pay attention to support for their employees for the training or to pay for the courses can affect employee's performances.

### **3) Foreign language is one of the other major to taking account.**

The respondent concerned that the tourism businesses have limited knowledge about languages. Tourism may change or stop them from visit this destination. The respondent suggests that the government should continue and provide variety of languages to those who works in tourism industry such as, student, current tourism employment, and tourist guides in Siem Reap with more in-depth knowledge and need to be developed.

### **4) Regular invited tourism business owner and manager to join seminar on tourism service performance in Siem Reap**

109 (46%) respondents suggested that the ministry of tourism should hold regular public-private sector meetings to discuss the human resource development program, the skill need in order to solve the mentioned issue as well as discover main strategic keys for human resource development.

### **5) The cooperation between government agencies, industries, and educators in improving human resource development.**

The 166 (70%) respondent suggests that the cooperation and facilitation of more efficient communication between government agencies, industries and educators in the tourism industry is very significant to improve human resource quality, they should investigate and research the formulation of policies in developing skills for human resource in tourism and promoting tourism as a career.

### **3.9.3 What do you suggest the university and vocational training center in order to strengthen human resource development in tourism destination Siem Reap province?**

154 (65%) respondents suggested that the university and vocational training centers should be maintained in order to provide standardized skills and knowledge to students and current tourism employment. In addition, the educators should offer a variety of language courses to meet language market demands in Siem Reap. Further more, education institutions should offer courses that are relevant to employer demands and that match the required higher standard for students to pass. Following this, quality of education overall must focus on teachers/trainer quality, course content, more practical skills, suitable/affordable training education program costs,

and materials of study while introducing professional guest speakers with sufficient experience in the tourism industry.

Another suggestion was that the educator needs to offer more opportunities to students who have been learning the skills and knowledge to join internship programs before working in the industry. The educator is needed to maintain its training quality and curricular needs to respond the market trend to be updated. The educator should build better links with employers so they know what skills to teach; especially analysis skills required, such as research study and case study analysis toward theory and practical skills. Finally, university and vocational training centers should have a counseling unit in order to give information to students and the workforce in the industry about the current standard skills, and to take advantage of existing skills required by the tourism industry.

## **Section 2: Interview Results**

### **3.10 Result of Interview from the government agencies of tourism industry and education providers:**

The stakeholders were asked about the main human resource development issues faced by the tourism industry or their own organizations and the factors underlying those issues. The key issue that emerged from this question was as follow:

#### **Part 1: Questions**

##### **1. What kind of human capacities are required to develop travel industry in your view?**

The government, relevance agencies, and education providers believed that the excellent training and stringent qualifications of employees are the keys to human resource development, and can help to develop the tourism sector in this province. Furthermore, those well trained in related skills in the tourism field and should be involved in the tourism service. Tourism relevance organizations should have paid more attention to interpersonal skills and positive attitudes, foreign languages, and the ability to adapt to new knowledge and skills changes of tourism employment in related tourism industry.

## **2. What are the plans and policies of your organization concerning human resource development in tourism in Siem Reap area?**

From their opinion and their experience in the tourism industry, they continue providing education and training programs related to new tourism knowledge and skills. This further facilitates the educator providers to open tourism schools for the better tourism in the future. The ministry of tourism education providers has planned and implemented human resource development policies, especially long and short term training of tourism field courses. Indeed, related tourism institutions need to promote tourism awareness to people to understand the important of the tourism industry and new subject learning knowledge and skill will be matched.

## **3. SWOT analysis of human resource development in tourism destination in Siem Reap province:**

This part is meant to explore the process of SWOT analysis to development of human resources. Particularly, this was the result from the respondents in reviewing the strengths, weaknesses, opportunities and threats. In short, they reviewed the human resource development in Siem Reap that appeared in SWOT as follows:

### **Strengths**

Siem Reap is often mentioned as one of the major tourism destinations in Cambodia, with its distinctive cultures and heritage and the legendary Khmer temples (especially Angkor Wat), which gives Cambodia its worldwide reputation as a tourism destination. The development of sufficient education and training for tourism has been identified as a key challenge, and the tourism is growing significantly every year. The province has potential and variety for tourism products to attract local and internal tourists to continue their visits. In addition, Siem Reap is within proximity to large and growing tourist markets, such as Korea, Vietnam, Japan, USA, China, UK, France, Australia, and Taiwan.

### **Weaknesses:**

A significant number of interviewees have mentioned some weaknesses for the development of human resources, such as a lack of budgeting, lack of stake holder participation and difficulty cooperation between the government, industry, and educator, lack of

well trained people, lack of experiences in tourism, lack of human development strategic plan, lack of good trainers, lack of interest for low skilled jobs, lack of mutual recognition of skills and qualifications, low contribution from professional, tourism establishments in education and training matter, lack of training material and equipment, lack of information communication technology knowledge, lack of a common curriculum, the tourism awareness about important of tourism is in the limits.

There are gaps between the needs of tourism employers and the supply of trained personnel, including private training providers, colleges and universities. At present, there is no national plan for personnel standards, training program coordination, or quality controls of training curricula and instructors. There are major weaknesses in private sector associations, and their capacity to improve the quality through voluntary self regulation and cooperative industry initiatives.

#### **Opportunities:**

On the other hand, most of interviewees have pointed out significant opinions about what the opportunities are. First, it is to establish a national tourism skills development forum to guide the work needed to improve tourism human resources in Siem Reap. This forum is to be put in place after which the government, business, labor and community interests committed themselves to accelerating work in targeting tourism skills. Second, it is critical to public-private partnerships to ensure that education and training developments are in line with the needs of the tourism industry. Third, student and current tourism sector employment is needed to encourage learning new skills. Most importantly, there are potential local and international organizations and private sectors to help with working on human resource improvements in Siem Reap.

#### **Threats:**

Lack of adaptation to a changing industry could lead to a decrease of growth rates, lacking the resources to manage cooperation agreements, implementation indicates a lack of stakeholders, and competition among stakeholders over the funds and human resource.

**4. What are the barriers to human resource development in tourism in Siem Reap province?**

Most respondents commented on key barriers that the tourism destination is faced with in human resource development, which are as follow:

- a. Lack of training provider
- b. Lack of private participation in build knowledge and skill in tourism
- c. Lack of vocational training center to fulfill the tourism business demand.
- d. Lack of budgets and technical materials
- e. Lack of quality of training

**5. What are the most important supporting factors to be improved urgently for human resource development?**

From the respondent's views, at first, government agencies and education providers must have effective human resource development plans and policies. They further added that it is not only governments who can help to facilitate to have set up the plan but also vocational training centers and universities that are required to have further training and development programs to students, and current tourism employers. In addition, the action of this development is needed to have technical assistance to help facilitate training and development human resource programs.

**6. According to your idea, what are the methods or strategies to develop and promote human resource in the tourism destination in Siem Reap province?**

Long and short term courses should be given to the tourism business. The related tourism institution should be interested in increased training activities for their organization; especially in the cooperation with key tourism professionals to be involved in training and development programs

**7. What were the important knowledge and skills initiated by your organization in order to develop tourism industry in Siem Reap province during the past five years?**

### **Ministry of Tourism:**

In summary, the Ministry of Tourism has developed and implemented the plans to promote human resource development activities in the industry:

- Cooperate with tourism industry and enhance training plane on hospitality by creating concrete action programs especially for training the trainer.
- Accelerate the development of a strategic plan on tour-guide training; at present MOT had organized a training workshop on Chinese and Vietnamese speaking tour-guides
- Continue driving the organization of Korean language training
- Encourage more establishments of the private tourism profession schools
- Develop plan on MOT personnel training through creations of domestic and overseas training courses work shop or seminars.
- Education and trainings on hospitality skill (including foreign language)
- Encourage human resource training and increased public understanding

### **University and Vocational Training Center:**

As indicated from the interviews with senior official of the universities and vocational training centers about knowledge and skills that they have provided to student, the researcher found that there is a variety of skills and knowledge that have been provided by universities and vocational training centers in Siem Reap. However, the researcher has listed only the relevant skills that matched with key skill findings in the thesis. Finally, the skills were customer service skills, foreign language skills, marketing skills, information communication skills, and computer skills offered by educators in Siem Reap province.

