

THE IMPLEMENTATION OF SAFETY AND SECURITY MEASURES IN TRAINING HOTELS: A CASE STUDY OF WYSWERT HOTEL, CHRISTELIJKE HOGESCHOOL NEDERLAND

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Abstract: Safety and Security are of great concern for hotel industry. Hotel schools have responsibility to give and train students the knowledge of safety and security. This research aims to examine the competencies of students in “safety & security” areas. Survey was undertaken to the practical instructors as well as the students. The result shows practical instructors and students have knowledge of safety and security but they do not take seriously the importance of safety and security. In addition, the competencies are developed slightly throughout student year.

Keywords: safety, security, competencies, hotel school.

Safety and Security are of great concern for the hotel industry worldwide. Not only recent developments in terms of terrorism but much more the daily incidents that might occur in hotels continuously stimulate the need for a staff that is well trained and serious about the tasks at hand.

Based on this fact, the focus has turned on the management in hotels more specifically human resources department to provide training and staff awareness as to safety and security. These skills and the knowledge have to be part of the competencies of managers in the industry now and generations to come. Therefore, safety and security have to take an important part in the education of future managers in the hotel schools around the world. In this case, the practical training which provided by hotel schools have to facilitate the students as managers and/or staffs in training to learn how to implement the safety and security tools and measures that students have gained in theory.

The aim of this research is to give description as to the importance of safety and security in school or industry. By knowing the importance of safety and security, it could give input for hotel schools how the schools should teach the students. Hotel schools as the places where the students learn, have the responsibility to give and train the students the knowledge of safety and security that could be applied in hotels and restaurants when the students work.

In order to know whether hotel schools have already stressed the importance of safety and security measures as part of education, a research was

conducted at one of hotel schools in Leeuwarden, the Netherlands. In this research, Wyswert Hotel in CHN as the place for students have daily practical training, has been chosen as a case study. At this hotel, students have the chance to put into practice their skills and knowledge gathered during their theoretical education which is useful for the future.

The focus of the study will be on the competencies of the students when implementing safety and security measures that are set by the management of Wyswert hotel. Competencies are important measures when analyzing the implementation of safety and security since competencies allows showing the final performance of students towards a certain action or task related to safety and security.

PROBLEM STATEMENT

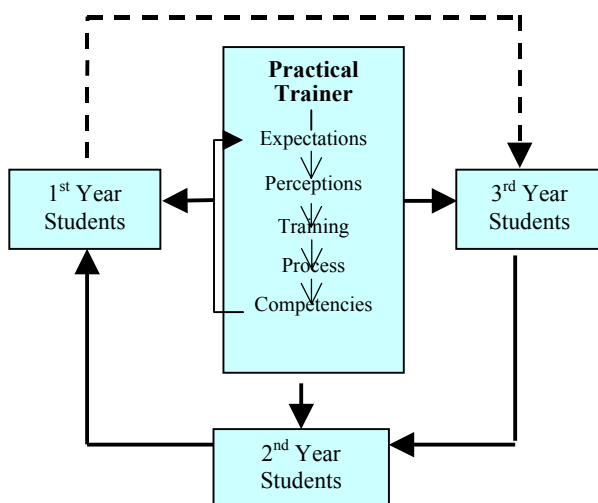
Since there is a fundamental need for research into the area of student competencies in the field of safety and security in the hospitality industry, the following statement was identified and could be derived for the research. In addition, a number of questions have been included in supporting the statement, “How far do the competencies of the students develop in implementing Safety & Security measures at Wyswert Hotel?”

1. What are the competencies students have in implementing Safety and Security measures based on the opinion of the practical instructors?
2. Does the study year influence the competencies of students with regards to implementing Safety and Security measures?

3. Does previous working experience influence the competencies of students in implementing Safety and Security measures?
4. Does previous safety and security training influence the competencies of the students in implementing Safety and Security measures?
5. Are the students aware of their own competencies regarding to Safety and Security when working at Wyswert Hotel?

CONCEPTUAL MODEL

The model of competencies development at Wyswert Hotel is as below:



The model shows how the process of developing specific competencies for the students is put into practice in the practical environment at Wyswert hotel. The practical trainers are placed in central position since the trainers are responsible to deliver security and safety education to the students.

