

**CATERING TRAINING AND LABOUR MARKET COMPETENCE  
REQUIREMENTS IN HOTELS AND RESTAURANTS: THE CASE OF NKUMBA  
UNIVERSITY GRADUATES**

**BY**

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**Declaration**

I, **Kareyo Paseda Koma**, declare that the content of this dissertation is my original piece of work and has never been presented for any award of a degree in any University. Any other extra information used in this report by other scholars has been acknowledged.

Signature of Candidate ..... Date.....

### Approval

We hereby certify that this report titled “**Catering Training and Labour Market Competence Requirements in Hotels and Restaurants**”: The case of Nkumba University Graduates is an original work of **Kareyo Paseda Koma (2011/U/HD/284/MVP)**. It has been under our supervision and is now ready for submission to Kyambogo University Graduate School with our approval.

**Signature .....** **Date.....**

Dr. M.A. Byaruhanga Kadoodooba

**Signature .....** **Date.....**

Rev. Dr. John Baptist Matovu

**Dedication**

To my mother Rozina Koma and lovely sons Keith Benja and Kriss Bailey.

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**List of Abbreviations and Acronyms**

|               |  |
|---------------|--|
| <b>CTTE</b>   | Certificate in Technical Teacher Education                 |
| <b>HMIC</b>   | Hotel management and Institutional Catering                |
| <b>ILO</b>    | International Labour Organisation                          |
| <b>MVP</b>    | Masters in Vocational Pedagogy                             |
| <b>NORAD</b>  | Norwegian Agency for Development Cooperation               |
| <b>SCOS</b>   | School of Science  |
| <b>TVET</b>   | Technical Vocational Education and Training                |
| <b>UIA</b>    | Uganda Investment Authority                                |
| <b>UNESCO</b> | United Nations Education, Social and Cultural Organization |
| <b>VET</b>    | Vocational Education and Training                          |
| <b>VP</b>     | Vocational Pedagogy  |
| <b>WTO</b>    | World Tourism Organisation                                 |

### Abstract

The study titled “**Catering Training and Labour Market competence requirements in Hotels and Restaurants**” was carried out in the School of Science (SCOS), Department of Hospitality at Nkumba University to examine the Catering training process against the competences or skills needed in the labour market in hotels and restaurants for effective performance in a bid to improve the quality HMIC graduates and the quality of training HMIC training programme at Nkumba University. The following objectives guided the study; investigation of the competencies that are needed in the Catering field, examination of the content in HMIC training curriculum at Nkumba University and analysis of the training process during the University. A descriptive case study design was adopted using qualitative methods of data collection and analysis. The study took a sample of 36 respondents which comprised of the training staff, HMIC students in their final year, the graduates already working and hotel managers, who were selected using purposive sampling technique, simple random and snowball. Data were collected using documentary analysis, in-depth interviews and observation. The study revealed that communication skills, customer service skills, computer knowledge and IT skills and knowledge of the level of service expected. Although the study established that most course units were relevant to the labour market requirements apart from a few course units like rural sociology, and catering law, the University provided theoretical training. Also evident from the findings is that the lecture method is one of the methods commonly used by HMIC trainers. The study concluded that HMIC training programme at Nkumba University was relevant to the tasks the graduates handled at work. Although the curriculum content was considered adequate, the lecture approach of training commonly used had its shortcomings in terms of imparting the graduates with relevant skills/competences required by the labour market in hotels and restaurants. The theoretical training of HMIC programme without the practice cannot equip the graduates with the practical competences/skills required of them to perform practical tasks. I recommend that the department of hospitality at Nkumba University should adopt a more “practical” approach to training which can involve the students practically so as to make the training more relevant to the requirements of the labour market in hotels and restaurants.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

The need for competent management personnel has created outstanding opportunities for food service and lodging management graduates. The increased demand for hospitality services has caused increased demand for hospitality education in Uganda. Hospitality education curricula in Uganda vary considerably, and there has been little effort to identify core competencies for hospitality occupations in Uganda and how such competences relate to the training processes at Universities. This report gives account of findings from the study I carried out to examine the competences or skills needed in the labour market in hotels and restaurants for effective performance against the Catering training process by Hospitality Department at Nkumba for Hotel Management and Institutional Catering (HMIC) graduates to enable them work effectively in hotels and restaurants.

In this study, I have critically looked at the competencies that are needed in the Catering field, HMIC training curriculum content provided and the training process during the University-based training. In this chapter, I have presented a brief personal background, background to the study, statement of the problem as well as the objectives of the study and the research questions. The scope of the study, significance, limitations, justification and definition of operating terms were also described in this chapter.

### **1.1 Background to the study**

#### **1.1.1 Personal Background**

I graduated from Nile Vocational Institute (N.V.I) Jinja in 1995 with Uganda Intermediate Certificate from Directorate of Industrial training (DIT) in Hotel Management and Catering. I then moved to Lira Hotel and worked as a Front Office personnel. In 1996, I

was employed by N.V.I as an instructor in Catering Department to teach various hotel management and catering course units. While working as an instructor at NVI, I taught most hotel management and catering course units learning about most facets of the Hotel and Catering vocation. While working at NVI, I pursued and obtained a certificate in Technical Teacher Education from the former Uganda Polytechnic Kyambogo (UPK) and graduated in 2000. In 2001, I left NVI and enrolled in Nkumba University's evening study programme to pursue a Bachelor of Science degree in Hotel Management and Institutional Catering (HMIC) and graduated in 2005. I moved to Young Women Christian Association (YWCA) Vocational Institute, where I taught the Hotel Management and Institutional Catering course. I was then recruited by Nkumba University (NU) in the Hospitality Department to teach various HMIC course units in 2007 to date as a part time teaching assistant. I have worked as the External examiner for the Hotel Management and Institutional Catering trade in various institutions including NVI, COWA Vocational Institute in Nsambya, St. Maria Technical Institute Kyengera and Greater Lakes College in Kanungu. I am a member of the Uganda Hotel Association and a graduate entrepreneur and have operated and managed a restaurant since 2005. I am one of the seventeen (17) students in the third cohort offering the new Masters programme in Vocational Pedagogy (MVP) at Kyambogo University, with sponsorship from the Norwegian Agency for Development Cooperation (NORAD). This study stems from my personal experience in the field of Hotel and Catering since 1995 as a student and later as instructor in Catering at various Vocational Training Institutions. This experience is supported by my reflections as student in the field of Vocational Pedagogy for the past two years. This has motivated me to carry out a practical study to assess the skills needed in Hotels and Restaurant in Uganda

and Hotel Management and Institutional Catering training at Nkumba University with a desire to institute improvements in the training process at the University.

### **1.2.2 Background to the study**

Vocational pedagogy is learning in relation to work and labour market (Mijelde, 2009), (Kulabako, 2011). It emphasizes learning by doing. One of its aims is to develop a positive attitude towards skills and competencies of students in the field of Vocational Education and Training. The terms “vocational education and training” are commonly used together, sometimes separately, and at times interchangeably (Egau, 2009). Vocational Education refers to provision of knowledge about vocations and about skills required for production of goods and services (Egau, 2009)<sup>1</sup>. Vocational Education aims at providing skills for productivity and self-reliance. Vocational education provides a path to success for many people, because we see it for ourselves on a daily basis. Caterers, electricians, doctors, engineers, graphic designers, beauty therapists and landscape gardeners are all products of practical and vocational education.

It also prepares young people for future labour market. The major focus of vocational training programs is to teach people the skills necessary to accomplish job tasks.<sup>2</sup> VET is the most relevant education and training that any nation requires and focuses on specific skills delivery and acquisition. VET targets the requirements of the labour market, characterizing it with apprenticeships, on the job training, and experiential learning.

Vocational training refers to the process of actual skills acquisition targeting

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<sup>1</sup> Presentation made to students of Master of Vocational Pedagogy at Kyambogo on 9<sup>th</sup> September, 2011 by Dr. Jane Egau Okou.

<sup>2</sup><http://www.careeronestop.org/SKILLS/SkillCenterPgTwo.asp#SkillsStandards>

specific output at workplaces. According to (Mijelde, 1995,p125), vocational pedagogy focuses on learning by doing, in relation to trades, occupations and professions and stresses a dynamic relationship between the work of the hands, the mind and the body that plays host to these activities. Vocational pedagogy is the art, science, and craft of teaching that prepares people for certain kinds of working lives (Lucas, Claxton, & Webster, 2010).

By definition, catering is the act of providing food and services. Today, catering involves so many aspects, whether the enterprise is home-based or large scale operation (Bode, 1998). The term is derived from an Italian word *cater*, which means to take care of people's needs or care for. The term also means providing food as ones business. The term catering is widely used to refer to all establishments that are concerned with one or more of the following: ideal competencies needed by employees in the hospitality field in places such as hotels, food service providers, restaurants and lodges,

1. Provision of food;
2. Provision of drink;
3. Provision of accommodation

In addition to one or more of the above, other services such as conference facilities or entertainment may be provided

The catering industry is one of the largest employers of labour in Britain. In Uganda it is one of the fastest growing employment sectors.

Hotel Management and Institutional Catering is both a science and an art profession that combines services offered in hotels including food, beverage, accommodation, events, sports and other recreation activities.

Uganda Investment Authority (UIA), (2009), indicates that the market for highly qualified people in the hospitality industry is readily available not only in Uganda but even regionally across East Africa. There are no mechanisms for the higher education system to collect, analyze, and use information from the labor market. For example, there is very little information on graduate destinations and employment. This seriously limits the ability of the higher education system to adapt itself so that the competencies of its graduates will be demanded by the labour market. In Uganda, the National Council for Higher Education (NCHE) has made efforts to do so, but institutions should also try to establish their own information system to collect, analyze, and use labour market information for policy purposes.

Suzan & John, (2005 p.255), observed that Hotel industry is one of the world's fastest growing sectors. They further state that catering is now a massive business across the world and is a crucial element in the product offered by many leading hospitality establishments. It is primarily concerned with preparing meals which are either consumed on the caterer's premises or at the consumer's home. Hospitality field includes places such as hotels, food service providers, restaurants and lodges. Hotel Management and Institutional Catering is a trade related to Vocational Education and Training.