### **8. What kind of the knowledge and skills should be provided by your organization (ministry of tourism, university, and vocational training center) to promote tourism business in the next five year future in Siem Reap?**

Through the questionnaire interviews, the respondent from ministry, universities, and vocational training center did not provide any specific answer for the future of human development plan in tourism sector.

**9. What do you suggest to develop human resource in tourism destination in Siem Reap?**

According to the summary suggestion, the respondent from the ministry of tourism, universities, and vocational training have the majority suggestion for key areas, (1) finding qualified trainer/lecturers, (2) coordination among stakeholders in education development, (3) building linkage with industry, (4) up grade infrastructure, (5) designing curricular that fitted employer demand, (6) provide more training and development programs, (7) conducting research on labor market needs in Siem Reap province.

**10. Could you tell me in short about the human resource situation in tourism industry in Siem Reap province?**

As gathered from a majority of respondents, the situation in human resource that employment has low capacity advantages in their skill performance. They have man power but lacking of skill needed in related tourism business. Most of the local population and those surrounding the Siem Reap province have little chance to improve their knowledge and skill development in their career due to a low educational background.

**3.11 Relationship Direction between Importance and Performance Attributes in Human Resource Development in Siem Reap by Government Tourism Agencies and Education Provider**

Table 3.14 shows the elements of findings with regard to the important level attributes of the human resource development. All 5 attributes which were “Curriculum design fitted business demand”, “Capacity of the trainer/lecture”, “Training material and equipments”, “The cooperation between government and your business”, and “The cooperation between university and your business for vocational training” were rated as most important.

Table 3.15 describes the performance level attribute of human resource development. There were 2 attributes were rated as “very good” as followed “Curriculum design fitted business demand”, “The cooperation between university and your business for vocational training”. There were 3 attributes “Capacity of the trainer/lecturer”, “Training materials and equipments”, “The cooperation between government and your business” were rated as good performance.

Table 3.16 describes the different mean of each attributes (Importance- Performance). The mean score importance range from 4.30-4.70, while performance means score range from 3.80-4.30. The respondent considered “Curriculum design fitted business demand” (mean=4.70) as most importance attribute and very good performance attribute was “Curriculum design fitted business demand” (mean=4.30). There were 5 attributes performance lower than importance.

Table 3.14 Important of Attributes in Human Resource Development in Siem Reap

Attributes	Imp. Mean	Meaning
1) Curriculum design fitted business demand	4.70	Most important
2) Capacity of the trainer/lecturer	4.60	Most important
3) Training materials and equipments	4.30	Most important
4) The cooperation between government and your business	4.30	Most important
5) The cooperation between university and your business for vocational training	4.30	Most important

Table 3.15 Performance of Attributes in Human Resource Development in Siem Reap

Attributes	Per. Mean	Meaning
1) Curriculum design fitted business demand	4.30	Very good
2) Capacity of the trainer/lecturer	3.90	Good
3) Training materials and equipments	3.90	Good
4) The cooperation between government and your business	3.80	Good
5) The cooperation between university and your business for vocational training	4.20	Very good

Table 3.16 Mean Difference of Attributes in Human Resource Development in Siem Reap

Attribute	Imp. Mean	Per. Mean	I-P
1) Curriculum design fitted business demand	4.70	4.30	0.40
2) Capacity of the trainer/lecturer	4.60	3.90	0.70
3) Training materials and equipments	4.30	3.90	0.40
4) The cooperation between government and your business	4.30	3.80	0.50
5) The cooperation between university and your business for vocational training	4.30	4.20	0.10
<b>Total Mean</b>	<b>4.44</b>	<b>4.02</b>	<b>0.42</b>

Figure 3.2 describes 5 attributes identified by using an IPA grid. The grand means for importance and performance were used to divide the data means into four quadrants. The importance means score represented by Y-axis (Vertical) which was (4.02) and the performance score represented by X-axis (Horizontal) which was (4.44).

#### **Quadrant 1: Concentrate Here**

The study found one attribute located in this quadrant. It was “The cooperation between university and your business for vocation training”. This was rated as very important, but the performance was rated below the average.

#### **Quadrant 2: Keep up the good work**

There was one attribute located in this top right quadrant “Curriculum design fitted business demand” was rated above the average as very important and high performance”.

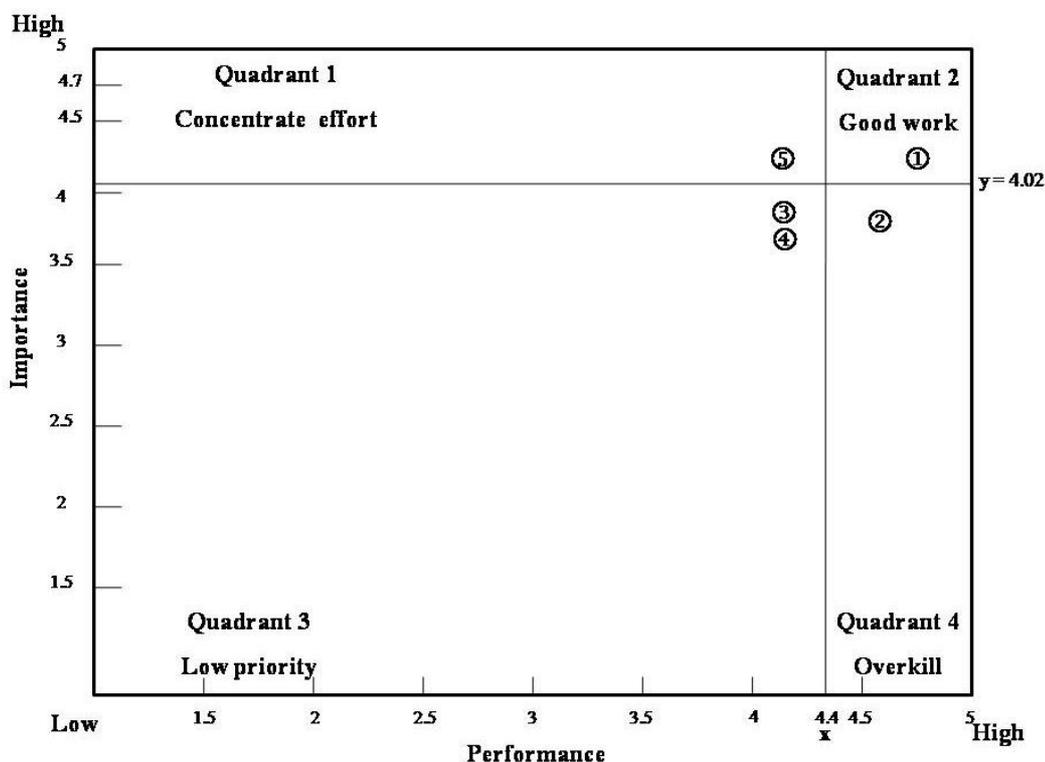
#### **Quadrant 3: Low Priority**

There were two attributes located in the bottom left quadrant; they were considered less important and the performance levels were below the average. They were “Training materials and equipments”, and “The cooperation between government and your business”.

**Quadrant 4: Possible Overkill**

Finally, one attribute was located in the bottom right quadrant; it was “Capacity of the trainer/lecturer”. This was considered to be below average for the importance level, but performance levels was higher the average.