The training process with the feedback loop is illustrated. The *expectations* of the practical trainers are the starting point, which lead to the *perceptions* of the trainers toward the students. These expectations and perceptions are then included in the training according to the perceived needs. This is followed by the *process*, which is called the *working process* of the students at Wyswert Hotel. Based on this process, students develop certain *competencies* which become obvious and relatively easy to measure by testing the students. These competencies are also observed by the practical trainers who base the evaluations on the expectations and the actual competencies.

The practical trainers provide training for the first, second and third year students. However, the main education is based either on the study of the working manual or the hierarchy in place; it could be

seen from the bold line that third year students as managers supervise the second year students, and second year students as supervisors educate the first year students: the line between the first year and third year students means that the first year students can give suggestions or inputs to the third year students.

LITERATURE REVIEW

The literature review of this research provides background information on what safety and security really stand for and what their main purpose is. In addition, the term HACCP will be defined and its relevance for this research will be explained in detail. Furthermore, the term competencies and its implications for this research will be discussed, especially the five types of competency characteristics. The writers identify those five types and evaluate their relevance for this study with regard to their use in designing the questionnaires, both for the practical instructors and the students. In addition, change management and its relevance for the research are explained generally.

When discussing safety and security, it is important to understand the two main parts of safety and security “(1) Physical-safety attributes and (2) organizational systems and plans to ensure safe operation” (Enz & Taylor, 2002, p.119). In this article the terms safety and security are defined as two different concepts. First, safety deals with the guest and the hotel staff and is designed to prevent any person from being harmed in any way at the property. These precautions aim at threats like fires, dangerous substances or any other forms of potential injuries (p.122). Second, security is described in this context as a measure that is in place in order to provide protection to the hotel or the customers’ belongings; any elements of crime are also involved and the attempt is made to prevent them (p.122). The decision has been made to follow the example of the authors, Enz & Taylor, who in turn base their decision on Ellis and Stipanuk (as cited in Enz & Taylor) to include safety as part of the security procedure (p.122).

When discussing safety and security at hotels, all departments have to take part in the implementation. First, in kitchen, safety and security measures are done by implementing HACCP. HACCP stands for *Hazard Analysis of Critical Control Points* (Riemersma, 2001, p.14). HACCP is a system which identifies, evaluates, and controls hazards which are significant for food safety; a systematic prevention to minimize or eliminate risks of contamination by giving intensive intention and accurate design for operation (Emiati, 2004, in lecture of Safety, Security

& Hygiene). This safety and security system is a central point of education at Wyswert hotel which makes this an interesting area for the research.

Second, safety and security orientation and training is crucial to be implemented in housekeeping department, since here not only machinery is handled but also dangerous chemicals, mounting ladders and unhealthy postures can cause damage to the health of the employees and in some cases (chemicals) also the guests (Kappa et al, 1997, p.189). In addition, the training manual of the Housekeeping department of Wyswert hotel provides information on what to do and what not to do.

Other departments that are involved and important when discussing safety and security are the front office and the restaurant. Front office staff plays a particularly important role. Front desk agents, door attendants, bell persons, and parking attendants have the opportunity to observe all persons entering or departing the hotel. Suspicious activities or circumstances involving a guest or visitor should be reported to the hotel's security department or a designated staff member (Kasavana & Brooks, 1995). In addition, there are several procedures front desk agents should use to protect guests and property, for example, front desk agents should never give keys, room numbers, messages, or mail to anyone requesting them without first requiring appropriate identification. Similarly, the front desk agent should not announce an arriving guest's room number (Kasavana & Brooks, 1995).

Restaurant staffs also play an important role in safety and security. Based on the experiences and observation of one of the writers when the writer had traineeship (August 2001 – July 2002) at a hotel, the restaurant staffs should protect the guests and property. For example, the staffs should ensure the security of guest's belonging by giving attention to suspicious activities or person. Others, the staffs should clean the broken glass in the restaurant immediately so that no guests are having accident.

As a hotel staff has an important role related to safety and security, it is expected that the staff has good competencies. Spencer & Spencer (1993, p.9) defines competency as "an underlying characteristic of an individual that is causally related to criterion-referenced and/or superior performance in a job or situation", or in the simplest definition is the person's ability to do something well.