Despite the Hotel industry being the world's largest and fastest growing sector, the hotel management and institutional training is relatively new in some parts of the world. In Europe for instance, official hospitality training was initiated in 1893 in Lausanne, Switzerland by the local hoteliers association (Formica, 1996, p.319). The curriculum at that time was based on the European model. The emphasis was practical oriented programmes that aimed at producing entry point personnel for the Hotel industry. Early

1980's saw European universities gradually beginning to offer Bachelor's degrees (Cooper et al. cited in Formica, 1996, p.318). African Universities followed nearly twenty years later. The first decade of the 21<sup>st</sup> century saw the hotel industry at Makerere University Business School.

In an openly competitive labour market, the success of an education system can manifest itself through the success of the individuals finding and holding a job, (Carlson, 2001). The hotel and catering course is modelled to produce professionals for the International Food and Beverage Industry (Suzan & John, 2005). Graduates need to be equipped with all the necessary skills and knowledge required by the industry. With the new trend in Education there is need to look at new modes of apprenticeship that ensure the students or trainees have opportunities to learn and acquire the relevant skills required while 'doing the job' (Vaughan, 2008).

"Many employers realize that workers coming into the workforce today are not adequately prepared for the tasks that face them. In some cases, the educational system is failing to provide the skills and training necessary to meet today's business challenges. The result is a decrease in job and promotion opportunities and increased pressure for training to be the responsibility of the individual and the organisation". (Lucas, 2002 p.21)

From my own experience, catering training institutions in Uganda include private colleges and universities that offer degree, diploma and certificate courses in hotel management and catering although some may lack recognizable accreditations. These institutions

include Crested Crane Hotel & Tourism Training Institute (HTTI), Jimmy Sekasi Institute of Catering, Gourmet Hotel and catering Institute,

Young Men Christian Association (YMCA), Young Women Christian Association (YWCA) Vocational Training Institute, Pearl Crest Hospitality Training Institute, Uganda Catholic Management and Training Institute (UCMTI), Kyambogo University, Makerere University Business School (MUBS), Nkumba University and among others. However, students who graduate from these vocational courses are limited to working in low end jobs such as waiters, cooks, housekeepers and receptionists or not finding employment in the hospitality industry because these training institutions seem to lack hands-on training facilities required for preparing learners to meet the requirements in the modern hotel and catering industry. Labour market in the hotels and restaurants requires individuals who can practically perform practical tasks at work.

In the NOMA two year masters' programme, I have so far experienced the learning by doing, trying and failing and trying again with close supervision from both the mentors and the facilitators, rotating from research expeditions to study rooms and writing mini-project reports. Learning on this programme is based on activity – much of it cooperative, and this has helped me to take note of the relationship between the theory learnt and the practice

Quite often, graduates seem to know a lot of theory about the different subject content in the curriculum, but when it comes to practice they have very little experience on which to build when faced with practical world, and this is even more when they arrive in the workplaces (Kulabako, 2011).

From my experience the hospitality department tends to take too long to revise curricula yet technological changes in workplaces take place rapidly. Apparently, there is limited information as to whether there is a link between what is being taught and the labour market skills required of the graduates once they reach the workplace. The department has a variety of courses offered at certificate, Diploma and Bachelor. However, it is not clear whether the courses being offered correspond with the skills demanded of the graduates in hotels and Restaurants in Uganda.

The MVP programme focuses on competence<sup>3</sup> of how we can relate training and work, seeking to fill the gap of attitude on how we change our teaching and having training and teaching tied closely in work related education. There is need to examine various teaching methods in order to take the best that solves the problem of skills acquisition and development. Shiring, Jardia, & Mills, (2000) point out that, the aim of catering training programme should be to turn catering graduates to work for restaurants, hotels, resorts or cafeteria or even start their own catering business. However, most hotel and catering graduates from institutions after graduation fail to get jobs in hotel establishments. The few lucky ones that get the jobs lose them because they cannot perform their tasks as expected. The belief by key players in Uganda' hospitality industry is that Catering graduates from the universities are ill equipped and compared to Catering graduates from non-university training Institutions which perform better at workplaces and are preferred by Employers<sup>4</sup>. This has compelled me to reflect upon my own teaching methods in training and the appropriateness of the curriculum for the catering vocation.

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<sup>3</sup> Competence refers to an individual's demonstrated knowledge, skills and attitude, performed to a specific standard needed in order to perform a major job task.

<sup>4</sup> This was during meeting for Uganda Hotel owners Association at Serena, Kampala hotel in 2007 in preparation for hosting CHOGM in Uganda.

There is need to examine various teaching methods in order to take the best that solves the problem of skills needs of the world of work. There is a need to examine the content of the Training curriculum, its adequacy and appropriateness to the needs of the catering industry. Therefore, this study sought to assess whether the skills needs of the labour market in hotels and restaurants in Uganda are met by the training provided by the Hospitality Department in Nkumba University.

## **1.2 Statement of the Problem**

Although the catering training at Nkumba University is supposed to offer adequate knowledge and skills that avail quality to the labour market, the aim of the Hotel management and Institutional Catering (HMIC) training programme is to turn out caterers with the right knowledge, skills and attitude enabling the graduates to work for restaurants, hotels, resorts or cafeteria or even start their own catering businesses (Sethi & Malhan, 1989). However, there is a major challenge in Hotel Management and Institutional Catering in Uganda. There seems to be a gap between the world of work and the Hotel Management and Institutional Catering training and the knowledge, skills and attitude imparted by the universities (GTZ, 2009). There are very many Hotel and Catering training institutions in Uganda offering hotel and catering training but most of the graduates from these institutions fail to get jobs in hotel establishments because they cannot perform the practical tasks as expected by the employers. The belief by most hotel managers in Ugandan hotels is that Catering graduates from Universities are ill equipped<sup>5</sup> and catering graduates from some training institutions perform better at workplaces and are preferred by employers. The study sought to examine the relationship between the Hotel Management

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<sup>5</sup> This was revealed by one of the Hotel owners at Uganda Hotel owners Association annual general meeting in 2010.

and Institutional Catering training and the competences required in the labour market in a bid to come up with adequate training programmes that meets the labour market needs in Hospitality Department at Nkumba University.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the Catering training process and the competences/skills needed in the labour market in hotels and restaurants for effective performance in a bid to improve HMIC training programme at Nkumba University.

### **1.4 Objectives of the study**

In order to achieve this study's purpose, specific objectives were:

- i. To investigate the competencies needed in the Hotel and Catering field.
- ii. To examine the content in HMIC training curriculum at Nkumba University.
- iii. To analyse the training process during the University-based training in relation to the competencies needed of the graduates in Hotels and restaurants.

### **1.5 Research questions**

This study addresses three research questions:

- i. What are the competencies needed in the Catering field?
- ii. Does the HMIC training curriculum at Nkumba University prepare competent graduates to meet the competencies required in the labour market?
- iii. Are the methods used by the Hospitality trainers during training of theory and practical effective for training and skills acquisition?

## **1.6 Significance**

This study is significant in a number of ways;

- i. Many Hotel Management and Institutional Catering programs in Uganda can use this study as a framework to evaluate their training curricular. As such, this study will add greatly to the existing hospitality education literature mainly in the areas of curriculum review and development
- ii. With the findings from this study, the Hotel management trainers will be able to identify the skills that employers in today's hospitality industry find important and be able to design coursework and classes that will enable the students to obtain the skills that are deemed important and relevant in the hospitality industry.
- iii. The results of this study will provide information for the purpose of assisting Hospitality Department at Nkumba University alongside other Hotel Management Training Institutions in Uganda and the training staff in designing curricula by analysing the curriculum/content, process and methods used in training to appropriately meet the needs of the graduates as well as the job market they are entering.
- iv. The findings will act as a resource base for policy makers and curriculum implementers towards the improvement of Hotel management and Institutional catering training programmes in Uganda.

## **1.7 Justification**

This study is relevant at this time where Uganda government is making a paradigm shift by reconfiguring Business Technical Vocational Education and Training (BTVET) VET on a qualifications framework on the basis of competence by revising the curriculum, improving

instruction and assessment and modes teaching and learning of HMIC trade, making the training more relevant to Ugandans. The modes of teaching and learning that have been used over the years need to be restructured or improved. Tourism is also targeted to be the number two source of foreign exchange revenue for Uganda Vision 2040<sup>6</sup>.

## **1.8 Scope of the study**

### **1.8.1 Geographical scope**

The scope of this study was limited to Nkumba University, School of Science in the Department of Hospitality. The graduates who were already working were contacted individually following an earlier appointment made with each of them. These were mainly those working in Entebbe Municipality and Kampala district.

Five hotels; Lake Victoria Hotel and Imperial Botanical Beach Hotel, both found in Entebbe Municipality, Sheraton, Serena Hotel; located in Kampala and Serena Lake Victoria Lweza were used in this study. The choice for this scope was made because, firstly; the Hospitality Department in Nkumba University trains Hotel Management and Institutional Catering. The hotels selected here are some of the Hotels that recruit Hotel and catering graduates from Nkumba University in Uganda.

### **1.8.2 Content scope**

The study investigated labour market competences required of the HMIC graduates in hotels and restaurants, the content of the training curriculum, analysed the methods used in the teaching of the courses in the programme by the lecturers; whether it relates to the competences required of HMIC graduates in hotels and restaurants.