Figure 3.2 IPA Grid for Attributes in Human Resource Development in Siem Reap (Grand Mean  $x= 4.44, y= 4.02$ )



**Notes: Attributes of each number**

1. Curriculum design fitted business demand
2. Capacity of the trainer/lecturer
3. Training materials and equipments
4. The cooperation between government and your business
5. The cooperation between university and your business for vocational training

Table 3.17 List of interviewees in Summary

<b>S.N</b>	<b>Profession</b>	<b>Organization</b>
1	Government officials	Ministry of Tourism
2	Government officials	Ministry of Tourism
3	Government officials	Ministry of Tourism
4	Government officials	Ministry of Tourism
5	President	Cambodia Hotel Association
6	President	Cambodia Association of Travel Agency
7	Vice President	Build Bright University, Siem Reap province
8	Vice President	Southeast-Asia University, Siem Reap province
9	Education Coordinator	Paul Dubrule School, Siem Reap province
10	Education Coordinator	Salabai-Hotel School, Siem Reap province

## **CHAPTER 4**

### **SUMMARY**

This thesis has examined the issue of human resource development in the tourism destination, Siem Reap Province, Cambodia. Mixed methods have been used to collect data from these stakeholders through conducting questionnaires and face-to-face interviews with key informants, important owners and managers of hospitality and tourism businesses, government officers, and educators at two universities and two vocational training centers. The data was analyzed using the appropriate analyses and the results have been discussed. As noted in the first chapter, the research objectives of this thesis are as follows:

- 1) To examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap.
- 2) To identify the level of importance training methods of hospitality and tourism SMEs business.
- 3) To identify HRD obstacles for employers and employees of hospitality and tourism SMEs business.
- 4) To propose human resource development guidelines for Siem Reap as a tourism destination in the future.

This thesis has achieved these objectives based on the findings; some recommendations will be made to these stakeholders on ways to promote human resource development more effectively. This chapter will also provide some suggestions for future studies on human resource development in the tourism destination.

The quantitative data collected from the survey was analyzed by using SPSS version 16, mainly in terms of descriptive statistics, frequencies analysis applied to identify about the demographic characteristic profile, and One-Way ANOVA. All were used to identify the statistical comparison between groups of hospitality and tourism businesses with key finding which were given in the quantitative questions.

A Likert scale was applied to ask respondents in determining degrees in the rating of importance of skill needs, training and development methods, and the obstacle training support by owners and employers. Furthermore, an IPA Grid was used in order to check the quadrant of each owner or manager's opinion about relationship direction between importance and performance attributes to human resource development in Siem Reap. Finally, the hospitality and travel industry business's concerns and suggestions were analyzed by reading, and subsequently summarized.

In regards to the four major objectives of this research, the summary and related finding of the study are in ordered as follows:

- 4.1 Conclusion
- 4.2 Discussion
- 4.3 Recommendations
- 4.4 Limitations for further study

#### **4.1 Conclusion**

Based on the information of respondent's profile in chapter 3, there are 238 questionnaire collected from this study as a primary data in December 2010 from the owners and managers of hospitality and tourism businesses, mainly, hotels, guesthouses, restaurants, travel agencies and tour operators.

10 other stakeholder represented from the ministry of tourism, Cambodia Travel Agency (CATA), Cambodia Hotel Association (CHA), Universities, and Vocational Training centers were interviewed to get qualitative information for the study. The particular emphasis was given by the researcher to adopt respective literature included in the study design methodologies and individual questioners for the surveys and interviews to cover the research objectives.

The questionnaire was design for hospitality and tourism SMEs business comprised the following:

#### **4.1.1 Personal Demographic Characteristics:**

The finding demographic across each of the sampling group hotels, guesthouses, restaurants, and travel and tour operators of respondents were analyzed in relation to gender, age, position, education level, and work experience in the tourism business as follows.

In the survey indicated that majority of the respondents were indentified as “male” (59.2%), majority was under the age group category 26-40 “years old”. The majority of respondent was “manager” (45%), as education level the majority of them were “bachelor degree” (43.3%). As also the study indicated that the professional work experience had less than “5 year” (50.4%).

#### **4.1.2 Information about respondent’s business:**

The study resulted that the majority of respondents 46.6% have operated their business between “6-10 years” and most of the respondents (62.2%) are the local residents in the province. Furthermore, majority of them have foreign partner in running the business (42.9%) and majority of 209 respondents received the customer from USA (10.52%) in overall foreign tourist arrivals.

#### **4.1.3 Employment’s Profile:**

The majority of respondents (44.5%) have employed “5-10 employees” working in the business operation; the majority of employees in the business are in the educational level of High schools diplomas, with a frequency (41.2%). As the majority (72.9%) “Employees age” was ranged between 18-30 years old. Interestingly, the major (35.3%) percentage of the employees who graduated in tourism fields has less than 10%. Furthermore, the study reveals that majority of (42%) of managers and owners preferred to hire employee who are less qualified, but whom they are familiar with. The majority of 20.28% of business manager and owner sets the attitude as criteria for selecting employee.

There were four business types which perceived different means of satisfaction on skill that employees has. The hotel perceived (mean=3.68) “satisfied” with their current employee skills. In addition, One way ANOVA was used to identify of the business type and the satisfaction

current skill of employee, and LSD post hoc reveals that all types of business perceived statically significant different among business group respondents.

#### **4.1.4 Employee qualifications, skill requirement, training and development practices, to be full competence and measure could be employing to overcome skill problem in the business.**

The descriptive analysis of this study was used and it shows that the important level of employee's skills requirement in hospitality and travel industry showed that "customer service skills", "communication skills", "sale and marketing skills", "foreign language skills", "time management skills", "problem solving skills", "customer orientation skills", and "market analysis skills" were perceived as very important. On the other hands, "computer skill" and "information communication technology skills" were rated as important.

#### **1) Statistical Comparison between "Skills Requirements" with "Type of Business"**

The study found that there statically significant differences between types of hospitality and tourism businesses and skills requirements. However, "Time management skills" do not shows the statically significant different among the group.

The study found that the hotels, the guesthouses, and travel agents & tour operators perceived "customer service skills" more important than restaurant respondents. In addition, all types of business perceived statistically significant in "Foreign language skills", "Communication skills", and "Information communication skills (ICT)".

Furthermore, the respondents from the travel agent and tour operator perceived "foreign language skill", "communication skill", "ICT", more important than the respondent from other types of business. In the contrary, respondents from hotel, travel agents and tour operator perceived "customer service", "problem solving skill", and "marketing and sale skill than the respondents from guesthouse and restaurant business.

## **2) Training and Development Practice**

According to survey results that majority of the respondents (30.4%) conducted training entirely in the house by themselves to their employees. In addition, the person who is responsible for identifying current or future skill gaped of their employees was the owner (52.5%). The majority of (83.2%) have set up budget for capacity building for employee and also majority of (83.3%) have provided training policy to their employees.

## **3) Assessment of important level of Training and Development Methods**

In regard to the assessment of important level of training and development methods in hospitality and Tourism SMEs business, the study found that “On the job training” (mean=3.34) received as “important” training method. “Lecture” (mean=2.45), “Job rotation” (mean=2.41), “Role playing” (mean=2.29), “Case study” (mean=2.17), “Business game” (mean=2.05), “Coaching” (mean=2.04), “Mentoring” (mean=1.92), and “Sensitive training” (mean=1.87) received as “not so important” in term of training method. “Class room program” (mean=1.76) and “Cooperate university” (mean=1.52) received as “not important at all” for the owner and employer to chose for the training method.