In order to know what the competency exactly means, the definition will be broken down one by one. Underlying characteristic means the competency is part of a person's personality and can predict behaviour in every situations and job tasks (Spencer & Spencer, 1993, p.10). There are five types of

competency characteristics. First is motive, the things a person consistently thinks about that cause action. Second is trait, physical characteristics and consistent responses to situations or information. Third is self-concept, a person's attitudes, values, or self-image. Fourth is knowledge, information a person has in specific content areas, and the fifth is skill, the ability to perform a certain physical or mental task (p.11). Knowledge and skill tend to be visible, observable, and relatively easy to develop and train, motive and trait are more hidden, non-observable, and difficult to assess and develop. Self-concept lie somewhere between, it can be changed by training and positive developmental experiences.

The term causal relationship describes the relationship between the five types of characteristics. Motive, trait and self-concept competencies are the driving factors for the knowledge and skill to be used (p.12). Even though a person has good knowledge and skill but does not have motive, trait or self-concept, the knowledge or skill will not be really useful. The five characteristics have to support each other and to be combined to get good competency. There are two criterion references, superior performance which is a person's performance above the average performance and effective performance as level of work that minimally accepted.

At Wyswert hotel, the students do practical and management training in all departments in all subjects including safety and security. It is important that the students in their roles of staff have competencies in safety and security, know how to implement the safety and security plan based on the standard to make and convince the guests and the staff themselves feel secure and comfortable in the hotel.

It is obvious that safety and security are something very important nowadays in all departments in a hotel, and as hotel staff, someone has an important role related to the safety and security, it is expected that the staff have good competencies and can implement the measures. If the staff cannot implement the safety and security measures, it could be dangerous for the guests and the staff themselves, and the management have to react on it, this situation has to be changed. One of the extreme reactions can be done by the management which is applying change management (Carpon, 2004). The management applies changes when it faces gaps between the capabilities that its firm has and those that the firm needs to operate in the current competitive environment or in the competitive environments that it expects to face in the future. According to Hiatt and Creasey (p.4), change management is the process, tools and techniques to manage the people-side of

business change to achieve the required business outcome and to realize that business change effectively within the social infrastructure of the workplace. Change management is needed since there are new values of business today that require a different approach to the way businesses change. Besides, the response of the employee has shifted from “yes, sir” to “why are we doing that”, and the change leader must adapt (Hiatt and Creasey, p.4).

In implementing changes, Strebel (1997) issued model of contrasting change paths (see attachment). After the path is chosen, the plan should be put in place and the plan should be evaluated after a certain period to see if the plan is successful. This is an important step in quality management since the constant evaluation and improvement in process will lead to a total quality.

METHODOLOGY

This section outlines how the research was carried out, what methods were used in the process and the way the data were analyzed. In order to limit the field of research, the decision was made to conduct a case study at Wyswert hotel which uses a combination of quantitative and qualitative method for the data collection. Quantitative and qualitative methods are supported each other and the use of the two methods can give the accurate and maximum results for the research.

Wyswert Hotel, the training hotel for International Hospitality Management students at Christelijke Hogeschool Nederland, agreed to take part and allowed the research to be conducted on the property and its staff members. This is an ideal case since there is a large population of students and their competencies are a vital point of their overall education in any case. Conducting this case study has provided valuable information for the research and the management of the hotel.

In order to obtain valuable information concerning the safety and security measures at the Wyswert hotel and the current situation, a questionnaire was designated to four head of practical instructors in each department (kitchen, restaurant, front office, and housekeeping). The questionnaire was structured and composed of open ended questions in order to stimulate more detailed answers from the practical instructors. The questions covered the safety and security steps and staff's competencies in safety and security in general.

Based on the trainer questionnaire, the literature review and the research questions, a number of questions were designed for the student questionnaire.

This questionnaire was designed for all students that were in the practical training at the time of the research (2004). This included students from the first, second and third year, who played roles as operational staff, line managers and department heads in the hotel.

The questionnaire consisted of 24 questions, were designed to cover the area of the five types of competency characteristics, especially skills and knowledge that defined the competencies of an individual directly in the performance related to safety and security. The questionnaire was divided into three parts (see table 1). The first part was about the personality background, such as the year of study, previous work experience, and previous safety and security training. The second part was about judging students own competencies by applying 5 point Likert Scale from strongly disagree (1) to strongly agree (5). Finally, the multiple choices questions, consisted of eleven questions, was aimed to test the knowledge of the students by giving some situations or questions, and the students had to choose the right answer from four choices. The questions were made based on the students' manual and the experiences of one of the writers when he was studying at CHN.