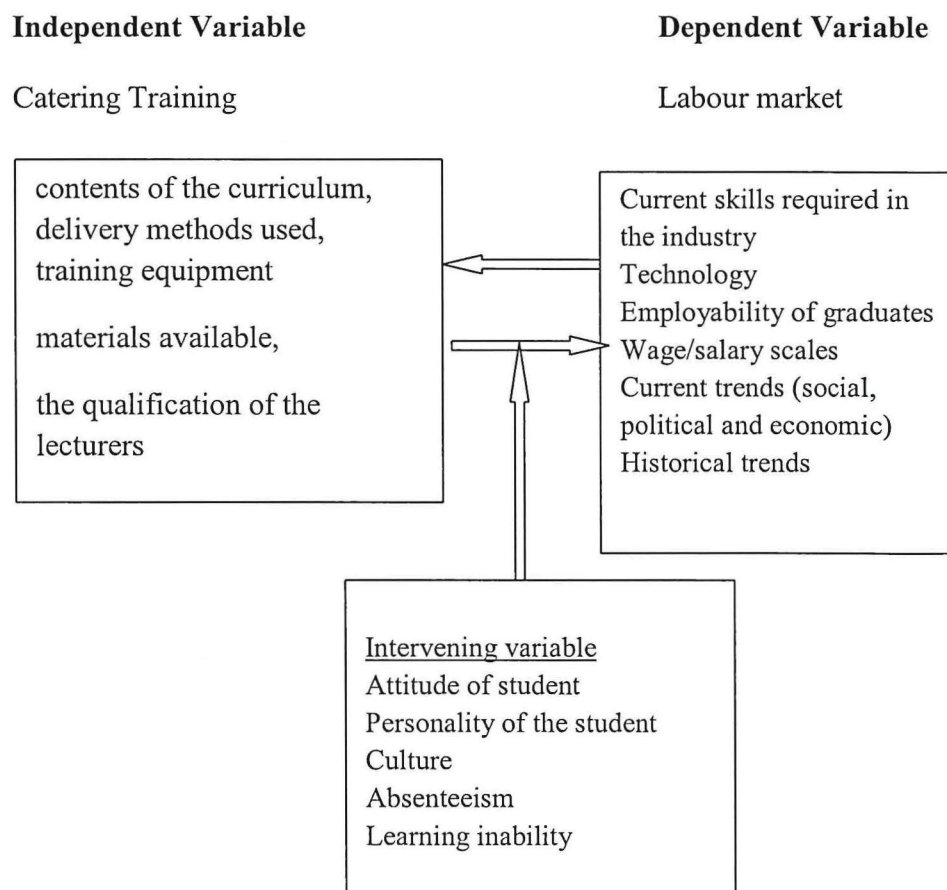
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<sup>6</sup> Vision 2040 is plan and strategies for accelerating Uganda's socio-economic transformation. A strategy aa

### 1.8.3 Time scope

The study took into account the situation that has existed since the Hospitality Department in Nkumba University started offering the Hotel Management and institutional Catering programme in 1994 to date. This gave a track of whether the competence needs in the labour market in hotels has been met by the training programme.

### 1.9 Conceptual Framework:



**Figure 1. 1: Conceptual framework**

**Source: Paseda Kareyo, 2013**

**Explanation of the conceptual framework:**

The study was conducted using a conceptual framework generated by the author as illustrated in Figure 1.1. It explains the different variables of the study and how they influence one another. Hotel Management and Institutional Catering training programme is the independent variable under the study. The independent variable consists of the contents of the curriculum, delivery methods used, training equipment and materials available, and the qualification of the lecturers. These aim at producing catering graduates who are competent in the hotel industry in the various departments in hotels and restaurants. For instance, cooks, bakers, managers/supervisors, catering business owners, Food service and front desk or reservation clerks.

On the other hand, a training programme may be subjective to factors such as; rapid technological changes, new skills required in the industry and specialized equipment in the industry. Because of these factors, training programmes at university may fail to meet the required competences in the hotels and restaurants. This may create a gap between the training and actual skills required of the HMIC graduates. The training institution may be centering attention on producing graduates with relevant knowledge and skills, but the intervening variables such as the personality of the student, absenteeism, lack of interest and poor attitude of the student in the trade may hinder with the process of the training and skills acquisition. As a result, the HMIC graduate output is affected. This was from my own experience and assumption; the study sought to get more extract data and confirm validity of this assumption.

### 1.10 Limitations of the study

No study is perfectly designed without limitations (Catherine & Rossman, 2009). Like any other study, there was an unexpected circumstance. In the first place, time was limited with those who had to give me information during data collection. The hotel managers and the graduates already working had very busy schedules. Nevertheless, I had to re-adjust the prior appointments to fit their schedules.

Limitations are inevitable as Catherine & Rossman pointed above. However, this did not stop the study from being carried out. Efforts were made to create a rapport with the respondents and adjusting to the respondents' time schedules which allowed collection of the data that was required for the study.

### 1.11 Operational definition of terms

The following operational terms were used in the study:

**Competency:** The skills and knowledge to handle a practical task in a given vocation.

**Training:** Education provided by training institutions such as university to help students learn work-related knowledge and competences as a result of participating in a vocational or practical skills and knowledge related to specific competences.

**Catering:** This is the provision of food and drinks at various sites within a facility such as; hotels, restaurants, institutions and event venues.

**Hospitality Industry:** is a broad category within the service sector, encompassing hotels, restaurants, resorts, clubs, events management, theme parks, transportation and tourism industry.

**Labour market:** The English dictionary defines labour market as the market in which employers look and compete for workers and in which workers search for look and compete for employment In this context, the labour market is where HMIC graduates look for employment in hospitality industry including hotels, restaurants, cafes, resorts, casinos.

**Skills:** special ability in a task especially abilities acquired by training

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter on literature review examines other scholars and people's views and the analysis of existing literature on the relationship between labour market competencies needed in hotels and restaurants and the catering training. The review of literature also presents scholarly views about training of hospitality education, approaches, and training methods and how they influence competence acquisition; and arguments on how to improve the process of training in hospitality training. This review also considers areas of training and the skills required of the Hospitality graduates in the world of work.

### **2.1 Competencies Required in the Catering Field**

The term competency was probably first introduced to psychology literature in 1973 when David McClelland argued in his article 'Testing for Competency rather than for intelligence' that traditional tests of academic aptitude and knowledge content in fact predicted neither job performance nor success in life. (Moro & Tubbs, 2004). Moro and Tubbs further explain that competencies are increasingly defined in terms of attitudes. They define competencies as; all-work-related personal attributes, knowledge, experience, skills and values that a person draws on to perform their work well".

There are however, different definitions of competency depending on focus. Broadly speaking, they are acquired by using knowledge in practice, such as competency in problem-solving or in interpersonal communication.

Competence is defined as the skills, knowledge and other attributes that lead to success in a chosen area. This definition implies that any chosen area of vocational trade requires one to have knowledge, skills and any other qualities to be able to succeed in a relevant job or occupation.

The identification of competencies needed by hospitality managers has been investigated since the 1980s (Weber, Crawford, Lee, & Dennison, 2013). In all of the competency research related to hospitality management, essential competencies include skills that can be classified as soft skills.

The need for competent hotel and restaurant personnel in the industry has created outstanding opportunity for food service and hotel management graduates throughout the world (Johanson, Ghiselli, Shea, & Roberts, 2010). In addition they argue that the increased demand has also created problems in the development of hospitality. Academic programmes in hospitality vary considerably. There has been little effort to identify competencies for hospitality occupations especially at Bachelors level in Uganda. This might be attributed to the fact the training institutions develop their own training programmes without involving the industry. The other reason might be the lack of a standard curriculum for hospitality training in Uganda. Accordingly since the 1920s, hospitality educators have leaned on industry leaders for guidance regarding the essential competencies that graduates need for professional success.

The link between practical and theory emphasis is on leading rather than following (Lewis, 1993), by design, hospitality education and training may not be able to adapt as rapidly to change as the industry it serves (Miranda, 1999). Nevertheless, the goal of hospitality education and training is to provide industry with graduates that are capable of

conducting the affairs of business and maintaining a readiness to approach future management issues without reservation (Enz, Renaghan & Geller, 1993). Knowledge creation in essence has become the most significant objective of educational programs that are oriented towards the skills of students in meeting the needs of the industry (Tesone & Ricci, 2005; Chathoth & Sharma, 2007).

Vocational education and training (VET) systems need to deliver the right mix of skills both to meet students' needs and to match the requirements of the labour market. VET programmes need to include an element of workplace training because, apart from the learning benefit, employer's willingness to provide such workplace training reflects potential labour market for skills acquired in the VET programme (OECD, 2009). A report by skills centre<sup>1</sup> indicates that good jobs will increasingly depend on people who can put knowledge to work. What the consultations found was disturbing that more than half of the graduates leave training institutions without the knowledge and skills required to find and hold jobs in their professions.

Hospitality graduates need occupationally specific skills allowing for smooth transition into the labour market without lengthy additional training. They also need generic transferrable skills to carry them through their working career, including the ability to adapt to fast-changing workplace requirements. Catering training is meant to ensure that the knowledge and skills a learner receives is applicable and complete in regards to the foundations of hospitality. The catering professionals need to study; hotel management, food service management, food production and bakery skills.

Recent report on Education for All (EFA) Global Monitoring (GMR), Youth Version states that:

*“If countries are to grow and prosper in a rapidly developing world, they need to pay even a greater attention to developing a skilled workforce. All young people, wherever they are and whatever their background, require skills that prepare them for decent jobs so they can thrive and participate fully in society”*

The report further indicates that there are three types of skills: technical and vocational skills, transferrable skills and foundation skills. The technical and vocational skills in the hospitality trade include skills such as cooking, baking, customer care, skills in laundering, waitron; that prepare graduates for a particular job. The transferable skills refer to a wide variety of skills such as problem solving, entrepreneurship and communication skills. These skills allow graduates to adapt to different work environments. The foundation skills include basic skills as reading and mathematics. These skills are a prerequisite for hospitality course in continuing education.

## **2.2 Content of the HMIC training curriculum**

It is often stressed that some level of industry involvement is important in hospitality curriculum assessment as the hospitality education is heavily linked to the industry. Hospitality training curriculum development in the Caribbean has been guided by an industry-driven needs assessment (Jayawardena, 2002).