## **4) Obstacles for employers to support human capacity training for their employees**

The study shows that the most critical obstacle to support human resource training was “training cost” (mean=3.60), followed by “insufficient government assistance” (mean=3.39), “lost trained worker to other organization” (mean=3.36), “lack of suitable course and trainer” (mean=3.31), “lack of information on training opportunities” (mean=3.31), “lost production during training” (mean=3.30), and “lack of motivation/interest/commitment from employer” (mean=2.69). In addition, there was statically significant difference between types of business and three obstacle are “Lost production during training”, “Lost trained worker to other organization”, and “lack of suitable course and trainer”

### **5) The obstacle for employees to participate in human capacity training program**

The comparison of mean scores resulted that the opinion level in obstacles of employees for participating in human capacity training. The first group, respondent from restaurants (mean=3.15) followed by hotels (mean=3.13) and guesthouses at (mean=3.06), and travel agents and tour operators (mean=2.89), given the opinion level being at medium obstacle level in “Foreign Language”. In addition, the p-values of one factor of “Age/too young/too old” were not over 0.05. Eventually, the interest level of 4 types of business comes to be statically significant.

### **6) Relationship Direction between Importance and Performance Attributes in Human Resource Development in Siem Reap by Tourism Business**

The result which comes out from this study indicated that what exactly hospitality and tourism SMEs business in Siem Reap to describe 5 attributes by using IPA grid. First, the study found one attribute located in the Quadrant one concentrate here which was “training materials and equipments” was rated as very important but the level of performance was rated lower than average. Second, there were two attributes locate in the Quadrant two keep up the good work “Curriculum design fitted business demand”, and “Capacity of the trainer/lecturer” was rated as very important and high performance. Third, there was one attribute locate in the bottom left quadrant three. It was considered as low priority and the performance level was below the average. It was “the cooperation between university and your business for vocational training”. The last, one attribute in the bottom right quadrant level “the cooperation between government and your business” was considered very important. But the performance level lower than the average.

## **4.2 Discussion**

This research focused on the demand standard skill requirement in hospitality and tourism in Siem Reap to identify the effective training and development method, to indentify obstacle HRD of employers and employee, and to propose human resource development guide line for Siem Siem Reap as a tourism destination in the future. The discussion of the research will

be an important overview over key priority skills to be trained and developed in human man resource in the tourism sector in Siem Reap province.

#### **4.2.1 Objective 1: To examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap.**

The study was conducted to determine the potential of skill requirement in the hospitality and tourism SMEs in Siem Reap. The first objective of this study concerned to examine the standard skill requirements in hospitality and tourism SMEs business in Siem Reap.

##### **1) Customer Services**

In term of customer service skill, Page and Getz (1997) and Alexander and McKenna (1998) examined the customer service skills in business needs in northern Minnesota Service. Another researcher, Reichel, Towergart, & Ady, (2000) found that customer service is “important”. Hughs (2002) conducted the survey of local businesses in West Viginia. The result showed that customer service skill become the “most important” need of the local community. The previous researchers have found and mentioned the similarity of this important skill. However, the finding of this research found that hospitality and tourism SMEs in Siem Reap perceived as “very important” as the first skills and it influences over owner and manager when determining employee skills. Interestingly, the respondent from hotel sectors has higher demand of customer service skills than the other in the group followed by travel agents & tour operator, guesthouse, and restaurant. This because of the hotel sectors has to support the customer and there are a limited of employee who has skill capacity in customer service skill.

##### **2) Communication skills**

Regard to this study, it is found that owner and manager indicated that communication skills were rated as “very important” and is the second very important skill requirement because in the hospitality and tourism SMEs provide the service to clients and to communicate within internal and external organization that employee need to have his competency skill. This study supports Sneed and Heiman’s study (1995) found that the communication skills in hospitality and tourism business is considered “very important” in the employer perspective. Interestingly, Breiter & Clements (1996) managers of hotel and restaurant

U.S perceived as “most important” skills, and Geissler & Martin (1998) surveyed hospitality alumni, ranked communication skills are the critical measures of success in the service industry today. The research brought the conclusion that travel agents & tour operators considered this skill higher than others in the group followed by the hotel, guesthouse, and restaurant group.

### **3) Sale and Marketing Skills**

Sale and Marketing Skill have a very import for the employment in hospitality and tourism SMEs in Seim Reap. However, owners and managers consider this skill is the third very important skill. The study supports THETA, (2007) who found that specific training skill needs for Tourism SMEs in South Africa saw sale and marketing become “very important” for employee competency in the tourism industry. Interestingly, for the skill demands by tourism SMEs in Siem Reap shows that travel agents & tour operators demanded sale and marketing skills higher than hotel businesses, guesthouses, and restaurants.

### **4) Foreign Language Skills**

In term of foreign language skills, owner and manager of hospitality and tourism SMEs considered that it has a very important of the priority in the selecting of employee skills. This skill is also the main problem faced in hotels, guesthouses, restaurants, travel agencies and tour operators. It is considered the fourth very import skill that employers need from their employee. The result of finding supported the studied by many researchers for investigating skill requirements in hospitality and tourism. Murat (2009) found that the foreign language skill is “important” for service quality in tourism firm in Turkey. ERIC, (2003) there is a significant need for hospitality and travel businesses to use language to communicate with non-native speaking employees, to assist foreign travelers; and to work in a non-English speaking country. For the same reason, Christopher (2009) and Robert, (2000) emphasized that foreign language is an “important” vehicle for communication and cultural elements to which language refers to and help travel business quality. The study found that SMEs employers in Siem Reap clearly recognized foreign language skills as “very important” in their business, compared the previous researchers who perceived it as “important”. However, travel agents & tour operators demand higher in foreign languages skills than hotels, guesthouses, and restaurants. In addition, there are

many languages such as Vietnamese, Korean, English, Japanese, Chinese, and French that were desired and are in need of stake holders to provide a variety of foreign language training.

### **5) Time Management Skills**

Owners and managers noted that time management skill is very important to be used and needed in employee competency. The study supports the research done by ACNielsen (2000b) conducted research on skill requirements in different business sectors, including hospitality and tourism businesses. The result shows that time management skills were perceived “most important” whereas Merritt, (1998) found that the time management skill is “important”. However, this skill was perceived as having a different level of importance by SMEs in Siem Reap, especially travel agents & tour operators posted their demand of this skill higher than hotels, followed by guesthouses, and restaurants.

### **6) Problem Solving Skills**

Owner and manager considered that problem solving skills are very important for the employment in the hospitality and tourism SMEs business. This skill is the sixth very important for employee in solve any encounter problem in the operation. The result supports the research done by Ying (1999), found that international hotels in Taiwan perceived problem solving skills as “most important”. In addition, ACNielsen (200a) found that problem solving skills for the hospitality industry in Australia were perceived as “most important”. However, the study finding revealed that the respondents who from travel agents & tours operators recognized this skill as very important higher than hotels, guesthouses, and restaurants sector.

### **7) Customer Orientation skills**

In term of customer orientation skills, the owners and managers of the SMEs, answered that these skills are very important for employee who provide product and service to the customers. This skill is the seventh very important to considered to used in tourism service in Siem Reap province. The results support the idea of Bitner et al. (1990); Bove and Johson, (2000) who found that employees’ level of customer orientation skill is considered “important” influence for service firm’s economic success. Similarly, the research done by Narver and Slater (1990) and Jaworski and Kohlin (1993) found that customer orientation skill for service employee is

“important” for service companies. Another researcher, Thureau (2005), found that CD/DVD retailers and travel agencies perceived as “important”. The finding in Siem Reap revealed that although this skill perceived overall mean is considered “very important”. However, travel agents & tour operators demand higher than this skills higher than hotels, guesthouses, and restaurants.

### **8) Market Analysis Skills**

Market analysis skills have a very important for the owner and manager to employ the employee who has this competency skill. They considered this particular skill is the eight very important skills. In the hospitality and tourism business, employee needs to understand the tourism market situations. As researchers Vera and Teresa (2002) found that market analysis skill considered “important” for tourism operation in Portugal.