The data was collected with the student questionnaire and analyzed with help of SPSS. A total of 80 questionnaires were distributed randomly to all students and 40 (19 males and 21 females) were returned after one week period (response rate is 50%). By applying simple analysis, a number of cross tabulations were made by comparing the study year, previous working experience, previous training of safety and security, knowledge and skills that the students possess. They were used as discriminators in order to make a judgement of the competencies of the students. In order to know the knowledge and skills, it could be seen from the right and wrong answers in multiple choices, in the third part of questionnaire.

FINDINGS

Practical Instructor

The practical instructors have expectations toward students related to the implementation of safety and security measures at Wyswert hotel. In general, the expectations are that the students know how to work in the safe and secure environment by themselves based on the information given in the manuals. The students have to know and pay attention to the basic rules and working procedures in the different departments they are assigned to by reading the manual. The practical instructors believe

Table 1. Student Questionnaire**Part 1.**

1. What is the current year of your study?	• 1 st year	• 2 nd year	• 3 rd year
2. What is your sex?	• male	• female	
3. Which departments have you already worked in at Wyswert, or if this is your first time at the hotel, which department are you in?	a. Housekeeping	b. Kitchen	c. Restaurant / Bar
			d. Front Office
4. Do you have previous working experiences? (if no, go to question 7)	a. yes	b. no	
5. In which kind of industry have you worked in the past?	a. hospitality	b. manufacturing	c. other
6. For how long have you worked in total?	a. < 1 year	b. 1 < x < 3	c. > 3 years
7. Have you ever have safety & security training before entering Wyswert Hotel?	a. yes	b. no	

Part 2.

Answer the following questions by indicating in how far you agree or disagree with the statements

1: Strongly disagree 2: disagree 3: agree nor disagree 4: agree 5: strongly agree

8. I know all the safety & security measures that are relevant for my department	1	2	3	4	5
9. I understand all safety & security measures at Wyswert Hotel	1	2	3	4	5
10. Some safety & security measures are less important than others and can be neglected	1	2	3	4	5
11. I always work according to safety & security measures	1	2	3	4	5
12. I am competent to deal with a crisis situation at Wyswert Hotel	1	2	3	4	5
13. When something happens to me during the practical training, it is the fault of the instructors	1	2	3	4	5

Part 3.

14. Why do you have to double fold the cloth to polish glasses? a. to make polishing easier b. to protect our hand from being cut c. to make the glass very shiny d. because it is easier to hold the glass then	15. What will you do in case of a fire in a guests' room? a. call your supervisor or your senior and go to the room b. go directly to the room and open the door c. take fire extinguisher and go to the room d. leave the hotel right away
16. Why do you have to use different cutting boards for different food items? a. because of the hygiene b. to avoid taste mixing c. so that there are no discussions about who gets which cutting board d. answer a and b	17. What will you do if you see any dirt on the restaurant floor? a. just leave it, it is the job for housekeeping staff b. ask your friend to clean it for you c. directly clean it by yourself d. wait until the guest leave the restaurant and clean it
18. Why should you not mix different chemicals? a. dangerous fumes can be created b. chemical reaction will take place c. each material needs a special chemical to clean it d. all on the above	19. Which chemical do you use to polish the cutleries? a. silver polish b. spiritus c. washing soap d. no chemicals, just water steam
20. What is the correct temperature for serving hot food like lasagna? a. 30 - 40 C b. 45 - 55 C c. 65 - 75 C d. over 90 C	21. You are chef de partie and some ingredients are missing, what will you do? a. run to the fridge and get it right away b. leave it in the fridge until the last moment and then run to get it c. send your first year student to run and get it d. none of the above
22. A guest comes to the front desk and tells you that a group of young people tries to enter through the back door. How should you react? a. take something to defend with and go take a look b. call the manager on duty and report the incident c. have a look who of your friends is around and go to see what is going on d. tell the guest to mind his own business, this is a hotel school and many young people enter and exit through the back door	23. You see a friend spills his coffee near the dish washing station and he walks away. You should a. go to the buffet station and start a conversation with a student so none can make responsible for it b. run after your friend and tell him to clean it up c. put the yellow sign, warning people of a slippery floor and continue with your work d. put the sign and get someone to clean it up (i.e. your friend)
24. Why is it important to run a regular contingency report? a. so that in case of an emergency all guest information is available on paper b. because it is a good tool to predict no-shows c. a possible walk-out can be found in these reports d. I have no idea what a contingency report is or what It is good for	

the manual can give lots of information, and they hope the students have their own awareness about safety and security, students understand those measures and work accordingly just by reading the manual. It is one of the ways to build students' awareness and understanding; on the other hand, it is not a very effective way because the manual does not really give a clear explanation to the students.