A study conducted by Quality consultants on behalf of the Trinidad and Tobago hospitality and Tourism Institute (THTI) in 1997 to determine industry training requirements recommended *“to take industry education and training to the industry rather than bringing*

*the industry to the Institute*". A major concern for hospitality education is making sure that programmes offer quality curriculum that addresses industry needs.

According to UNESCO,(2004) the goals of the curriculum take shape in the subjects taught in schools. This fact gives rise to a policy debate regarding the definition of subjects, their number and the allocation of time to each. Opinion remains divided over the tradeoffs between a curriculum with broad subject coverage and one defined more narrowly, focusing on a small set of priority goals and core subjects. In practice, the minimum numbers of subjects or subject areas listed in official curricula around the world have changed relatively little over the past two decades.

One of the most significant and rapidly changing facets of the hospitality business in the past ten years is the emphasis on issues surrounding sustainability and green procedures. A Director of Sustainability for Hyatt Hotels was featured as a keynote speaker at the most recent I-CHRIE Conference in San Francisco. He emphasizes that knowledge of inexperienced policies and taking steps towards sustainability across hospitality industry sectors calls for some attention in hospitality management curricula. Significant changes in the competitive environment of business and education, along with changes in the macro-environment point to the need for curriculum reform in hospitality and tourism management. These changes represent a call for new data from industry professionals to guide the educational process in the hospitality discipline.

### **2.3 The training process in relation to the competencies needed of the graduates in Hotels and Restaurants**

In understanding the impact of Practical Vocational Education we need to know more about how and why different learning methods were selected and about which method may be most appropriate for achieving different goals and delivering different curricula.

According to Bergli, Froyland & Larsen (1997, p. 1) as cited in (Kulabako, 2011); wherever there is a labour market characterized by adjustments, and where many have to change jobs, then training and competence become progressively more important. These writers argue that good levels of competence and ability to adjust at all levels of the labour force strengthen enterprises' possibilities to adapt to changes in demand, growing international competition and other market conditions. In such situations, an appropriate pedagogy is vital – as it is in any learning situation such as the hotel management and institutional catering.

Soft skills are best taught through role modeling rather than formal academic instruction. (Wilks & Hemsworth, 2011, p. 137). According to Bandura's Social Learning Theory, cited in (Wilks and Hemsworth, 2011) people learn from one another through observation and imitation (modeling), and reproduction of given behaviours. They further note that the process involves close contact, imitation of seniors, understanding the concepts and role model behavior. Proper training helps to build the learners' competences suitable for the labour market. Human capital and skills are important ingredients in developing a vibrant hospitality sector. A report by (Africa house at New York University, Africa Travel Association (ATA) & The World Bank (WB), May 2010), contends that many African

countries need to invest in education in the hospitality sector. The report argues that the countries have many training centres yet many of these offer limited hospitality and tourism courses. This implies that there is need to offer more relevant training programmes in operations, food production, languages, food service skills, business skills, health and safety, tour guiding and general hotel operations and management.

The aim is to make students active in the learning process until they reach the stage where they become their own teachers, i.e. they can seek out best possible ways to learn new material and ideas, they can seek resources to help them in this learning, and they can set appropriate and more challenging goals for themselves.

## CHAPTER THREE: METHODOLOGY

### 3.0 Introduction

This study investigated competence and the training required of HMIC graduates at Nkumba University. In this chapter, analysis of the study design, the study population, the sample population, sample selection and data collection methods are presented.

### 3.1 Study design

This study adopted a descriptive case study using qualitative methods of data collection and analysis. The study investigated competences required of Hotel Management and Institutional Catering graduates in the world of work in relation to the training programme. This study used descriptive design to get better knowledge and understanding of how the course units offered by the Hospitality Department at Nkumba University met the competences required of the graduates in Hotels and Restaurants in Uganda. The intention was to get people's perceptions, opinions, feelings and ideas about what applicable competences are needed in hotels and restaurants and the training provided by hospitality department. According to Kincheloe, (2003) a descriptive research is foregrounded in peoples' experience as it is lived, felt and undergone which implies that the social world can only be understood from the standpoint of the individuals perceiving it.

The study was also interested in understanding the delivery methods in the training programme used by the lecturers in imparting knowledge and skills to the hotel management and institutional catering students, the necessary knowledge, values, attitudes and skills.

For this reason, I carried out fieldwork to collect data in order to get an in-depth understanding of the problem for me to be able to make adequate qualitative

interpretations. Descriptive study design helped me to better understand the different behaviours of the participants, as they were expressing their feelings, views, ideas and opinions on this study in their own words. Qualitative approach promotes greater understanding of not just the way things are, but also why they are, (Amin, 2005, p. 42)

### **3.2 Study Area**

The study was conducted in Nkumba University at the Hospitality Department in the School of Sciences (SCOS), and five selected hotels located in Kampala city and Entebbe Municipality. The hotels included Serena Kampala Hotel; Sheraton Hotel, located in Kampala City, Serena Lake Victoria Hotel near Kigo prisons in Lweza, Lake Victoria Hotel and Imperial Resort Beach Hotel, both found in Entebbe Municipality. Nkumba University is located 27 kilometers along Kampala-Entebbe Highway in Wakiso district, in Central Uganda. The Hospitality Department is one of the departments in SCOS training Hotel Management and Institutional Catering (HMIC). Nkumba University trains HMIC graduates at certificate, diploma and bachelor levels. The selected hotels are some of the hotels which take on HMIC graduates from Nkumba University on industrial training attachment.

### **3.3 Study Population**

The study population refers to a group of people from whom information on the problem under investigation can be obtained. Joan (2009) refers population to the entire group of individuals or objects to which researchers are interested in generalising the conclusions. Four categories of population were considered for the study after. I used four population categories for this study. These were selected amongst a) the training staff at the hospitality

department, b) HMIC graduates, c) the final (third) -year continuing students and Hotel managers.

*The training staff:* These were both men and women working at the Hospitality Department. Four training staff were selected randomly to take part in the study. Since they trained and instructed the students, they had information on the kind of training and could easily enlighten challenges they met during the training.

*The final-year HMIC continuing students:* these included both male and female, selected from the two programmes (day and weekend). Being students in their final year of study, they had a reasonable exposure to the training in Hotel Management and Institutional Catering and have also undergone through industrial training at the various hotels, they were able to articulate something about what skills were expected of them in the workplaces and the adequacy training at the University. I interacted with twelve final-year continuing HMIC students.

*HMIC graduates:* Under this category, Ten HMIC graduates were selected. These included both men and women and were the key study respondents. I considered both sexes in the study order to get a fair analysis of the training and their experiences in Hotels and restaurants. The basis for this particular category was that in addition to the reality that they had undergone and completed their study programmes at the University; they had also been in the world of work (hotels and restaurants), familiar its reality and so had a better image of what they went through. The HMIC graduates who were selected in this study were those who had completed the HMIC training programme between the periods of 2008-2011 and were working in Kampala and Wakiso Districts.

**Hotel managers:** Ten Hotel managers/supervisors from five Hotels were selected for this study, selecting two managers/supervisors from each hotel purposively. The managers represented the four major departments in the hotel (food and beverage service, kitchen, front office and housekeeping). Hotel managers were involved in the selection, supervision and training of the graduates (employees) in the various departments of the hotel. Hotel managers/supervisors had also worked in the hotels and restaurants and so deemed to have a view on what competences were needed of the HMIC graduates in the industry in terms of practical and theoretical course units.

### 3.4 Sampling size and selection

The sample comprised of 36 respondents as a total from the four categories of the population as illustrated in Table 3.1.

**Table 3. 1: Summary of the Sample Size and Selection methods**

| Population                | Sample size | Selection method         |
|---------------------------|-------------|--------------------------|
| Training staff            | 4           | Simple random- purposive |
| Continuing students       | 12          | Simple Random-purposive  |
| Graduates already working | 10          | snowball                 |
| Hotel Managers            | 10          | Purposive                |
| <b>Total</b>              | <b>36</b>   |                          |

*Source: Primary data*

### **3.5 Sampling Techniques**

#### **3.5.1 Simple random sampling**

I used simple random sampling technique to choose the training staff and continuing students in their final year for this study. Names of respondents were basically written on pieces of paper. These pieces of paper were folded and put in a box after which one and four of each of the category respectively was chosen randomly

##### **3.5.1.2 Snowball sampling**

Snowball sampling technique was used for selected HMIC graduates who were already working. One graduate gave information that led to finding another elsewhere in either Kampala or Wakiso Districts.

### **3.6 Data collection methods**

Primary data was collected directly from the population of this study. Secondary data were sourced through analyzing documents such as the HMIC training course outlines at the Department. The organisation and administration documents, and how the course content is spread through the study of the programme, the preliminary report on the evaluation of the programme that took place between 2007 and 2011 at the University. The prospectus, department brochure and time tables were analysed. This was done using the following methods:

#### **3.7.1 Observation**

I was personally in the lecture rooms and practical demonstration labs with an observation checklist and to study the teaching methods used by trainers and how the learners respond in respect to the different methods. The main reason why I used observation as a data

collection tool was to get some bits of information that would be difficult to pick using other methods especially data on non-verbal behaviour. According to Sekaran as cited in Kulabako, (2011), observation method aids observation of other environmental factors such as layout, workflow patterns, the closeness of the sitting arrangement, and the like. In order to facilitate my memory, I kept a descriptive log of observations on daily basis. These helped to guide and assess my advancement.

### **3.6.2 In-depth, unstructured Interviews**

I interviewed twelve (12) students selected from full time and weekend programmes in their final year of study. I also interviewed ten (10) HIC graduates, four (04) lecturers and ten (10) hotel managers. Interviews with the respondents dealt with the content and methods of the training at Nkumba University for the lecturers; and the skills gaps in relation to skills required in the labour market in hotels and restaurant, learning methods and the content in the training programme for the continuing students and the graduates already working, respectively. The face-to-face interviews were advantageous to me in that they not only helped me obtain non-verbal data from the respondents, but also provided an in-depth understanding of the situation. Besides, just as Sekaran (2003, p. 232) points out, I was able to adjust to the questions as necessary, clarify doubts to the respondents and ensure that the responses were properly understood. I was able to repeat/ rephrase the questions where necessary to improve clarity and understanding.