Valarie (2003b) found that many people who use market analysis finding have not been trained in statistic and have neither the time nor the expertise to analyze computer printouts and other technical research information to know about their market and other elements of their outside environment and lead to understand and make the priority improvement for their firm by comparing the firm’s service strengths and weaknesses with out side key competitors. Another important of marketing analysis skill will drivers of the latest trends in sales, forecast sales from future marketing activities, determine why sales differed from plan and how to respond, find the most profitable allocation of marketing. In addition, Jens (2010) found that market Analyst skill identifies critical intelligence topics, investigates relevant market research and information, develops analytical work plans, and forms appropriate work teams in order to identify and communicate, through written and oral presentations and reports, significant market insights and concepts, and their implications, and provides relevant recommendations to those decision-makers. For the finding result from hospitality in Siem Reap, it is shown that the respondent from hotels perceived market analysis skill higher than travel agents & tour operators, restaurants, and guesthouses.

### **9) Computer skills**

Regard to the finding, computer skills has “important” level for the employee’s skill requirement, and it is the ninth “important” revealed through the survey. The survey results contrast to the research done by ACNielsen (2000c) that the employer of the

hospitality and tourism industry sector in Australia perceived the computer skills as “most import” skill for hospitality and tourism employment. The finding survey in Siem Reap reveals that employer of hospitality and tourism business perceived overall mean of computer skills as the only “important” requirement for their business operation. It is clear that travel agents & tour operator need to use the computer in order to make ticket reservations, so they perceived this skill as an important mean; even higher than hotels, guesthouses, and restaurants.

### **10) Information Communication Technology**

In term of information communication technology, owners and managers viewed that ICT is “important” impact on tourism employment in their SMEs and it is the tenth “important”. The study in Siem Reap supported Simon (2004) that employer of SMEs perceived ICT as “important” skill requirement. Furthermore, Zongqing (2004) found that the important of information communication technology in travel business, ICT is the key of business success that can help a company to accomplish the reduce call center loads and email. Interestingly, Baum and Odgers (2001a) found that the good example of ICT has been used to enhanced reservation and guest management that help reduced the training and technical skills requirement of work by up to 90% in term of the time required to acquire full competency. In addition to research, it was found that travel agents and tour operator perceived ICT skill higher than hotels, guesthouses, and restaurants.

#### **4.2.2 Objective 2: To identify the level of importance training methods of hospitality and tourism SMEs business.**

The second objective of this study is to identify the level of important training methods of the hospitality and tourism SMEs business in Siem Reap as well as understand the value of each training method that will have a positive benefit not only for the business organization, but also will help full to universities and vocational training centers to effectively delivery training methods.

Many researchers and authors have explored the training and development methods to be practiced in delivering effective training and development to the students or employees. There were eleven of training and development methods found and classified such as coaching,

mentoring, business games, job rotation, case study, sensitive training, role playing, lectures, on the job training, class room programs, and cooperate university.

As in research findings, owners and managers perceived the overall mean of on the job training as “important” key training methods contribute to the employees and as the necessary training outcomes. The study finding supported David (2009) researcher, Tanke (2001), Lloyd (2002), and Mondy, Neo and Premeaux, (2002). Surprisingly, lectures, job rotation, role playing, case study, business game, coaching, mentoring, sensitive training were received as “not so important” whereas lass room programs and cooperate university were perceived as “not important at all”. The results of this study have several useful implications for future research in the HRD area as well as for practitioners in business, adult education, and human resource management.

#### **4.2.3 Objective 3: To indentify HRD obstacles for employers and employees of hospitality and tourism SMEs business.**

The study in this objective had attempted to identify the key HRD obstacles for employers and employees. The study had also investigated the impact of obstacles on the employers and employees for the human resource development, the result of this study confirmed the previous research Richard (1994a), (Echols, 2005), and (Baum, 1998a) had studied about training cost is important factor for an HRD in tourism SMEs, another researcher, Kapsalis (1996) and Macdonal et al. (2007) that low production during employee training was considered a key part in HRD, Baum, (1998b) found that lack of government assistance as a possible obstacles in training and development, Natalie, (1997) studied that the firm indicated that lost trained worker to other firm after training. Schilling (1991) found that lack of suitable courses and trainers/instructors have negative impact of firm’s HRD. Steven & Jennifer, (2002), Norman (2007), and Davidman (1998) studied that lack of information on training opportunities as also another barrier of employee training and development, Alan (2000), Susan, (2010a), and Neo, (2000) studied that employer motivation for employee training is also have impact to employee training.

In the study of SMEs in Siem Reap province result supported Richard (1994a), Baum (1998a), and Echols (2005) that training cost is an obstacle of employee training and development. Owners and managers of SMEs have concerned about training cost effected their staff capacity building program. In addition to that, employers rated training cost as “high obstacle”. Followed by lost production during training, insufficient government assistance, lost trained worker to other organization, lack of information on training opportunities, lack of motivation from employer were perceived as “medium obstacle”.

Furthermore, the study result that employees has faced some difficulties in participate training. The major challenge was “foreign language” rated as medium obstacle. The result of this study supports Clayton, (2007) that trainees should knowledgeable of foreign language when they are in the training program. In addition, owners and manager rated “employee’s commitment” and “age of employee” as low obstacle for employee to participate the training. The study of employee’s commitment shows the supports of study of David, (2000) and Bruism, (2003) that employee resist and might no commitment when training program poorly presents. In addition to age of employee, the study support Business Link (2010) and HMRD, (2010) that young and older worker as likely to successfully complete their training.

#### **4.2.4 Objective 4: To propose human resource development guideline for Siem Reap as a tourism destination in the future.**

As tourism is a highly competitive industry, the human resource development at the destination is needed to have a proper policy in order to enhance the quality, service, and the competency of hospitality and tourism SMEs business employees. For all of these are necessary for the Ministry of Tourism of Cambodia, related government agencies, Universities, Vocational training centers has become very important subject to formulate strategies guidelines for human resource development.

### **4.3 Recommendations**

Based on the results, summary, and discussion, the recommendations from these findings to tourism stake holders in Siem Reap province as follow:

### **4.3.1 Curriculum Design**

The research showed that there is lacking of suitable skills training for the hospitality and tourism SMEs in Siem Reap which were mentioned in the finding. Therefore, preference should be given to the student, current and new hospitality and tourism employee in Siem Reap.

University and vocational training center should take leading role to set up right skills training for the hospitality and tourism employments. It is clear from the size of respondents surveyed that standard skill levels remain in high demand in Siem Reap. It is recognized that hospitality and tourism SMEs businesses such hotels, guest houses, restaurants, and travel agencies & tour operators in Siem Reap province perceived the prioritize standard skill requirement needs as in order of “customer service skills”, “communication skills”, “sale and marketing skill”, “foreign language skills”, “time management skills”, “problem solving skills”, “customer orientation skills”, “marketing analysis skill”, “computer skills” and “information communication technology skills (ICT)”. These can be contributed to fill the gap demand of hospitality and tourism SMEs in Siem Reap.

### **4.3.2 Training and Development Method**

The study on training methods shows that owners and managers would like to use a different training and development method, and therefore the researcher found that the business willing to use each method as an order priority “on the job training”, “lectures” and “job rotation”, “role playing”, “case study”, “business game”, “coaching”, “mentoring”, “sensitive training”, “class room programs” and “cooperate university”.

Interestingly, on-the-job (OJT) considered an important training method that most hospitality and tourism SMEs approaches on trainees. Based on the condition for training effectiveness identified in the literature and data collection, the education provider in Siem Reap province should recognize the importance of providing appropriate and adequate training and development needed by employers and employees which will be assisted hospitality and tourism SMEs.

### **4.3.3 Training and Development Cost**

The study found that owners and managers of hospitality & tourism businesses indicated their concern of training support to their employees; the major concern was “training cost” as high obstacle. In order to deal with this issue, government should have policies option to improve skilled workforce in the tourism market by provide financial subsidy for hospitality and tourism SMEs and encouragement that they able in increasing training activities.