It is proved that only reading the manual is not a very effective way, since the practical instructors have opinion the competencies of students in implementing safety and security measures are not good enough. The instructors judge the students do not really understand the concept of safety and security and the knowledge seemed very limited. They also noticed that there are some safety and security measures that the students regularly ignore on purpose or forget, the students are stubborn and think what they are doing is safe or secure. For instance, the students bring a tray with too many cups on a pile, which can be fallen down. Other example is the students do not use cutting machines on the right way while working in the kitchen.

Other interesting facts are about the practical instructors themselves. Based on the experiences when the writers distributed the questionnaire to the practical instructors, it is noticed that most of practical instructors have a lack of awareness of safety and security, especially in kitchen department and restaurant. The ways practical instructors answer the questions make it apparent that they are not used to think about the precise procedures of safety and security regarding themselves and the students. For instance, when the writers give the questionnaire, the instructors asked "Hm...safety and security, I don't understand, what do you mean by safety and security", and then the writers had to explain "what do you think if the students bring a knife with the sharp side outside, it is safe or not", then the instructors became understand and answered the questionnaire. This leads to obvious gaps in their answers and maybe also their training performance. In addition, based on the writer's experiences when he studied at CHN at 2002, safety and security measures were not explained at the beginning of practical training to the students, but were explained while the students were working in the departments. Even more, the practical instructors did not explain it by themselves but the third year students as manager took that role. It is agreed the third year students have more knowledge, but the practical instructors have broader knowledge and experiences. It is better if the practical instructors explain the safety and security measures by themselves.

Due to the lack of awareness of safety and security from the practical instructors, it causes a lack of assessment of safety and security competencies for

the students. It makes the students less aware of safety and security measures, which is actually important for now and in the future.

Even though it seems the practical instructors in kitchen and restaurant are not really aware of safety and security, in certain department the practical instructors have strong emphasis in working ergonomically, such as in housekeeping and front office department; the students have to work based on the right procedures. It is important to avoid back-problems or unsafe situations.

Students

A crucial indicator of how successful Wyswert Hotel is in implementing Safety and Security measures is the study year of the students. Based on this theory one can give hypothesis that the longer students study in this educational institute the better they should score in the test and the more they should know about how to work safely and securely. This is also the case since third year students are responsible to supervise and educate the first and second year students.

The questionnaires are filled in by fifteen students of the first year, thirteen students of the second year, and eleven students of the third year. All students have to answer eleven questions of multiple choices in the third part of questionnaire related to their knowledge and skills of safety and security if the students answer the questions correctly (C) or wrongly (W).

Based on table 2, it could be seen that in general there is no differences in answering correctly (C) the multiple choices between each study year; even mostly the first year students have higher number of correct answer or the same number of correct answer than the second year students, and the second year students also have higher or the same number of correct answer than the third year students. It seems that, third year students do not demonstrate a significant pattern of improving their skills or knowledge which could be related to the level of their education at Wyswert Hotel, on the other hand, the third year students demonstrate a slightly decreasing of knowledge.

Beside the study year, previous working experience, and safety and security training are also used as the indicator whether these factors are influence the students in implementing safety and security measures, how the students' knowledge and skills are regarding the measures. There are thirty two students who have working experience and seven students who do not have working experience; and there are eleven students who have already followed safety and security training before, and twenty eight students who have not followed the training before.

Table 2. Summary of Cross Tabulation of Study Year and the Answer of Multiple Choices (11 questions)

	Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
1st	7	8	13	1	9	6	7	8	12	3	10	5	13	2	3	12	10	5	8	7	7	8
2nd	7	6	10	3	8	5	7	6	10	3	12	1	11	2	3	10	10	3	8	5	6	7
3rd	7	4	10	1	5	6	5	6	10	1	10	1	7	4	2	9	6	5	5	6	6	5

* Source: Result of Questionnaire - Data Analysis

Table 3. Summary of Cross Tabulation of Previous Working Experience and Answer of Multiple Choices

	Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
Yes	19	13	29	2	16	16	17	15	25	7	28	4	25	7	7	25	21	11	19	13	15	17
No	2	5	4	3	6	1	2	5	7	0	4	3	6	1	1	6	5	2	2	5	4	3