### **3.6.3 Documentary Analysis**

Here, I looked at the catering training curriculum documents of the Department, the reviewed Programme document from NCHE and report on the evaluation process which was on-going at the time, and the departmental brochure.

### **3.7 Data Collection Procedure**

I obtained an introductory letter from the Graduate School through NOMA administration at Kyambogo University. This letter officially introduced me to the Department of Hospitality in Nkumba University and the Hotels named in this study. With the consent granted, I went further on to collect the data. The proposal guided the whole process of data collection.

### **3.8 Data Analysis**

The data collected from the study were qualitatively processed and analyzed following the objectives of the study. Content analysis was done whereby I grouped content categories under themes and sub-themes. Information from in-depth interviews was recorded in the field notebooks. Hand-written notes were also taken during and after documentary analysis and observation sessions. The data was then processed in the Microsoft Word, corrected the grammar, and organized it in order to examine needless data. Data was then arranged according to the research objectives by copying and pasting. It was read more than once and to identify themes and sub-themes. This gave me chance to get the different viewpoints of the respondents about the topic of study. The viewpoints raised here were very helpful in increasing a coherent discussion based on each objective in the next chapter.

Once this was done, I presented, interpreted and discussed the data qualitatively following each objective, in light of the current literature and discussion on the topic the main aim here was to establish the adequacy of the information, its credibility, usefulness and consistency such that I could present it with confidence. In some cases, the views of the respondents were quoted in an exact way to bring out evidently their opinions

### **3.9 Ethical Issues**

Ethics represents certain standards according to which a particular community or a group agrees to regulate its behaviour to protect the citizens. (Collins, et al., 2000). They argue that one of the primary responsibilities that the researcher has towards the participants is not to harm them in any way. I ensured the respondents' consent to participate in the study was obtained.

Respondents were made to understand what the research involved and the procedure that had to be followed. Secondly, I ensured confidentiality by undertaking not to publicly link a specific response or behaviour with a particular respondent in the study. The ethical consideration took precautions to protect respondents' anonymity.

### **3.10 Data quality management**

Getting reliable and valid data is one of the main aspirations of every researcher. To ensure reliability and validity of the study I used, triangulation techniques. These techniques enabled me to confirm or additionally qualify the data I had obtained from one source. Information on the same topic gave confirmation or qualification from other sources enhanced the findings of my study. The basis for triangulation was to cross-reference and mix the information gathered from the different categories of respondents. I used different methods of data collection such as, observation, in-depth interview and documentary study; and collecting data from different sources. . Comparisons of answers of the same question with different respondents were done. I also ensured that handwritten field notes correspond with recorded information. In various instances, I interviewed some of the respondents more than once for reasons of making the data valid and details of the data they had given earlier. This enhanced the quality of my study findings.

## CHAPTER FOUR: DATA PRESENTATION, INTERPRETATION AND DISCUSSION

### 4.0 Introduction

This chapter presents results, interpretation and discussion of the data gathered in respect to objectives. The following objectives guided the study:

- i) To investigate the competencies required in Hotels and Restaurants
- ii.) To examine the content in HMIC training curriculum at Nkumba University.
- iii) To analyse the training process during the University-based training in relation to the competencies needed of the graduates in Hotels and restaurants.

### 4.1 Characteristics of Respondents

Table 4.1 shows the distribution of the respondents as revealed by the study.

**Table 4. 1: *Number of the Respondents***

| Category of Respondents    | Male      | Female    | Total     |
|----------------------------|-----------|-----------|-----------|
| HMIC continuing Students   | 4         | 8         | 12        |
| Training staff             | 2         | 2         | 4         |
| Hotel managers/supervisors | 6         | 4         | 10        |
| HMIC graduates             | 3         | 7         | 10        |
| <b>Total</b>               | <b>15</b> | <b>21</b> | <b>36</b> |

*Source: Primary data*

The results in Table 4.1 indicate that out of a total of 36 respondents 15 were male where as 21 were female. This implies that the majority of the participants were female.

#### 4.1.1 Age Group

According to the study the various categories of respondents were in the following age groups.

**Table 4. 2: Age Group of the respondents**

| Category of Respondents | Age Bracket |          |          |          |          | Total     |
|-------------------------|-------------|----------|----------|----------|----------|-----------|
|                         | 20-29       | 30-39    | 40-49    | 50-59    | 60+      |           |
| Continuing Students     | 12          | -        | -        | -        | -        | 12        |
| Lecturers               | -           | 1        | -        | 2        | 1        | 4         |
| Hotel managers          | -           | -        | 2        | 4        | 4        | 10        |
| Fresh graduates         | 4           | 5        | -        | 1        | -        | 10        |
| <b>Total</b>            | <b>16</b>   | <b>6</b> | <b>2</b> | <b>7</b> | <b>5</b> | <b>36</b> |

*Source: Primary data*

Table 4.2 shows that 12 continuing students and 4 graduates were in the age bracket of 20-29. Of the 36 respondents, one lecturer and 5 fresh graduates were in the age bracket of 30-39, where as 2 hotel managers were in the age group of 40-49. On the other hand 2 lecturers, 4 hotel managers and one fresh graduate were in the age bracket of 50-59. In the age bracket of 60 and above there was one lecturer and 4 hotel managers. From the results I note that most of the respondents were in the age group of 20-29. These were students and they were many compared to other study participants.

## 4.2 Competencies Required in the Catering Field

In this section, I sought to answer the research question: What are the competencies needed in the Catering field? To obtain the necessary data responses from continuing students, lectures, hotel managers and fresh graduates were considered. Table 4.1 presents the analysis on the competencies that are needed in the catering field as revealed by the study.

**Table 4. 3: Competencies that are needed in the catering field**

| Item<br><br>Competencies Required              | Responses              |           |                   |                    |           |
|--|------------------------|-----------|-------------------|--------------------|-----------|
|  | Continuing<br>Students | Lecturers | Hotel<br>Managers | Fresh<br>Graduates | Total     |
| Communication skills                           | 04                     | 02        | 04                | 03                 | 13        |
| Customer service skills                        | 03                     | 01        | 02                | 03                 | 09        |
| Computer knowledge and IT skills               | 02                     | -         | 01                | 02                 | 05        |
| Conflict resolution                            | 01                     | -         | -                 | -                  | 01        |
| Self motivation                                | 01                     | -         | -                 | 01                 | 02        |
| Knowledge of practical service expected guests | 01                     | 01        | 02                | -                  | 04        |
| Multi skilled                                  | -                      | -         | 01                | 01                 | 02        |
| <b>Total</b>                                   | <b>12</b>              | <b>04</b> | <b>10</b>         | <b>10</b>          | <b>36</b> |

*Source: Primary data*

The findings in Table 4.3 indicate that out of the 36 respondents, 13 were of the view that communication skills was one of the core competencies required in the catering field, 09 said customer services skills, 05 claimed that it was computer knowledge and

IT skills, one made it clear that it was conflict resolution, O2 put across that most employees were interested in a workforce which is self motivated, O4 commented that among the core competencies required in the catering field include knowledge of the level of service practical service expected by guests where as O2 said that the catering field requires individuals who were multi skilled stood a higher chance of being hired.

Overall, the implication of the above findings of this study is that hotel management and Institutional Catering training programme and educators should concentrate on those competencies perceived as essential in hotels and restaurants by practicing professionals, and provide programmes to develop them.

The above results imply that communication skills, customer service skills, computer knowledge and IT skills and Knowledge of practical service expected by guests are the core competencies required in the catering field. On the other hand other competencies like conflict resolution tactics, self-motivation, and multi-skilledness also play a fundamental role in the catering industry.

Continuing students when asked about the core competencies that were targeted during their industrial training claimed that they included communication skills, customer service skills, and computer knowledge and information technology skills. On the other hand, the trainers and Hotel managers made it known that in catering field, mainly the competencies required revolve around; knowledge of the level of service expected by international guests, conflict resolution and self-motivation. Still commenting on a similar issue the fresh graduates said that usually most employees are always interested in a workforce who can demonstrate computer skills and information technology skills claiming that we live in a

contemporary changing world. This is because like in other professions the catering field requires individuals who are competent in order to observe sustainable growth of the sector.

As supported by the EFA report (2012) that if countries are to grow and prosper in a rapidly developing world, they need to pay even a greater attention to developing a skilled workforce. All young people, wherever they are and whatever their background, require skills that prepare them for decent jobs so they can thrive and participate fully in society. This is in agreement with Johanson, Ghiselli, Shea and Roberts (2010) who opine that the need for competent Hotel and restaurant personnel in the hotel industry has created outstanding opportunity for food service and Hotel management graduates throughout the world. However, Allen Consulting Group (2007) conducted an evaluation on the restaurant and Catering Industry and found that much as it employs a significantly reasonable number of Australian population, the industry experiences low profitability and shortages of skills and labour. This was due to the low quality entrants who have driven down prices and in some instances have damaged the reputation of the restaurant and catering industry.

#### **4.3 Objective2: To examine the content of HMIC Training Curricular**

The findings here answer the research question;

Does the content in HMIC training curriculum prepare graduates who meet the competencies required in the labour market? The primary source of data for this objective was the course outlines for the HMIC course programme, the training staff, HMIC graduates and the HMIC continuing students. I obtained data by observing, analysing programme documents and in-depth interview with the respondents

As of the documentary study, I established that the existing curriculum offered courses ranging from the fundamental courses to core courses that touched issues in the current global hospitality industry. This shows that the hospitality department was trying to train alongside the changes and requirements in the labour market in hotels and restaurants. The fundamental courses revealed included, Introduction to Food and Nutrition, Health and hygiene, Housekeeping, Communication Skills, Introduction to French/German, Rural Sociology, Hotel Accounting, Front Office Operations, Food preparation principles I, and Intermediate French/German offered in the first year. Second year courses offered by the HMIC department were: Food Preparation Principles II, Hospitality Human Resource Management, Food Service operations, Customer Care , Advanced French/German, Food Production and Presentation, Computer Applications, Business Ethics, and Research Methods, Food and Beverage Costing, and Industrial Attachment and Report during recess at the end of second year.

