

CUSTOMER SATISFACTION WITH ENGLISH LANGUAGE COMMUNICATION

SKILLS (LISTENING-SPEAKING) OF THE FRONT DESK STAFF

CASE STUDY: WINDSOR SUITES HOTEL

NAPAT RUNNAKIT

A Thesis is Submitted in Partial Fulfillment of the Requirements

For the Degree of Master of Arts

Department of English for Business and Technology

Graduate School

University of the Thai Chamber of Commerce

2007

CUSTOMER SATISFACTION WITH ENGLISH LANGUAGE COMMUNICATION

SKILLS (LISTENING-SPEAKING) OF THE FRONT DESK STAFF

CASE STUDY: WINDSOR SUITES HOTEL

NAPAT RUNNAKIT

A Thesis is Submitted in Partial Fulfillment of the Requirements

For the Degree of Master of Arts

Department of English for Business and Technology

Graduate School

University of the Thai Chamber of Commerce

2007

© Copyright by University of the Thai Chamber of Commerce

**THESIS APPROVAL
GRADUATE SCHOOL**

Master of Arts

Degree

English for Business and Technology

Major Field

**CUSTOMER SATISFACTION WITH ENGLISH LANGUAGE COMMUNICATION SKILLS
(LISTENING-SPEAKING) OF THE FRONT DESK STAFF
CASE STUDY: WINDSOR SUITES HOTEL**

Napat Runnakit

2007

Name

Graduation Year

Accepted by the School of Graduate Studies, the University of the Thai Chamber of
Commerce in Partial Fulfillment of the Requirements for the Master's Degree.

Thesis Committee

..... Dean, Graduate School
(Dr. Ekkachai Apisakkul)

..... Chairperson
(Dr. Parichat Wongsuwan)

..... Thesis Advisor
(Dr. Wanida Ploysangwal)

..... External Member from the
(Asst. Prof. Dr. Damrong Attaprechakul) Commission on Higher Education

Thesis Title: Customer Satisfaction with English Language Communication Skills
(Listening-Speaking) of the Front Desk Staff
Case Study: The Windsor Suites Hotel

Name: Ms. Napat Runnakit

Degree: Master of Arts

Major Field: English for Business and Technology

Thesis Advisor: Dr. Wanida Ploysangwal

Year: 2007

ABSTRACT

The purpose of this study was to investigate customer satisfaction with English language communication skills (listening-speaking) at the Windsor Suites Hotel.

The sample group was 274 customers who stayed at the Windsor Suites Hotel during January 2006. The 274 questionnaires were distributed by convenient sampling.

The result of this research indicated that customers are moderately satisfied with the English language communication skills of the front desk staff at the Windsor Suites Hotel to the level of 3.39. The result from the open-ended question showed that all customers expected the front desk staff to have excellent English skills, to be service-minded and courteous. Most customers expressed the opinion that the front desk staff needed English language communication skills training.

| | |
|----------------------|--|
| หัวข้อวิจัย: | ความพึงพอใจของลูกค้าที่มีต่อการสื่อสารภาษาอังกฤษของ พนักงานต้อนรับส่วนหน้า กรณีศึกษา: โรงแรมวินเซอร์ สวีท โฮเต็ล |
| ชื่อ: | นางสาวนภัทร รุณกิจ |
| ปริญญา: | ศิลปศาสตรมหาบัณฑิต |
| สาขา: | ภาษาอังกฤษเพื่อธุรกิจและเทคโนโลยี |
| อาจารย์ที่ปรึกษา: | ดร. วนิดา พลอยสังวาลย์ |
| ปีที่สำเร็จการศึกษา: | 2007 |

บทคัดย่อ

วัตถุประสงค์ของงานวิจัยนี้เพื่อศึกษาความพึงพอใจของลูกค้าที่มีต่อการสื่อสารภาษาอังกฤษ (ฟัง – พูด) ของพนักงานต้อนรับส่วนหน้าของโรงแรมวินเซอร์ สวีท โฮเต็ล

กลุ่มตัวอย่างในการทำวิจัยประกอบด้วย ลูกค้าชาวต่างชาติของโรงแรมวินเซอร์ สวีท โฮเต็ล จำนวน 274 คน ซึ่งเข้าพักช่วงระหว่าง เดือนมกราคม พ.ศ. 2549 เครื่องมือที่ใช้ในการวิจัยคือ แบบสอบถามเกี่ยวกับความพึงพอใจของลูกค้าที่มีต่อการสื่อสารภาษาอังกฤษ (ฟัง – พูด) ของพนักงานต้อนรับส่วนหน้าของโรงแรมวินเซอร์ สวีท โฮเต็ล