### **4.3.4 Stakeholder Cooperation**

In order to benefit in human resource development, all sectors from tourism as well as for sustainability, the establishment of a good cooperation among stakeholders is very necessary that could influence the ways of suitable human resource development by the role of stakeholders. Government should facilitate and accordingly coordinate the role of the stakeholder.

Government and related agencies should set up regular meetings between public and private sectors to discuss the training and development of skills demands to supply the industry. This may involve very close collaborates with employers in tourism SMEs, universities, vocational training centers, and government agencies related to tourism itself as well as to discover the main strategic key for human resource development in the province.

More importantly, employers and owners of SMEs in Siem Reap should enhance the cooperation between government and SMEs as very important consideration in order to boost human resource development. As in this study found that the performance of government and related agencies with private businesses was perceived as being only fairly good. Therefore, both private and public should improve cooperation.

University and vocational training centers should improve its cooperation with business owners and managers of tourism SEMs. During the research, most of respondents had mentioned that cooperation between universities, vocational training centers, and SMEs is very important in the purposes of human resource development. However, the result showed that cooperation performed at lower than important. It is understandable that both have weak direct relationships with each other to consult the subject training course that relates to skill demands in the tourism industry.

More importantly, educators should constantly gather the most up to date information on the current trends and changes in the industry as well as skills and opportunities in tourism so that these can be communicated with owners or managers who are handling staff recruitment and training with regards to potential and opportunities of the skill needs in this industry.

Educator in Siem Siem reap should produce quality to student who meet the requirement of, expectations by firms with the respect to competency of student by providing specific course.

Tourism stakeholder should works and an agreed strategy in the creation of vision and strategies for the human resource development plan.

#### **4.3.5 Training and Equipment Material**

The university and vocational training centers should have standard of training material and equipment. The research finding shows that owners and manager perceived most important in the improving of training and development program quality. On the contrary, performance attribute of this factor received only a fairly good. In this case, the educator should upgrade training and development equipment to pursue training and development standards.

From secondary data, the materials at the universities and vocational training center offering the programs were outdated and not synchronous among institution. Most of them had only class room for learning theory, lack of facilities for practice.

#### **4.3.6 Trainer and Lecture Capacity**

In the study, another important factor is that the university and vocational training centers should enhance the ability and capacity of trainers and lecturers. In the research finding, most owners and managers have put this factor as the most important source of the training and development program to new tourism staff and students. Therefore, when selecting the trainer, it is important to consider whether the trainer can keep up with trainee learning styles and needs. This is especially important due to lecturer and trainer quality directly affects student output quality in skill training.

The trainer and lecture capacity could be improved by sending lecturer and trainer to abroad to study becomes popular, this is one of the ways to improve educator quality in Siem Reap. However, this way cost much money, it can be employments by searching opportunity to get scholarship program. It is therefore suggested that the government institution and education provider should support and give priority and encourage teaching staff to study related skill in tourism programs to improve knowledge and teaching method.

Paying more attention to research activities in order to consolidate, improve knowledge and increase income for teaching staff. The research activities are connected to the settlement of problems in skill training and development program leading to increase competitiveness of the tourism sector. Research topics, therefore, must originate from skills development requirement. In addition, the government should support in the establishment of strong research units within universities and vocational training centers.

Furthermore, to setting up and implementing project/program on tourism educator quality improvement to update knowledge, improvement of professional skills of lecturing staff, and strategic vision.

The university and vocational training centers should financially support in conducting training courses, seminars, and teaching staff workshop to sustain teaching and learning quality positioning the image of hospitality and tourism industry. Teaching staff need to be increased compensation in both salary and project research.

#### **4.3.7 Foreign Language**

It can be seen that knowledge of the foreign language, especially English as international language plays an important role. This is because English is considered the most important of communicating information people all over the world to visit Cambodia. English is needed for people who work and will work for tourism businesses.

The hospitality and tourism SMEs is constrained by employees that lack of knowledge, skills of foreign language especially English language. As in the researching finding shows that the majority of tourism employment in Siem Reap has holds the high school diplomat

and the knowledge of foreign language has a limited. So the staff have difficulty to participate in human resource development. Therefore, the educator should priority quality of training particularly English among the other.

Practically, government and education provider in Siem Reap should pay more attention to in providing skills and knowledge related to training in different foreign languages to current and new work forces in the tourism industry.

#### **4.3.8 Information Opportunity on Training**

Exchange in formation of training programs to the tourism industry, there are some examples of university and vocational training center to exchange training information to hospitality and tourism SMEs in Siem Reap. Among of this information such as guidelines and counseling units, counseling teacher by the educators is very limited. They should expand information of skill training through online information, newspaper advertising, information center of human resources development services, the publication of leaflets, reference books, guide books, journals, CD ROMs distributions, cable TV, and radio etc. These are to be oriented gathering and production of training information to the users.

#### **4.3.9 Owner and Manager of Hospitality and Tourism SMEs**

In this research, it was found that SMEs in the tourism sector play a vital role in human resource development in Siem Reap province. Not only do they provide jobs, but also involving training and development of human resources in their business organizations. It is important that employer of SEMs should pay attention to maintain cooperation with the government agencies, universities, and vocational training centers in interests informed employee's skill demands. SMEs can communicate directly with university and vocational training centers to suggest areas of competencies for skill demands expected from the educator to improve and further training in to specific skill needs. They also to select training and development methods that are suitable practices in their business organizations as well as the concerns of the key obstacles that SEMs are facing for promoting skill development in their organization.

Such information will assist the government and the educators to adjust their policies and training approaches accordingly, and produce graduates that fulfill the needs of the industry. Only with such initiative, university and vocational training centers will be better informed about what is important and what is not important in terms of current skill demands of the industry so that they might produce appropriate trained skills and deliver the right training method to the hospitality and tourism industry in Siem Reap province.

#### **4.4 Limitations and Suggestions for Further Study**

##### **4.4.1 Limitation of the study**

There are some limitations of this research study which were related to the data collection time frame. The researcher could not get all of the information from all hospitality and tourism SMEs business in Siem Reap province. This data collection was carried out in December 2009, so the data did not represent the entire tourism business. Furthermore, December 2009 had the majority of tourism arrivals, so the researcher faced the difficulty to make an appointment and interview the questionnaires with owners and managers of hospitality and tourism businesses. Furthermore, requesting and making an appointment through email was not so effective for communicating between the researcher and owner and manager.

##### **4.4.2 Further Study**

As discussed in the methodology chapter, this thesis acknowledges its limitations. Therefore, some considerations for future research are suggested to guide other research examining stakeholders' focus in human resource development in the tourism destination.

Future research could expand the scope of this thesis to include employees in hospitality and tourism businesses, the students of the university, and students of vocational training centers. This will enable a more comprehensive review of perceptions of standard skills in tourism to be investigated to better represent all tourism employments and students in Siem Reap. Another study should be conducted on the comparison of skill requirements needed in tourism destination in other key potential tourism destinations in Cambodia that this might link to.

This research is also limited to only four sectors of tourism: hotels, guesthouses, restaurants, travel agencies and tour operators. Future studies could involve more sectors that are related to tourism; for example, tourism attractions, passenger transportation, bars, and tourist guiding activities, and local people. The research design could also be expanded by investigating each operator rather than industry bodies, in order to capture the different views of operators within one sector.

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## **Appendices**

No: \_\_\_\_\_



**APPENDIX A**  
**QUESTIONNAIRE**

Questionnaire with the  
Hotels, Guesthouses, Restaurants, Travel Agents and Tour Operators  
“Human Resource Development in Tourism Destination”  
in Siem Reap province, Cambodia

Dear Respondent,

The purpose of this questionnaire is to collect data and information for a research of the Business Administration in Hospitality and Tourism Management (International Program) at Prince of Songkla University, Phuket Campus, Thailand. The data collected in these questionnaires will be utilized for academic purpose as well as a tool to improve human resource development in tourism destination in Siem Reap. All individual information will be kept confidential. I would deeply appreciate it if you could spare your available time to cooperate this survey for the betterment of Tourism industry development. Your cooperation on this matter should be highly appreciated.