* Source: Result of Questionnaire – Data Analysis

Table 4. Summary of Cross Tabulation of Previous S&S Training and the Answer of Multiple Choices

	Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
Yes	6	4	9	1	5	5	6	4	8	2	8	2	7	3	1	9	8	2	6	4	7	3
No	15	13	24	3	16	12	13	15	23	5	24	4	23	5	7	21	18	10	15	13	11	17

* Source: Result of Questionnaire – Data Analysis

Note: Have previous training 11 students; do not have previous training 28 students

Based on table 3, it could be seen that the factor of previous working experience in general does influence the competencies of the students. The students who have already had working experience have a better score in answering correctly (C) the multiple choices than students who never had a working experience. The test scores show that students who did work in the past have better base of knowledge, skills, and performance.

Based on table 4, it could be seen that previous safety and security training supports the students in answering the questions correctly (C), since mostly the number of correct answers are higher than the wrong answers (W). However, the students who did not receive safety and security training in the past also have responded well in the test, the students can answer most of the questions correctly. On the other word, previous safety and security training does not guarantee the students have more knowledge and skills, previous training does not guarantee the students can have better performance. It can happen since the students read and understand the working manual, or the students have working experiences.

In addition, in order to know the awareness of the students regarding their own competencies of safety and security measures, the students were asked to judge their own competencies based on knowledge

and skills. The awareness is divided into two groups of students, the students know all safety and security measures, and the students understand the safety and security measures. It might happen that the students know the measures but do not understand it then have difficulties in implementing the measures.

It could be seen at the first year, three students disagree, eight students are neutral, and four students agree that they know all safety and security measures. It seems the first year students do not really aware of their own competencies regarding safety and security, eight students stated even they know or do not know all safety and security measures (neutral). However, there is an interesting fact that students who do not really know of their own competencies have higher correct answer for most of all questions compare to the students who agree that they know all safety and security measures. Further, the students in second year, one student disagree, four students are neutral, and eight students agree that they know all safety and security measures. It seems the second year students have more confidence regarding their own competencies; it is proved by seeing the students who agree they know all safety and security measures answer most of questions correctly, they have higher correct answer for each question compare to the students who disagree and neutral. The students do not overestimate their competencies.

At the third year, there are one student disagree, and ten students agree they know all safety and security measures. The third year students agree they know all safety and security measures, and it could be seen that, in fact, the third year students can answer most of each question correctly.

In addition, it also could be seen that the knowledge of the students are slightly improved each year of study, the students have more knowledge of safety and security.

Table 6 shows that the students have fair judgement of their own competencies regarding the understanding of safety and security measures. At the first year, there are one student disagree, nine students are neutral, and five students agree. The nine students who do not know even they understand or do not understand, five students who agree they understand, can answer correctly most of the question than the

students who disagree. Further, at the second year, there are two students disagree, three students are neutral, and eight students agree they understand safety and security measures. It could be seen since the eight students answer most of the questions correctly than the students who disagree and neutral. At the third year, there are one student disagree, nine students agree, and one student strongly agree, and it could be seen the students who agree they understand safety and security measures can answer most of the questions correctly, they have higher number of correct answer than the students who disagree and strongly agree.

Other analysis is that the understanding of the students regarding safety and security is improving over the year, even it is just a slight improvement but it is good that the higher the study year, the more understanding the students have.

Table 5. Summary of Cross Tabulation of “I Know S&S Measure” Statement, Study Year, and Answer of Multiple Choices

		Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
		C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
1st	dis	1	2	3	0	2	1	1	2	3	0	2	1	3	0	0	3	2	1	2	1	1	2
	neut	4	4	7	0	5	3	4	4	6	2	7	1	6	2	3	5	6	2	4	4	4	4
	agr	2	2	3	1	2	2	2	2	3	1	1	3	4	0	0	4	2	2	2	2	2	2
2nd	dis	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1
	neut	2	2	3	1	3	1	0	4	3	1	3	1	4	0	1	3	2	2	3	1	2	2
	agr	5	3	6	2	5	3	6	2	6	2	8	0	6	2	2	6	7	1	4	4	4	4
3rd	dis	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1
	agr	6	4	10	0	4	6	5	5	9	1	9	1	6	4	2	8	5	5	5	5	6	4