ผลการวิจัยพบว่า ลูกค้ามีความพึงพอใจต่อทักษะในการสื่อสารภาษาอังกฤษ (ฟัง – พูด) ของพนักงานต้อนรับส่วนหน้าของโรงแรมวินเซอร์ สวีท โฮเต็ล อยู่ในระดับปานกลาง (3.39) ผลลัพธ์ที่ได้จากคำถามปลายเปิดแสดงให้เห็นว่า ลูกค้าส่วนใหญ่คาดหวังให้พนักงานต้อนรับส่วนหน้ามีทักษะภาษาอังกฤษที่ดี มีใจรักงานด้านการให้บริการ และมีความซื่อสัตย์ต่อลูกค้า นอกจากนี้ ลูกค้าส่วนใหญ่ให้ความเห็นว่า พนักงานต้อนรับส่วนหน้าควรได้รับการฝึกอบรมทางด้านทักษะการใช้ภาษาอังกฤษเพิ่มขึ้น

ACKNOWLEDGEMENTS

There are many special persons who contributed and supported me to complete this research. First and foremost thanks to my advisor Dr. Wanida Ploysangwal for her great advice, guideline and suggestion. Moreover, I would like to thank Dr. Parichat Wongsuwan and Asst. Prof. Dr. Damrong Attaprechakul for their valuable comments, suggestions and recommendations on my thesis.

Many thanks are also to Ajarn Thomas W. Catucci, lecturer at Chulalongkorn University, for his assistance in editing this research paper. Without him, my research study would not be completed.

Finally, I would like to express my deepest gratitude to my family for their support and understanding.

Best regards

Napat Runnakit

TABLE OF CONTENTS

| | Page |
|---|-------------|
| ABSTRACT..... | iv |
| ACKNOWLEDGEMENT..... | vi |
| TABLE OF CONTENTS..... | vii |
| LIST OF TABLES..... | x |
| LIST OF FIGURES..... | xii |
| CHAPTER | |
| 1. INTRODUCTION..... | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Statement of the Problem..... | 2 |
| 1.3 Purpose of the Study..... | 3 |
| 1.4 Research Questions..... | 3 |
| 1.5 Significance of the Study..... | 4 |
| 1.6 Definition of Terms..... | 4 |
| 1.7 Expected Outcomes of the Study..... | 6 |

TABLE OF CONTENTS (CONTINUED)

| CHAPTER | Page |
|--|------|
| 2. REVIEW OF LITERATURE | 8 |
| 2.1 Theoretical Literature Review..... | 9 |
| 2.2 Empirical Study..... | 51 |
| 3. RESEARCH DESIGN AND METHODOLOGY | 56 |
| 3.1 Research Design..... | 56 |
| 3.2 Population and Sampling..... | 57 |
| 3.3 Research Instrument..... | 57 |
| 3.4 Pilot Study..... | 60 |
| 3.5 Data Collection..... | 60 |
| 3.6 Data Analysis..... | 61 |
| 4. RESEARCH FINDINGS | 63 |
| Part 1- Demographic Data..... | 63 |
| Part 2 - Evaluation of Customer Satisfaction..... | 67 |
| Part 3 – Open-end Questions..... | 80 |
| 5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS | 86 |
| 5.1 Summary of the Study..... | 86 |
| 5.2 Discussions and Conclusions..... | 87 |
| 5.3 Recommendations..... | 90 |

TABLE OF CONTENTS (CONTINUED)

| | |
|---|-----|
| 5.4 Limitations of the Study..... | 92 |
| 5.5 Recommendations for Further Study..... | 93 |
| BIBLIOGRAPHY | 94 |
| APPENDICES | 101 |
| APPENDIX A - Cover letters..... | 102 |
| APPENDIX B - Questionnaire..... | 103 |
| APPENDIX C - Hotel statistics..... | 105 |
| APPENDIX D - Job description of front desk staff..... | 107 |
| BIOGRAPHY | 109 |

LIST OF TABLES

| Table | Page |
|---|-------------|
| Table 1: Customer by region..... | 64 |
| Table 2: Occupation separated by business type..... | 64 |
| Table 3: Frequency of the Windsor Suites Hotel visits..... | 65 |
| Table 4: Purpose of the Windsor Suites Hotel visits..... | 66 |
| Table 5: Customer satisfaction with English skills of the front desk staff of the Windsor Suites Hotel..... | 68 |
| Table 6: Customer satisfaction with friendliness and courtesy of the front desk staff of the Windsor Suites Hotel..... | 69 |
| Table 7: Customer satisfaction with intercultural communication of the front desk staff of the Windsor Suites Hotel..... | 71 |
| Table 8: Summary of the relationship between nationality and customer satisfaction With the Windsor Suites Hotel..... | 73 |
| Table 9: Summary of the relationship between occupation and customer satisfaction With the Windsor Suites Hotel..... | 75 |