Third year courses were: Entrepreneurship Skills, Bar and Beverage Management, Baking and Confectionery Production, Research Project and Dissertation, Hospitality Service Marketing. Laundry Operations, Organisation Behaviour/Administrative Functions, Strategic Management, Hospitality Facilities Management were some of the third year course units for those specializing in Hotel Management, while Food Service Equipment and Design, Nutrition and Dietetics, Food Processing and Preservation and Food Specialisation were third year course units for the students specializing in Institutional Catering. The above course units had time allocation on the timetable during which the content fixed in the curriculum would be completed. Time allocation ranged from 45 contact hours for a three credit unit course and 60 contact hours for four credit unit courses.

Industrial Attachment and Report and Research Project and Dissertation were for a period of 75 hours each with five credit units. Looking at the number of courses offered by the department, it appears that apart from the core courses, the department was trying to pick on every aspect that they thought was relevant to be studied to supplement the core ones. The graduates reported that they found the courses relevant and vital to their areas of specialization. While all the respondents acknowledged that most of the course content given during the training was relevant to and consistent with the tasks they were performing in the field, some (graduates and continuing students), also noted that some course material was completely irrelevant and they saw no reasons as to why such material was taught at all. Some of the courses noted to have been irrelevant to some respondents were; catering law, rural sociology, hotel accounting. Some of them noted that they did not find these courses at all relevant to the work situation in Uganda

In a study into workshop learning in Sweden during the 1970s, Nilsson (cited in Mjelde, 2009) points out that most students wanted to work with assignment that had concrete applications. He further reveals that most students found the work they did and the learning they had undergone to be completely meaningless. This is in conjunction with the finding above which indicates that some courses were meaningless to the learners.

On the other hand, the teaching staff seemed to disagree with the graduates. To them virtually all the courses taught at the department were relevant to the hotel industry in the country at the time and so were important and appropriate.

In my opinion, the trainers seemed to have limited clarity on the relevance of the courses to the students' real life experiences. Apparently, the students were not able to see the

relevance of some of the courses they were being taught, but the trainers seemed not to address the issue. A number of factors could be responsible for the situation. It is possible the course was relevant, but the lecturer did not explain how; or the way it was taught had the relevancy because of the poor training methods. The possibly is, if the courses had practical application as pointed out by (Nilsson 2007, cited in Mjelde, 2009), the students could have seen the meaning of the said courses.

If the students see no meaning in what they are learning they are bound to lose interest in the learning process. There seem to have been lack of some degree of connectivity of the two learning environments as observed by Jorgensen (2008, p. 186) – the school learning environment and the workplace. The question is, did the students get involved in constructing their learning (Biggs, 2001), and did they participate in the practical arrangement at any one moment? This ought to have removed the vagueness of the said courses as pointed out by the students.

The courses ranged from general theoretical to core practical course units. This meant that the department was to train the graduates to meet the changes in hospitality industry. The core courses included: food preparation and presentation, housekeeping, bar and beverage management, laundry, front office management, food and beverage service management, food costing, baking and confectionery, food specialty, nutrition and dietetics, customer care, health and hygiene and hospitality supervision. These form the fundamental functional course units in the hotel management and institutional catering programme. All course units had time allocation in the timetable during which the content given in the curriculum would be accomplished. Time allocation for all the course units was 60 contact hours for four credit unit courses.

When asked whether the content in HMIC training curriculum prepared graduates who meet the competencies required in the labour market, the continuing students made it known that, “Yes, most of the course units are relevant but missing the practical bit of it”. This was further confirmed by the fresh graduates who said that most course units were relevant to the labour market requirements (front office, housekeeping and food preparation), theoretically though, apart from a few course units like rural sociology, Business Ethics, Hotel and catering law. When asked to explain why they thought some course units were irrelevant, one of the respondents said:

I do not find some courses related to hotel work at all, one may even wonder whether they have been borrowed from other disciplines or not. To me the teaching of course units like rural sociology beats my understanding. The applicability of the knowledge acquired remains an issue of concern even in the near future especially in the catering field.

This finding coincides with Clement (2005) who suggests that graduates may need to be encouraged to explore the possibilities of applying their skills to a variety of workplace contexts rather than narrowly defined vocational outcomes. Being able to provide graduate employment and understanding how they have utilised the skills they have gained during a course of study has become an important marketing strategy for higher education institutions in developed countries (Le Heron & Hathaway, 2000). Most universities, for example, have statements that identify graduate attributes and their link with workplace skills. Viability of courses based on the pursuit for knowledge's sake alone is being increasingly challenged by market viability factors (Symes, 1999). Likewise third year continuing students acknowledged that some course units in the content was completely unrelated to the current demands of the labour market. They maintained that they saw no reasons as to why such course units were taught. Still commenting on a related issue, the

hotel managers also noted that some of the course units were not relevant for the competencies required of the graduates in hotels and restaurants.

**4.4 Objective 3: Analyse the training process during the University based training in relation to the competencies needed of the graduates in Hotels and Restaurants.**

In this objective, I address the research question: Are the methods used by the Hospitality trainers during training of theory and practical effective for training and skills acquisition?

The key sources of data on this objective were the HMIC graduates, the final year HMIC continuing students, and the trainers. Results under this section deal with research question three which stated: Are the methods used by the Hospitality trainers during training of theory and practical effective for competencies and skills acquisition?

#### 4.4.1 The training methods used during the training of HMIC students

| Item<br><br>Training Process (Teaching Methods Used) | Responses           |           |                 |           |  |
|--|---------------------|-----------|-----------------|-----------|--|
|  | Continuing Students | Lecturers | Fresh Graduates | Total     |  |
| Lecturing  | 09                  | 02        | 08              | 19        |  |
| Research reports                                     | 03                  | 01        | 02              | 06        |  |
| Seminars   | 03                  | 02        | -               | 05        |  |
| Presentations  | -                   | 01        | 01              | 02        |  |
| Group discussions                                    | 03                  | 01        | 01              | 05        |  |
| Role play  | 01                  | 01        | -               | 02        |  |
| Demonstrations                                       | 01                  |           | -               | 03        |  |
| <b>Total</b>   | <b>20</b>           | <b>04</b> | <b>10</b>       | <b>36</b> |  |

*Source: Primary data*

The results in Table 4.4 above provide the analysis on the training process (methods) in relation to the competencies required of the graduates in hotels and restaurants as revealed by the study. Data was mainly obtained through observation and interviews. Data was obtained from continuing students, trainers and HMIC graduates.

Responses from the in-depth interviews with all the respondents in respect to training methods used discovered that the methods used in the training were both theory and practical. All course units theory or practical, took a period of sixty hours within fifteen weeks of teaching per semester making a total of 30 weeks in one academic year, and 90 weeks in a three year programme for each course unit. Separate from the little practical

aspects within the class, there was industrial field attachment in hotels, restaurants and other related hotel establishments. This took a period of twelve weeks at the end of the second year during recess term and it was once through the three year course programme. There was no industrial field attachment in the first year and at the end of third year.

Observing from the findings above, it appears that theoretical training from classroom in the University was to a large extent more preferred to practical work in hotels and restaurants. This finding is in agreement with the experiences I established in various VET institutions visited during the different research excursion<sup>7</sup> carried out during the two year MVP training. A good number of training institutions had more time allocated within the institutional environment for vocational theory and general knowledge than the practical.

Students gain valuable experience by way of applying their practical learning in the workplace, develop their skills in interacting with fellow workers, customers and management and discover in which direction they would like to steer their careers. This is in conformity with (Oxendine, Robinson, & Willson, 2004), who argue that internship emphasizes on-the-job training, provides opportunities for students to gain experience in the field, determine if they have an interest in a particular career.

The training curricula, as well as results from all respondents showed that theory course units were taught first then later followed by the practicals in the practical demonstration rooms and industrial field attachments into the hotels and restaurants. During the theory instructions, findings revealed that little, and sometimes no reference was made in relation

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<sup>7</sup> These were field expeditions done during MVP programme at Kyambogo University. Training Institutions and workplaces were both visited to learn more about what happens in the two environments.

to the practical expectations in the field. The theory was in most times a subject completely independent of practice and practical implementation in most of the course units.

From the above results it can be noted that the lecture method is one of the methods commonly used by HMIC trainers at Nkumba University. However the question of whether it is effective as far as helping graduates acquire the necessary employable skills remains controversial. In relation to this Bergli, Froyland and Larsen as cited in (Kulabako, 2011) argue that wherever there is a labour market characterized by adjustments, and where many have to change jobs, then training and competence become progressively more important.

In my view, the issue of linking training to the labour market requirements remains fundamental in the education sector. This is because without the necessary competencies required of the graduates in the catering trade as well as other professions, graduates will always find difficulties in finding employment or becoming self enterprising. Therefore training should be dependable and extensive, flexible and dynamic, geared towards the job market and towards fostering personal skills; all of this together and for the rest of a participant's life (Clement, 2005). Accordingly de Weert (2011) suggests the dual education as a successful model to close the gap between education and work. de Weert maintains that in Germany, it operates mainly in the VET sector and the Berufsfachschulen, but finds its place increasingly in higher education. However, another issue is whether companies are well positioned to accommodate an ever larger number of students and whether existing policies in Uganda are in support of this system.

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management and discover in which direction they would like to steer their careers. This is in conformity with (Oxendine, Robinson, & Willson, 2004), who argue that internship emphasizes on-the-job training, provides opportunities for students to gain experience in the field and determine if they have an interest in a particular career.

The training curricula, as well as results from all respondents showed that theory course units were taught first then later followed by the practicals in the practical demonstration rooms and industrial field attachments into the hotels and restaurants. During the theory instructions, findings revealed that little, and sometimes no reference was made in relation to the practical expectations in the field. The theory was in most times a subject completely independent of practice and practical implementation in most of the course units.