* Source: Result of Questionnaire – Data Analysis

Table 6. Summary of Cross Tabulation of “I Understand S&S Measures” Statement, Study Year, and Answer of Multiple Choices

		Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
		C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
1st	dis	0	1	1	0	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0	1	0	0
	neut	5	4	8	0	4	5	5	4	8	1	7	2	7	2	2	7	7	2	5	4	3	6
	agr	2	3	4	1	4	1	2	3	3	2	3	2	5	0	1	4	3	2	3	2	3	2
2nd	dis	2	0	2	0	2	0	0	2	1	1	2	0	2	0	1	1	1	1	1	1	0	2
	neut	1	2	3	0	1	2	1	2	3	0	3	0	3	0	0	3	1	2	3	0	1	2
	agr	4	4	5	3	5	3	6	2	6	2	7	1	6	2	2	6	8	0	4	4	5	3
3rd	dis	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	1	0	1
	agr	5	4	9	0	4	5	4	5	8	1	8	1	5	4	1	8	4	5	4	5	5	4
	str	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0

* Source: Result of Questionnaire – Data Analysis

Table 7. Summary of Correct Answer and Wrong Answer For Each Question

Q14		Q15		Q16		Q17		Q18		Q19		Q20		Q21		Q22		Q23		Q24	
C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W	C	W
21	18	33	5	22	17	19	20	32	7	32	7	31	8	8	31	26	13	21	18	19	20

* Source: Result of Questionnaire – Data Analysis

In addition, based on table 7, it could be seen that most of students answer correctly for question fifteen, sixteen, eighteen, nineteen, twenty, and twenty two (54.5% from eleven questions) (the questions are on table 1). On the other hand, most of students answer wrongly for question fourteen about polish glasses, seventeen about dirt on the floor, twenty one about ingredients in kitchen are missing, twenty three about coffee spillage, and twenty four about contingency report (45.5% from eleven questions).

Since knowledge and skill are the main focus of this research of student competencies and the implementation of safety and security at Wyswert hotel, this is a very important realization. The knowledge and understanding of safety and security measures are needed; otherwise it is dangerous for the students while working and also could lead to problems when the students do not agree with the evaluation of their managers regarding safety measures such as hygiene or ergonomic working practices.

CONCLUSION

Based on the findings the following conclusions could be drawn. First, the practical instructors have a lack of awareness of knowledge and skills of safety and security; the practical instructors do not seem to give attention for safety and security to the students very much. It can be seen from a lack of assessment of safety and security for the students while they have their practical training. Second, the practical instructors do apply safety and security for the students in the practical training, but it is only a practical concept rather than a structured program or theoretical concept. Third, the safety and security training for the students in their daily practical training at Wyswert hotel is mainly just based on reading the manual and students' common senses. There is no direct explanation about safety and security measures from the practical instructors. Due to the points mentioned above, those cause *a lack of students' competencies in implementing safety and security measures at Wyswert hotel; the students do not really understand the concept of safety and security measures, and the knowledge of students are limited.*

Regarding the students, there are *no differences of safety and security implementation over the year*; it could be seen from the findings (table 2) that there is no improvement in each year, it is static or even goes down. Others, *working experience influences the competencies of the students* (table 3); the students have better base of knowledge, skills, and performance. Further, *the previous safety and security*

training does not really influence the competencies of the students since the students read and understand the manual by them selves. In addition, *the students have fair judgement of their competencies of safety and security measures* (table 5 and 6). The students have the knowledge and understanding that improve slightly over the year but the students do not really implement the measures when they are working.

It could be concluded that the overall result is positive, there is improvement over the year; however *there is just slightly improvement of Safety and Security competencies of the students* and therefore the implementation of these cannot be satisfactory; the competencies of students do not develop maximally. There is still 45.5% of questions most of students cannot answer correctly (table 7), the questions of restaurant, kitchen, and front office. The attitude of students and the trainers gives reason to believe that this area of their education is not the most important. It is correct that students will be judged on their managerial qualities once they apply for possible career. However, working safely and securely should not be left aside in an education as varied and completed as the one at Wyswert Hotel.

In a time where safety and security is gradually moving to be a major concern for hotel owners, employees and guests all over the world, the training of Wyswert hotel is not reacting to these new demands. There is lack of conceptual framework of safety and security at Wyswert hotel. Practical instructors fail to convince people that they are genuinely concerned with safety and security. This can be explained by the very safe working environment of Wyswert hotel which does not have to deal with many dangerous situations simply because they are not likely to occur. The students seem to have a basic general knowledge about how to work safely and securely within the hotel, but more attention should be paid.