Look Nado

Date Interviewed: \_\_\_\_/\_\_\_\_/ 2009 (dd/mm)

Sample No: \_\_\_\_\_

Place Interviewed: \_\_\_\_\_

Interviewer: \_\_\_\_\_

**Part 1:** Personal demographic characteristics:

Please respond to the following question by  in

Q1. Gender:

Male

2)  Female

Q2. Age:

1)  18-25 years old

3)  26-40 years old

2)  41-55 years old

4)  Older than 55 years old

Q3. Position of respondent:

1)  Business owner

2)  Manager (Please specify) \_\_\_\_\_

3)  Partnership

4)  Other (Please Specify) \_\_\_\_\_

## Q4. Education Level:

- |  |   |
|--|---|
| 1) <input type="checkbox"/> Primary school             | 5) <input type="checkbox"/> Bachelor Degree             |
| 2) <input type="checkbox"/> Secondary school           | 6) <input type="checkbox"/> Master Degree               |
| 3) <input type="checkbox"/> High school                | 7) <input type="checkbox"/> Doctorate Degree            |
| 4) <input type="checkbox"/> Vocational College Diploma | 8) <input type="checkbox"/> Other (Please specify)_____ |

## Q5. Year of your professional work experience in the business

- |   |  |
|---|--|
| 1) <input type="checkbox"/> Less than 5 years | 4) <input type="checkbox"/> 6-10 years         |
| 2) <input type="checkbox"/> 11-15 years       | 5) <input type="checkbox"/> 16-20 years        |
| 3) <input type="checkbox"/> 21-25 years       | 6) <input type="checkbox"/> More than 25 years |

**Part 2:** Information about the respondent's business

## Q6. Year of business operation

- |   |  |
|---|--|
| 1) <input type="checkbox"/> Less than 5 years | 4) <input type="checkbox"/> 6-10 years         |
| 2) <input type="checkbox"/> 11-15 years       | 5) <input type="checkbox"/> 16-20 years        |
| 3) <input type="checkbox"/> 21-25 years       | 6) <input type="checkbox"/> More than 25 years |

## Q7. Are you a local resident in this province where you operate the business?

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1) <input type="checkbox"/> Yes | 2) <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

## Q8. Are there any foreign partners in your business?

- |                                 |                                |
|---------------------------------|--------------------------------|
| 1) <input type="checkbox"/> Yes | 2) <input type="checkbox"/> No |
|---------------------------------|--------------------------------|

## Q9. What are the countries of origin of your customer?

- |                                       |   |
|---------------------------------------|---|
| 1) <input type="checkbox"/> Korea     | 7) <input type="checkbox"/> Thailand                      |
| 2) <input type="checkbox"/> Vietnam   | 8) <input type="checkbox"/> UK                            |
| 3) <input type="checkbox"/> Japan     | 9) <input type="checkbox"/> France                        |
| 4) <input type="checkbox"/> USA       | 10) <input type="checkbox"/> Taiwan                       |
| 5) <input type="checkbox"/> Australia | 11) <input type="checkbox"/> Others (Please specify)_____ |
| 6) <input type="checkbox"/> China     |   |

**Part 3:** Employment's profile

## Q10. How many employees are there in your business?

- |   |   |
|---|---|
| 1) <input type="checkbox"/> 5-10 persons  | 5) <input type="checkbox"/> 11-15 persons |
| 2) <input type="checkbox"/> 16-20 persons | 6) <input type="checkbox"/> 21-25 persons |
| 3) <input type="checkbox"/> 26-30 persons | 7) <input type="checkbox"/> 31-35 persons |

4)  Others (Please specify)\_\_\_\_\_

Q11. Most of the employee's highest education obtained

- |  |  |
|--|--|
| 1) <input type="checkbox"/> Primary school diploma     | 5) <input type="checkbox"/> Bachelor Degree              |
| 2) <input type="checkbox"/> Secondary school diploma   | 6) <input type="checkbox"/> Master degree                |
| 3) <input type="checkbox"/> High School diploma        | 7) <input type="checkbox"/> Doctorate Degree             |
| 4) <input type="checkbox"/> Vocational college diploma | 8) <input type="checkbox"/> Others (please specify)_____ |

Q12. Employee's age in percentage?

- |   |   |
|---|---|
| 1) <input type="checkbox"/> 20-30 years old_____% | 3) <input type="checkbox"/> 31-40 years old_____% |
| 2) <input type="checkbox"/> 41-50 years old_____% | 4) <input type="checkbox"/> 51-60 years old_____% |

Q13. How many percentages of employees graduated in tourism filed?

- |  |  |
|--|--|
| 1) <input type="checkbox"/> Less than 10%  | 4) <input type="checkbox"/> 11-20 %                      |
| 2) <input type="checkbox"/> 21-30 %        | 5) <input type="checkbox"/> 31-40 %                      |
| 3) <input type="checkbox"/> More than 40 % | 6) <input type="checkbox"/> Other (Please specify) _____ |

Q14. What are the criteria to decide employee's salary?

- |  |  |
|--|--|
| 1) <input type="checkbox"/> Compare to competitors | 4) <input type="checkbox"/> Labor regulation             |
| 2) <input type="checkbox"/> Experience             | 5) <input type="checkbox"/> Language competency          |
| 3) <input type="checkbox"/> Education background   | 6) <input type="checkbox"/> Others (Please specify)_____ |

Q15. What type of employee do you prefer to hire in your business?

(Please tick one of the following boxes)

- |   |  |
|---|--|
| 1) <input type="checkbox"/> Unqualified but familiar    | 4) <input type="checkbox"/> Qualified and familiar       |
| 2) <input type="checkbox"/> Less qualified but familiar | 5) <input type="checkbox"/> Other (please specify):_____ |
| 3) <input type="checkbox"/> Qualified but not familiar  |  |

Q16. What are the criteria for selecting your employees? (Please tick as many in boxes as applicable)

- |   |  |
|---|--|
| 1) <input type="checkbox"/> Qualification | 5) <input type="checkbox"/> Experiences                  |
| 2) <input type="checkbox"/> Skills        | 6) <input type="checkbox"/> Familiarity                  |
| 3) <input type="checkbox"/> Appearance    | 7) <input type="checkbox"/> Attitude                     |
| 4) <input type="checkbox"/> Gender        | 8) <input type="checkbox"/> Others (Please Specify)_____ |



- 3)  Human Resource Manager
- 4)  Management Team
- 5)  Other (please specify): \_\_\_\_\_

Q21. Do your business set a budget for capacity building training for employees?

- 1)  Yes
- 2)  No

Q22. Do your business have policy to provide capacity building training with employees?

- 1)  Yes (go to question 23)
- 2)  No (go to question 24)

Q23. Which training methods should be provided with the employees? Please rate 1,2,3,4 or 5 of each measure (5=most important, 4 = very important, 3= important, 2= not so important, 1 = not important at all)

Aspects	Most important → Not important at all				
	Assessed Level				
	5	4	3	2	1
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job rotation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitive Straining	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the Job Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperate University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q24. What are the obstacles for employer or owner to support human capacity training for their employees?

Please rate 1,2,3,4 or 5 for each aspect (5 = very high obstacle, 4 = high obstacle, 3= medium obstacle, 2= low obstacle, 1 = very low obstacle)

Measures	Very high obstacle → Very low obstacle				
	Assessed Level				
	5	4	3	2	1
Training cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lost production during training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient government assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lose trained worker to other organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of suitable course and trainers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of information on training opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of motivation/interest/commitment from employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q25. What obstacles of your employees from participating in human capacity training program?