In analysing the programme document, some of the objectives of hotel management and institutional catering training programme were to train hotel managers who were to use the knowledge and skills acquired to enhance hospitality in communities, and demonstrate ability to research on community needs. This necessitated that learners acquire practical skills in the knowledge areas cited in the objectives. According to Mayes (2007) the expected learning outcomes should be able to help determine the pedagogical model adopted by the trainer. Teaching theory that may not be related to or totally separated from the practice as revealed by the findings cannot equip practical skills relevant for work and do research on community needs. There is need to view learning from the perspectives of situated learning, one that enhances the connection between the world of work and the training, one that has meaning from the perspectives of the learners, and one in which the learner is involved in making meaning of the new knowledge while reviewing the old knowledge.

From the interviews with the students it was further realized that lecture method was the most preferred and most frequently used by the teaching staff. This was justified by the teaching staff as the easiest to organize and deliver.

The results in Table 4.4 provide the analysis on the training process in relation to the competencies required of the graduates in Hotels and restaurants as revealed by the study. Data was obtained from continuing students, lecturers, hotel managers and fresh graduates.

Table 4.4 shows that of the 36 respondents, 15 made it clear HMIC trainers mainly employed the lecture method, 08 said that research reports, 05 respondents said group discussions, 03, demonstrations, 02 revealed that sometimes HMIC trainers organize students for seminars and one said seminars.

From the above results it can be noted that the lecture method is one of the methods commonly used by HMIC trainers at Nkumba University. However the question of whether it is effective as far as helping graduates acquire the necessary employable skills remains controversial. In relation to this Bergli, Froyland and Larsen as cited in (Kulabako, 2011) argue that wherever there is a labour market characterized by adjustments, and where many have to change jobs, then training and competence become progressively more important. In support of Bergli, Froyland and Larsen's view, I assert that the issue of linking training to the labour market requirements remains fundamental in the education sector. This is because without the necessary skills graduates in the catering as well as other professions will always find difficulties in finding employment or becoming self-enterprising. Therefore training should be dependable and extensive, flexible and dynamic, geared towards the job market and towards fostering personal skills; all of this together and for the rest of a participant's life (Clement, 2005). Accordingly de Weert (2011) suggests

the dual education as a successful model to close the gap between education and work. de Weert maintains that in Germany, it operates mainly in the VET sector and the Berufsfachschulen, but finds its place increasingly in higher education. However, another issue is whether companies are well positioned to accommodate an ever larger number of students and whether existing policies in Uganda are in support this system.

## CHAPTER FIVE

### SUMMARY, CONCLUSION(S) AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter gives a general summary of the study, conclusion(s) and some recommendations for improvement of catering and eventual placement of Nkumba University catering graduates in the labour market in hotels and restaurants.

#### 5.2 Summary

This study was set to answer the question that does the training provided by the department of hospitality at Nkumba University equip HMIC graduates with relevant knowledge, skills/competences required of them as demanded by the labour market in hotels and restaurants. The study in particular looked at the competence/ skills required of the graduates in hotels and restaurants, the content of the training curriculum provided during the University training and the didactic methods used by the training staff during the training.

Basing on the findings, it can be noted that HMIC graduates from the department of Hospitality at Nkumba University lacked practical competences required in performing practical tasks in service required by guests. Key skills/competences required that lacked practical element included skills required for service demanded by guests in housekeeping, food production, front office, food and beverage service, bar and beverage service, to mention but a few.

From the findings, the curriculum was relevant to what the students got in the labour market in hotels and restaurants apart from a few course units like rural sociology, catering law and business ethics. On the other hand, the curriculum had some missing essential elements that were believed to be vital for the graduates if they were to fit in well in the labour market in hotels and restaurants. In the age of increased use of technology, ICT was found to be fundamental, and many times the graduates had challenges working with the computers in hotel and restaurants.

Lecture method was the most preferred didactical approach by the training staff against other methods that should have helped the students to get involved in building their own learning. Observing from the findings, the training basically took place in traditionally arranged lecture rooms. The lecture rooms did not boost shared relationships between the learner and their trainers and amongst themselves. There was industrial training field attachment in hotels and restaurants at the end of second year during the vacation to help the learners gain practical hand-on experience in hotels and restaurants.

## **5.2 Conclusion(s)**

The study sought to examine the Catering training programme in Nkumba University and the competences/skills needed in the labour market in hotels and restaurants for effective performance. The study aimed at answering questions according to the following objectives;

- i) To investigate the competencies needed in the Catering field.
- ii) Examine the content in HMIC training curriculum at Nkumba University.

iii) Analysing the training process during the University-based training in relation to the competencies needed of the graduates in Hotels and restaurants.

All in all, the study established that communication skills, customer service skills, computer knowledge and IT skills and knowledge practical competence of service expected by guests are the core competencies required in the catering field. On the other hand other competencies like conflict resolution tactics, self-motivation, and multi-skilledness also play a fundamental role in the catering industry.

In regard to whether the content in HMIC training curriculum prepare graduates who meet the competencies required in the hotels and restaurant, the study revealed that most course units were considered relevant to the current labour market requirements (front office, housekeeping and food preparation) apart from a few course units like rural sociology, Business Ethics, Hotel and catering law.

Finally, it was clear from the study findings that the lecture method is one of the methods commonly used by HMIC trainers which are still trainer-centred and not learner-centred and theoretical. However the question of whether it is effective as far as helping graduates acquire the necessary employable skills remains controversial. The industrial training attachment at the end of second year of study was found to be a very good method of inculcating knowledge and skills required in the labour market in hotels and restaurants. Students preferred to have more time on industrial training attachment, because it exposed them to real life situation of the work in the hotel industry. Approaches such as work – based learning or training, group discussion imitation and entrepreneurship needs to be emphasized.

### 5.3 Recommendations

In light to the above:

- i) Nkumba University should sign a memorandum of understanding with Hotels and restaurants especially those that absorb the students for internship for purposes of placement and supervision of students.
- ii) The hospitality department at Nkumba University should construct a competence profile of its HMIC graduates at various levels, that is, certificate, diploma and bachelors.
- iii) The University should identify the required competences and match competences with the content, duration and methodologies of training used in the curricular for Bachelor of HMIC.
- iv) The Hospitality department should work with D.I.T and the hotel sector to identify required competences standards expected of the labour market to match training methods and content.
- v) The university and hotel establishments should work hand in hand to design curriculum for training students through industrial attachment which will equip graduates with the right knowledge, skills and attitudes. This will help to avoid the controversies in training and the labour market requirements. Hotels and Restaurants of attachment can help the hospitality department to develop an industry and demand-driven curriculum, and also help in the training of practical skills.

- vi) For improved delivery, some of the practical aspects in the curriculum must be taught practically. More practical-based approaches like practising, watching, imitating, real world problem solving and work on practical tasks should be adopted to equip the learners with practical skills to perform their tasks adequately and with limited difficulties in the workplaces.
  
- vii) There is urgent need for Nkumba University to have all the training staff (lecturers) trained professionally in pedagogical skills. There should be organized on-job training in teaching skills. In this case a professional course like vocational Pedagogy comes in handy.
  
- viii) Lecturers should vary their teaching methods by giving examples from real life situations. They should help learners to see the relevance of the theory that is being taught to the practice in real life situations. Methods that involve the students in active participation and not as passive participants should be used. Such methods as group practising, watching and imitation would go a long way to help the learners understand their world of career.

The department should have its new staff teaching particular courses taken through an orientation/ seminar to introduce them into interpretation of the demands of the curriculum and the expected output, which in turn would help to determine the mode of teaching.

#### **5.4 Areas for Further Research**

Basing on the findings, I propose that future studies be conducted in following areas.

- i. The present study focused catering training and labour market competence requirements and, therefore future researchers should consider looking at the influence of customer service delivery and IT on the development of the catering industry
- ii. Future studies should be conducted in a similar field, but taking on a cross sectional survey design as would bring out a clear picture of the relationship between labour market requirements and catering training in Uganda
- iii. Quantitative study should be conducted over wide area in Uganda or East Africa considering labour market requirements and hotel and restaurant practices in Uganda or East African region.
- iv. Study of hospitality training curricula and training methods in Uganda/ East Africa

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## Appendices

### Appendix I: Interview Guide for Fresh Graduates Already Working

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on **labour market skills requirements in hotels and restaurants and the Catering Training**. The data is intended to contribute to the improvement of the training of hotel management and institutional catering graduates from Nkumba University. I would like to request you to give me some of your valuable time and answer a few questions I have prepared. The information you are going to give me will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

#### General Information:

1. Age    20 – 29        30 – 39  40 – 49   
           50 -59     60+   

2. Gender            Male             Female

3. What is your position at the moment? .....

**Competences required in the Catering field of Hospitality Department at Nkumba University.**

4. When did you complete your studies?.....
5. Which hotels or Restaurants have you worked with since you completed your studies?.....
6. How did you get to work with this/these hotel(s)? (Was the job advertised)?.....
7. Were there certain things that you were not able to do at the time of your recruitment to this job?.....
8. What practical task were you not able to do during your first days at work?.....
9. How have you been able to manage?.....
10. Are there any particular comments from your immediate supervisors about your (skills) practical abilities?.....  
If yes, what are they?.....
11. Have you ever received any form of training at the place of work?.....
12. If yes, what core competences were targeted?.....
13. Did you learn anything new different from what you learnt while at Nkumba University?.....  
If yes, please explain.....

**Content of the HMIC training curriculum at Nkumba University.**

1. Do you find the BHMIC course content you did at the university relevant to what you are doing?.....  
If not, what was lacking?.....
2. What nature of setting do you come from?  
(urban/rural)?.....
3. Was there any reference made to such an environment during the learning process?.....  
If yes how did it relate to what you were being taught at that time?.....
4. If you were to be involved in the process of curriculum plan, what would you suggest to be included or removed in the hotel and catering training curriculum and why?.....
5. What other suggestions would you give about the programme besides the curriculum?.....