LIST OF TABLES (CONTINUED)

| Table | Page |
|---|------|
| Table 10: Summary of the relationship between the number of times customers visit and their level of satisfaction with the Windsor Suites Hotel..... | 77 |
| Table 11: Summary of the relationship between the purpose of customer visit and their satisfaction With the Windsor Suites Hotel..... | 79 |
| Table 12: Professional image of the front desk staff through English skills..... | 81 |
| Table 13: Professional image of the front desk staff through friendliness and Courtesy..... | 81 |
| Table 14: Professional image of the front desk staff through intercultural Communication..... | 82 |
| Table 15: Compliments and complaints from the customers to the front desk staff with Regard to English Skills..... | 83 |
| Table 16: Compliments and complaints from the customers to the front desk staff with Regard to friendliness and courtesy..... | 84 |

LIST OF FIGURES

| Figure | Page |
|--|-------------|
| Figure 1.1: The communication process..... | 11 |

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English is essential to business communication, especially where hotels are concerned. Hotel personnel have to communicate with foreign customers frequently. Accordingly, they must have foreign language communication skills to do their jobs more effectively.

Front desk staff members are typically the first to be contacted by foreign guests. Each guest who appears at a front desk has different needs, wants, and expectations. Therefore, the front desk is the first place a guest may experience satisfaction. (Steadmon and Kasavana, 1988)

Importantly, a skilled front desk representative shows personal respect for every client and genuine concern for his or her needs. Clients must be made to believe in the staff's reliability and willingness to serve. An open mind and friendly attitude are indispensable traits of a front desk representative. (Foster, 1992)

In addition, more than any other group, the front desk represents the hotel to its guests. They greet the guests on their arrival and make them feel welcomed, (or possibly not, depending on the quality of their training). Their behavior sets the tone for the guests' entire stay. If something goes wrong, most guests will complain first to the

front desk. And when the guests leave, the front desk personnel check them out and their final words create lasting impressions. If anything has gone wrong, this would be a good time to look for reasons and improve future service. (Powers, 1979)

With the intention to improve the English communication ability of the front desk staff at the Windsor Suites Hotel, this researcher investigated customer satisfaction with the English language communication skills (listening-speaking) of the front desk staff with the expectation that the research result will be used to improve their English language communication skills.

1.2 STATEMENT OF THE PROBLEM

Effective communication in the workplace is increasingly recognized as a problem confronting employees. Language accuracy is not the sole problem; there is also the problem of mastering specific terms to improve employee communication as well as using the language appropriately. English is the principal language of business communication across a wide spectrum of work sectors. In large firms, proficient speakers of English are utilized for client contact. Smaller firms can lose business because of inadequate English skills among their staff. To improve English communication at work, employees will need to engage in more conversational activities, giving personal reactions to something heard, read, or viewed (Cooper, 1991:12). In addition, their ability to deal with different English accents, cultures, and acceptable norms for English communication is also in need of attention. The Windsor Suites Hotel realizes the significance of this problem and is determined to improve the

English language communication skills of their front desk staff in order to satisfy customer expectations and, in the competitive hotel business, keep their customers returning.

1.3 PURPOSES OF THE STUDY

This paper attempts to investigate customer satisfaction with the English language communication skills (listening-speaking) of the Windsor Suites Hotel front desk staff, based on customer perceptions of staff service attributes, and to identify which of those front desk staff attributes needs to be improved.

1.4 RESEARCH QUESTIONS

The researcher wants to find out:

1. To what extent are foreign customers satisfied with the English language communication skills (listening-speaking) of the front desk staff at the Windsor Suites Hotel?
2. What do the front desk staff need to improve their English language communication skills (listening-speaking), in the opinion of foreign customers?

1.5 SIGNIFICANCE OF THE STUDY

Front desk staff of the Windsor Suites Hotel have to communicate with foreign customers in a foreign language, usually English. Sometimes, customers complain about the service they receive, which is a problem derived from the staff's communication abilities. Although most of the front desk staff can speak English, their proficiency is still not enough to communicate effectively. This researcher wants to investigate customer satisfaction with English language communication skills (listening-speaking) of the Front Desk Staff of the Windsor Suites Hotel. The research result will be used to improve the English language communication skills (listening-speaking) of the front desk staff.