Please rate 1,2,3,4 or 5 (5 = very high, 4 = high, 3= medium, 2= low, 1 = very low)

Factors	Very high obstacle → Very low obstacle				
	Assessed Level				
	5	4	3	2	1
Lack of employee commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age/ too young/ too old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q26. First, please rate the following important factors in the box. Rate 1, 2, 3, 4 or 5 for each factor (5 = very important, 4 = important, 3= neutral, 2= not so important, 1 = not important at all). Second, please rate the following factor based on the actual performance factors of training providers in the box. Rate 1,2,3,4 or 5 each factor (5 = very good, 4 = good, 3= fairly good, 2= fair, 1 = poor).

Factors	Assessed Level Important					Assessed Level Performance				
	5	4	3	2	1	5	4	3	2	1
	Curriculum design fitted business demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
Capacity of the trainer/lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training materials and equipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperation between government and your business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperation between university and your business for vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 5: Hospitality and Travel industry business's concern and suggestion

Q27. What are you concern about human resource development in tourism destination in Siem Reap?

Q28. What do you suggest the government to develop human resource in tourism destination in Siem Reap?

Q29. What do you suggest the university and vocational training center in order to strengthen human resource development in tourism destination Siem Reap province?

Thank you for your cooperation!



**APPENDIX B**

No: \_\_\_\_\_

**QUESTIONNAIRE**

Interview Questions with the Government Official  
and Relevant Institution

“Human Resource Development in Tourism Destination”  
in Siem Reap province, Cambodia

Dear Respondent,

The purpose of this questionnaire is to collect data and information for a research of the Business Administration in Hospitality and Tourism Management (International Program) at Prince of Songkla University, Phuket Campus, Thailand. The data collected in these questionnaires will be utilized for academic purpose as well as a tool to improve human resource development in tourism destination in Siem Reap. All individual information will be kept confidential. I would deeply appreciate it if you could spare your available time to cooperate this survey for the betterment of Tourism industry development. Your cooperation on this matter should be highly appreciated.

Look Nado

Date Interviewed: \_\_\_\_/\_\_\_\_/ 2009 (dd/mm)      Sample No: \_\_\_\_\_

Place Interviewed: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Part 1: Questions

- Q1. What kind of human capacities are required to develop travel industry in your view?
- Q2. What are the plans and policies of your organization concerning human resource development in tourism in Siem Reap area?
- Q3. SWOT analysis of human resource development in tourism destination in Siem Reap province.
- Q4. What are the barriers of human resource development in Siem Reap province?
- Q5. In Siem Reap, what are the most important supporting factor to be improved urgently for human resource development?

- Q6. According to your idea, what are the methods or strategies to develop and promote human resource in tourism destination in Siem Reap province?
- Q7. What were the important knowledge and skills initiated by the government in order to develop tourism industry in Siem Reap province during the past five years?
- Q8. What kind of the knowledge and skills should be provided by the government to promote tourism business in the next five year future in Siem Reap?
- Q9. What do you suggest to develop human resource in tourism destination in Siem Reap?
- Q10. What support do you expect from the university and vocational training center to develop human resource in tourism destination Siem Reap province?
- Q11. Could you tell me in brief about human resource situation in tourism industry in Siem Reap province.

Part: 2

- Q12. First, please rate the following important factors in the box. Rate 1, 2, 3, 4 or 5 for each factor (5 = very important, 4 = important, 3= neutral, 2= not so important, 1 = not important at all). Second, please rate the following factor based on the actual performance factors of training providers in the box. Rate 1,2,3,4 or 5 each factor (5 = very good, 4 = good, 3= fairly good, 2= fair, 1 = poor).

Factors	Assessed Level Important					Assessed Level Performance				
	5	4	3	2	1	5	4	3	2	1
Curriculum design fitted business demand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capacity of the trainer/lecturer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training materials and equipments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperation between government and tourism business in Siem Reap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperation between university and vocational training center with tourism business in Siem Reap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your cooperation!



**APPENDIX C**  
**QUESTIONNAIRE**

No: \_\_\_\_\_

Interview Questions with University and Vocational Training Center  
“Human Resource Development in Tourism Destination”  
in Siem Reap province, Cambodia

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Dear Respondent,

The purpose of this questionnaire is to collect data and information for a research of the Business Administration in Hospitality and Tourism Management (International Program) at Prince of Songkla University, Phuket Campus, Thailand. The data collected in these questionnaires will be utilized for academic purpose as well as a tool to improve human resource development in tourism destination in Siem Reap. All individual information will be kept confidential. I would deeply appreciate it if you could spare your available time to cooperate this survey for the betterment of Tourism industry development. Your cooperation on this matter should be highly appreciated.

Look Nado

Date Interviewed: \_\_\_\_/\_\_\_\_/ 2009 (dd/mm)      Sample No: \_\_\_\_\_

Place Interviewed: \_\_\_\_\_ Interviewer: \_\_\_\_\_

Part 1: Questions

- Q1.      What kind of human capacities are required to develop travel industry in your view?
- Q2.      What are the plans and policies of your organization concerning human resource development in tourism in Siem Reap area?
- Q3.      SWOT analysis of human resource development in tourism destination in Siem Reap province.
- Q4.      What are the barriers of human resource development in Siem Reap province?
- Q5.      In Siem Reap, what are the most important supporting factor to be improved urgently for human resource development?
- Q6.      According to your idea, what are the methods or strategies to develop and promote human resource in tourism destination in Siem Reap province?

Q7. What were the important knowledge and skills initiated by the university / vocational training center in order to develop tourism industry in Siem Reap province during the past five years?

Q8. What kind of the knowledge and skills should be provided by the university / vocational training center to promote tourism business in the next five years future in Siem Reap?

Q9. What do you suggest to develop human resource in tourism destination in Siem Reap?

Q10. What support do you expect from the government and tourism business to develop human resource in tourism destination Siem Reap province?

Q11. Could you tell me in brief about human resource situation in tourism industry in Siem Reap province.

Part: 2

Q12. First, please rate the following important factors in the box. Rate 1, 2, 3, 4 or 5 for each factor (5 = very important, 4 = important, 3= neutral, 2= not so important, 1 = not important at all). Second, please rate the following factor based on the actual performance factors of training providers in the box. Rate 1,2,3,4 or 5 each factor (5 = very good, 4 = good, 3= fairly good, 2= fair, 1 = poor).

Factors	Assessed Level					Assessed Level				
	Important					Performance				
	5	4	3	2	1	5	4	3	2	1
Curriculum design fitted business demand	<input type="checkbox"/>									
Capacity of the trainer/lecturer	<input type="checkbox"/>									
Training materials and equipments	<input type="checkbox"/>									
The cooperation between government and tourism business in Siem Reap.	<input type="checkbox"/>									
The cooperation between university and vocational training center with tourism business in Siem Reap.	<input type="checkbox"/>									

Thank you for your cooperation!

## VITAE

**Name** Mr. Look Nado

### **Educational Attainment**

Degree	Name of Institution	Year of Graduation
Bachelor of Management	National Institute of Management	2003

### **Scholarship Awards during Enrolment**

Thailand International Development Cooperation Agency (TICA), 2009-2010

### **Work-Position and Address**

Officer of Education and Training and Department,  
Ministry of Tourism of Cambodia: No. A3, Street 169, Sangkat Veal Vong, Khan 7 Makara,  
Phnom Penh, Cambodia.

Tel: (855)-12-229-894

Fax: (855) 23 426 364

E-mail: looknado@yahoo.com

looknado@gmail.com

### **List of Publication and Proceeding**

Look Nado and Naree Weerakit. (2010). *Human Resources Development in Hospitality and Tourism SMEs Business: A Case Study of Siem Reap Province, Cambodia*. The 8<sup>th</sup> APacCHRIE Conference 2010, 12<sup>th</sup> -14<sup>th</sup> August, 2010, Phuket, Thailand.