**Teaching Methods (process) during the University-based training in relation to the competencies.**

6. What teaching methods were commonly used in the training while at University?.....
7. Which skills did you get from the above mentioned teaching method?.....
8. How were the theory and practical training organized?.....(group work, individual, theoretical, practical)?.....
9. Did you learn under the supervision of any staff?.....
10. If yes, which skills did you acquire from supervised practical?.....
11. How is learning at the university different from the learning at workplace?.....  
..
12. Do you work under supervision of anybody? If yes or no, explain.....
13. What is your comment about the training methods used by the training staff?.....
14. Do you think there could have been a better way of handling the training/learning process in terms of training methods? .....

15. If yes, what do you think should have been a better way?.....
16. Did you participate in the evaluation of the training process?.....
17. How did you participation enable you in acquiring the skills required by the labour market?

**Thank you once again for you time.**

## Appendix II: Interview Guide third year final students

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on **labour market skills requirements in hotels and restaurants and the catering training in Uganda**. The data is intended to contribute to the improvement of the training of hotel management and institutional catering graduates in Nkumba University. I would like to request you to give me some of your valuable time and answer a few questions I have prepared. The information you are going to give me will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

### General Information

Age 20 – 29  30 – 39  40 – 49  50 -59

60+

1. Gender

Male

Female

2. When do you hope to complete your course?

### Skills Gaps in Relation to Labour Market Demands

3. Have you ever been for industrial training/field?.....
4. If yes, which skills did you get from the industrial training?.....
5. How long was the industrial training and how often?
6. Explain your experience during the industrial training?
7. Were there certain things that you were not able to do in the hotel during industrial training?
8. What are some of the practical things you were not able to do during your industrial training field attachment?
9. How did you cope with the practical things that you did not manage to do?
10. Were there any particular comments from your supervisors about your competences? If yes, what were they?
11. Did you ever receive any form of training at the hotels of industrial attachment?  
If yes, what core competences did u get?
12. Did you learn anything new different from what you learnt while at the University?  
If yes, please explain

### Content in the Curriculum

13. Do you find all the course units relevant according to what you were doing in hotels during industrial training?..... If not explain.....
14. Which course unit do you like most in the HMIC that would be more relevant in the labour market?.....

15. From your learning experience at the university, what do you think is lacking in terms of content in relation to what you got at the hotels?.....
16. If you were to be involved in the process of curriculum plan, what would you suggest to be included in the course outlines?
17. What other suggestions would you give about the programme besides the course outlines and why?
18. What nature of setting do you come from? (urban/rural)
19. Was there any reference made to such an environment during the learning process? If yes how did it relate to what you were being taught at that time?

#### **Methods of training/Learning**

20. What are the training methods used by the academic staff?
21. How do you carry out your learning activities? (in groups, individually)
22. Do you perform your activities under supervision of any staff?
23. What are your views about the training methods used?
24. Do you think there should have been a better way of handling the training process in terms of teaching methods? If yes, explain.
25. How is the assessment of learning done at the hospitality department?
26. Do you participate in evaluation of your training process?
27. If yes how is it done?
28. How does the evaluation process enable you to acquire the skills needed to meet the requirements of the labour market?

**Thank you once again for you time.**

### Appendix III: Interview Guide for Lecturers/Trainers

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research **on labour market skills requirements in hotels and restaurants and the catering training in Uganda**. The data is intended to contribute to the improvement of the training of hotel management and institutional catering graduates in Nkumba University. I would like to request you to give me some of your valuable time and answer a few questions I have prepared. The information you are going to give me will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting

#### General Information

Age 20 – 29  30 – 39  40 – 49

50 -59

60+

Gender Male

Female

**Content in the Curriculum**

1. Which course unit (s) do you teach at the department?
2. How long have you taught the course unit (s) mentioned above?
3. Which course units do the students like most?
4. Which course units do they like least?
5. What do you interpret from the course units they like most/least?
6. Do these courses units they like most meet the requirements of the labour market? If no, what do you think are the relevant courses for HMIC?
7. What is your view about the content given to the students?
8. Do you take part in curriculum design/review process at the department?  
If yes, how often has the curriculum been reviewed? If No, why do you think so?
9. What are the considerations during the curriculum review process?

**Competence Gaps**

10. Do you think graduates from the hospitality department meet the labour market skills required in hotels and restaurants?
11. From your experience as a lecturer/trainer in the hospitality departments, what do you think are the likely challenges the graduates may face while at work in regard?

**Teaching Methods Used**

12. Do you think the course you teach has practical aspects? If yes, how do you handle them?

13. Are the students exposed to both the theory and practical aspects?

If not, give reasons why. If yes how much time is given to each?

14. How do you organize students during training process? (individually, group work)

15. What methods of training/teaching do you use?

16. Which training approaches would transmit the skills required in the labour market?

17. How do you determine the choice of training method to be used?

18. Do you supervise your students during the learning process? If yes, under what circumstances?

19. What is your view about the training/learning process with regard to

1. Teaching methodology

2. Resources/facilities

3. Learning outcomes in terms of knowledge, skills and attitudes required by the labour market in the world of work?

15 What are your suggestions towards improving the training/learning process?

16 How is the evaluation of the training/learning done at the department?

17 Do you think it is the best? If no, what suggestions would you make?

18 Do you involve students in the evaluation of their learning process?

**Thank you for your time once again**

#### Appendix IV: Interview Guide for Hotel managers/supervisors

Dear Sir/Madam,

I am a master's student of Vocational Pedagogy and I am carrying out research on **labour market skills requirements in hotels and restaurants and the catering training in Uganda**. The data is intended to contribute to the improvement of the training of hotel management and institutional catering graduates in Nkumba University. I would like to request you to give me some of your valuable time and answer a few questions I have prepared. The information you are going to give me will be treated with utmost confidentiality and used specifically for this study.

Thank you for accepting.

#### General Information

1. Age: 20 – 29  30 – 39  40 – 49  50 – 59

60+

2. Gender: Female  Male

3. Name of Hotel.....

4. Hotel star.....

5. Department.....

6. Position.....

**Competence gaps**

7. How would you give your understanding of labour market competencies required in Hotel industry?.....

8. What are the qualities for relevant employee in Hotel industry?.....

9.a) Is there a need for Hotel and restaurant personnel in your Hotel?.....

a)

Do the graduates know what competence is all about?.....

8. Do they have these competences.....

9. If yes, which are these competences?.....

10. Which competences lack that are relevant for the labour market?.....?

**Competences required in the Catering field of Hospitality Department at Nkumba University.**

4. When did you complete your studies?.....

5. Which hotels or Restaurants have you worked with since you completed your studies?.....

6. How did you get to work with this/these hotel(s)? (Was the job advertised)?.....

7. Were there certain things that you were not able to do at the time of your recruitment to this job?.....

8. What practical task were you not able to do during your first days at work?.....

9. How have you been able to manage?.....

**Appendix IV: Observation Check list**

1. Organization of the learning environment in the classroom
2. The equipment, tools and materials in the training
3. The method/process of training used by the trainers
4. Duration of the teaching/ learning
5. Time given for breaks/relaxation

**Appendix V: Documentary Study check list**

1. Training programme/ document
2. Time Table
3. Course outlines

**APPENDIX VI : BACHELOR OF SCIENCE IN HOTEL MANAGEMENT AND  
CATERING COURSE STRUCTURE**

| <b>YEAR I SEMESTER I</b>  |                                       |          |          |           |           |
|---------------------------|---------------------------------------|----------|----------|-----------|-----------|
| <b>CODE</b>               | <b>COURSE UNIT TITLE</b>              | <b>L</b> | <b>P</b> | <b>CH</b> | <b>CU</b> |
| NUBHMC 3111               | Introduction to Food and Nutrition    | 30       | 60       | 60        | 4         |
| NUBHMC 3112               | Health and Hygiene                    | 45       | 30       | 60        | 4         |
| NUBHMC 3113               | Housekeeping                          | 45       | 30       | 60        | 4         |
| NUBHMC 3114               | Communication skills                  | 45       | 00       | 45        | 3         |
| NUBHMC 3115               | Introductory French/German            | 30       | 30       | 45        | 3         |
| <b>SEMESTER II</b>        |                                       |          |          |           |           |
| NUBHMC 3121               | Rural Sociology                       | 30       | 30       | 45        | 3         |
| NUBHMC 3122               | Hotel Accounting                      | 30       | 60       | 60        | 4         |
| NUBHMC 3123               | Front Office Operations               | 45       | 30       | 60        | 4         |
| NUBHMC 3124               | Food Preparation Principles 1         | 60       | 00       | 60        | 4         |
| NUBHMC 3125               | Intermediate French/German            | 30       | 30       | 45        | 3         |
| <b>YEAR II SEMESTER I</b> |                                       |          |          |           |           |
| NUBHMC 3211               | Food Preparation Principles 11        | 30       | 60       | 60        | 4         |
| NUBHMC 3212               | Hospitality Human Resource Management | 60       | 00       | 60        | 4         |
| NUBHMC 3213               | Food Service Operations               | 30       | 30       | 45        | 3         |
| NUBHMC 3214               | Customer Care                         | 60       | 00       | 60        | 4         |
| NUBHMC 3215               | Advanced French/German                | 30       | 30       | 45        | 3         |
| <b>SEMESTER II</b>        |                                       |          |          |           |           |
| NUBHMC 3221               | Food Production and Presentation      | 15       | 90       | 60        | 4         |
| NUBHMC 3222               | Computer Applications                 | 15       | 60       | 60        | 4         |
| NUBHMC 3223               | Business Ethics                       | 45       | 00       | 45        | 3         |
| NUBHMC 3224               | Food and Beverage Costing             | 50       | 20       | 60        | 4         |
| NUBHMC 3225               | Research Methods                      | 60       | 00       | 60        | 4         |
| <b>RECESS</b>             |                                       |          |          |           |           |
| NUBHMC 3226               | Industrial Attachment & Report        | 00       | 150      | 75        | 5         |