At last, the school has to give more attention to the implementation of safety and security measures in all departments since safety and security are important in daily working. The school has to give attention to the implementation from both of practical instructors and students.

LIMITATION OF STUDY

There is limitation in this study, especially in the methodology part. The limitations are the writers use small sample size for each study year, in addition, the writers do not have the same number of students for each study year. Further, the writers only use simple quantitative analysis. There is no in-depth quantitative

analysis such applying ANOVA (Analysis of One Variance) or MANOVA (Multi Analysis of Variance) to define the significance difference between study years of students on the safety and security competencies.

RECOMMENDATIONS

Based on the findings and conclusions of this research, the writers have come to the following recommendations for the management of Wyswert Hotel and further research.

In order to better prepare the students of this hotel school, it is needed cooperation and role from the practical instructors themselves and the students. First, it should be started from the instructors; the management should give training and build the awareness of the practical instructors of the importance of safety and security. The practical departments have to put a stronger focus on working according to general safety and security plans and apply this in a conscious and educating manner. It has to become a critical point and be included in the evaluation process in order to highlight the importance of safety and security measures to the students. Second, the instructors and management should build the awareness of the students of the importance of safety and security, and train the students to implement the safety and security measures in daily practices. It should be put in students' thought that third year students should become good role models to the second year students; third and second year students should give good examples to the first year students.

If both two ways could not be succeeded, then the school should approach another way, in this case, it could be change management. Since the situation encountered at Wyswert Hotel can only be addressed by change management due to the change that should be started from the management first and build new conceptual thinking, it is needed planning and implementation process.

The unique situation of Wyswert hotel in terms of employee numbers hierarchy and management calls for a detailed plan. Based on Strebel (1997) and his model of contrasting change paths the writers have analysed the situation at the Hotel and identified a resistance to change that can best be graded as medium. The change force is already identified as moderate as the importance of safety and security is obvious; however, it is not a criteria by which students are judged by future employers after completing this education. Looking back the matrix designed by Strebel, the writers advise to follow the

path of **Process Reengineering** when implementing change.

Management has to form "multidisciplinary teams" (Strebel, 1997, p.541) and invites them to discuss about the subject at hand. The process should take the form of re-designing the procedures that are in place already known since they have proven successful in other areas of education. During this process the team has to come up with new ideas of how to include safety and security in their departments and find a way to evaluate the performance of the students.

Once this plan has been established it needs to be put in practice, and here the main focus has to be put on good internal communication and training of staff and students. Here the importance of path finding (Process reengineering) is followed by empowering and aligning the staff during the change process. This will lead to a circle of feedback and improvement which will refine the change process and improve the safety and security training.

The planning and forming of the changes in safety and security should take no longer than one module period and detailed results should be presented in written to the management. The next step would be to test the proposed changes and the procedures during a test module and again this period should be concluded with a written evaluation in order to assure the involvement of all staff members. Once this has taken place and all initial problems have been solved the new procedures should be implemented.

Finally, the students and the staff should be tested once more after the period of 3 modules in about 18 weeks of study in order to evaluate the measures that have been taken. This is an important step in quality management since the constant evaluation and improvement of the procedures will lead to a total quality situation and an increasing in awareness and competencies of students regarding to safety and security in the Hotel Industry.

Since this research has some weak points in the methodology where the writers only used small sample size, and cross tabulation in the data analysis, then, for further research, it is suggested that the research should be applying stratified sampling method and have bigger sample size and the same size for each study year, also, it is suggested the data analysis should use quantitative method for both the practical instructors and students, not only using the cross tabulation in order to have more measurable and accurate results but using more complex quantitative analysis. Further more, the qualitative methods are suggested to be applied such as interview and observation, to produce more informative and supportive results.

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Appendix 1.

Strebels matrix of Contrasting Change Paths

Resistance	Proactive	Reactive	Rapid	
* Closed to change **	Radical Leadership	Organizational Realignment	Downsizing & Restructuring	* Discontinuous Paths **
Can be open to change ***	Top down Experimentation Bottom up	Process Reengineering	Autonomous Restructuring	Mixed Paths ***
Open to change	Experimentation Weak	Goal Cascading Moderate	Rapid Adaptation Strong	Continuous Paths
			Change Force	Model by Strebel, 1997