1.6 DEFINITION OF TERMS

1. **Customer Satisfaction** means that the customers of the Windsor Suites Hotel are satisfied with the English language communication skills (listening-speaking) of the front desk staff. The customers can understand and receive what they expect from the front desk staff.
2. **English Language Communication Skills (Listening-Speaking)** means the ability of English language spoken by the front desk staff in order to serve customers efficiently. Staff can convey the expected information to

customers as well as listen to the customers and understand their wishes completely and correctly.

3. Foreign Customers means the customers of the Windsor Suites Hotel who are from America, Europe, Asia, the Middle East, Oceania, etc.

4. Front desk staff refers to the front desk staff of the Windsor Suites

Hotel who are responsible for

- Assigning rooms for special requests, e.g., tours and conventions and preparing all the necessary paperwork.
- Rechecking daily arrival and room assignments.
- Pre-registering VIP guests.
- Issuing key cards to daily arrivals.
- Arranging necessary setup for the arriving guests.
- Checking in guests according to hotel procedures in a friendly, professional, and efficient manner.
- Escorting guests to rooms and explaining facilities when required.
- Preparing breakfast coupons.
- Rechecking group wake-up calls.
- Providing guests with updated information.
- Inspecting room assignments.
- Arranging flights.

- Confirming limousine bookings for daily arrivals.
- Checking-out guests in a friendly, professional and efficient manner

(Kang, Thongchai, 2001: 1-2)

5. The Windsor Suites Hotel was established in 1994, at 8-10 Sukhumvit Soi 20, Klongtoey, Bangkok. The hotel occupies about 6 rai of land. It has 35 floors and a total of 584 rooms. Over 47,000 guests stay at the hotel each year. Hotel services include accommodation, restaurants, banquet rooms and facilities (a spa, a barber and beauty salon, a business center, a foreign exchange service, a health club, a laundry, a swimming pool, a car park, a crew lounge, and a club lounge). Most of the customers are Chinese, Japanese, American, Middle Eastern, and Singaporean (The Windsor Suites Hotel: 2006).

1.7 EXPECTED OUTCOMES OF THE STUDY

- The findings of the study will give useful insights to the management of the Windsor Suites Hotel, which may help them to optimize their resources to strengthen front desk staff weaknesses that may need management attention, and also to capitalize on positive staff abilities that may offer greater competitive advantage.

- The findings will also help to assist decision-makers of the Windsor Suites Hotel to establish appropriate policies that may enhance customer satisfaction with the English language proficiency of the front desk staff, which, in turn, may encourage more customer visits.
- The results will contribute to academic research, and provide a reference for further research in the field of service quality and customer satisfaction measurements at the Windsor Suites Hotel.

CHAPTER 2

REVIEW OF LITERATURE

This chapter presents a review of the literature on the following topics:

2.1 Theoretical Literature Review

2.1.1 Definition of Communication

2.1.2 Communication Skills

2.1.3 Communication of Hotel Staff

2.1.4 Intercultural Communication

2.1.5 Customer Satisfaction

2.1.6 Customer Service Satisfaction

2.1.7 Customer Satisfaction Evaluation

2.2 Empirical Study

2.2.1 English Communication and Customer Satisfaction

2.2.2 Customer Service Satisfaction

2.1 THEORETICAL LITERATURE REVIEW

2.1.1 DEFINITION OF COMMUNICATION

Dwyer (1997) suggested that communication is any behavior, verbal or nonverbal, that is perceived by another. Knowledge, feelings or thoughts are encoded and sent from at least one person and received and decoded by another. Meaning is given to this message as the receiver interprets the message. A connection is made between the people communicating.

Murphy, Hilderbrandt, and Thomas (1997) stated that communication is a process of transmitting and receiving verbal and nonverbal messages. Communication is considered effective when it achieves the desired reaction or response from the receiver. Simply stated, communication is a two-way process of exchanging ideas or information. Communication includes six components: context, sender-encoder, message, medium, receiver-decoder, and feedback.

Hanna and Wilson (1998) also suggested that communication is the process of transmitting and interpreting verbal and nonverbal messages. Since communication is a process, it is dynamic and ever-changing. Because communication involves transmitting and interpreting, we must assume that how the transmissions occur and through which channels are important consideration. Since communication involves interpretation, we must consider what variables influence interpretations.

Kelly, Lederman, and Philips (1989) stated that communication is a process which means that it is dynamic, not static. Something that is in process is not completed; it is changing continually. Communication as a process has no clearly discernible beginning or end. As a process, communication is a continual cycle of mutual influence. Everything about the participants-their attitudes, values, experiences, beliefs, and needs-influences the communicative choices they make.

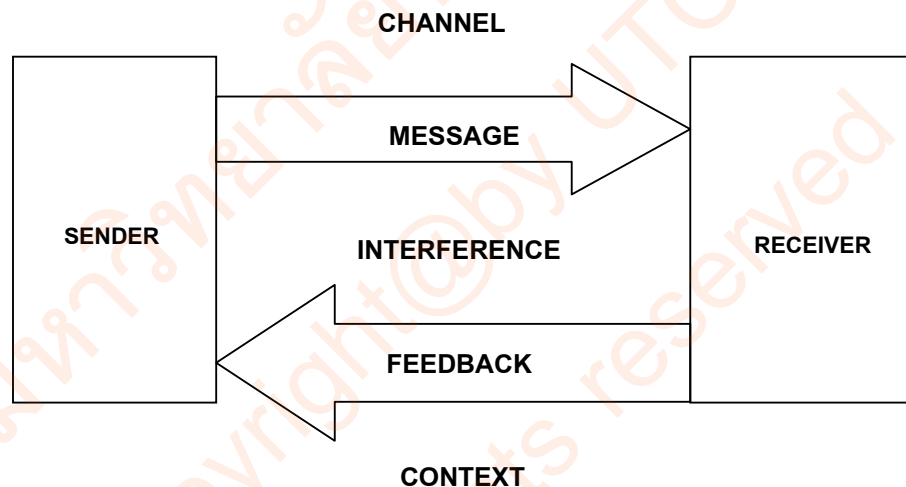
Disanza and Legge (2003) pointed out that communication is an exchange of messages between individuals for the purpose of creating or influencing the meaning that others assign to events. Communication creates or influences shared meaning through the use of signs and symbols. To create shared meaning, the communicator must consider the logical relationship between a symbol and the thing it represents.

Moreover, Dwyer (1997: 6-7) found that the elements of the communication process which contributes to making communication interactive are:

- sender
- message (spoken or written form or nonverbal-gestures, posture, facial expressions, and even clothing).
- receiver
- decoding (influenced from cultural background, listening abilities, and attitudes).
- feedback (the form of a verbal or nonverbal response, a phone call).

- channel (a conversation, letter, telephone call). Each of the channels of communication requires effective skills suited to the form of communication used to send the message.
- context or setting (office, conference room, cafeteria).
- noise or interference.

Figure 1.1: The Communication process



Source: Dwyer (1997: 6)

Himstreet, Maxwell, and Onorato (1982: 18) suggested that every English word can be classified as at least one of eight different parts of speech which are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The parts of speech, therefore, are the basic raw materials of communication.

In conclusion, communication is any behavior, verbal or nonverbal, that is perceived by another, a process of transmitting and receiving verbal and nonverbal messages. Communication is an exchange of messages between individuals for the purpose of creating or influencing the meaning that others assign to events.

2.1.2 COMMUNICATION SKILLS

Hair, Friedrich, and Dixon (2005: 3-5) stated that communication skills have five components:

- Creative insight is the ability to ask the right question.
- Sensitivity means paying attention to the needs of others, listening empathetically, and monitoring their reactions when you speak.
- Vision means being able to imagine the future.
- Shared meaning concerns how you engage others. Can you connect to your listeners on their level and they on yours?
- Integrity builds trust and confidence in relationships.

Scott (1986: 3) classified communication skills into four categories:

- Speaking is the skill of sending an oral message.
- Listening is to concentrate on hearing what is being said and to concentrate on understanding what has been heard and what has been understood.

- Writing is the way a writer influences a reader to understand and to accept a message.
- Reading is the ability of the reader to read the material.

Lee and Hatesohl (1996: 1) stated that people spent 70-80 percent of their working hours in communication – say 9% writing, 16% reading, 30% speaking, and 45% listening. These figures demonstrate that listening and speaking are the skills that people use more than other communication skills.

2.1.2.1 LISTENING SKILLS

Dulek and Dielden (1995: 395) suggested that listening is a complex process that involves a variety of related, but different, skills. An understanding of the listening process will help someone understand and put to work the specific skills involved in the listening process. Most descriptions of this process point out five different aspects of listening:

- hearing—the act of receiving the sound waves being sent and transmitting these sound waves to the brain.
- understanding—the act of comprehending the meaning of the different sound waves.
- remembering—the act of storing the information that is being processed.

- interpreting—the act of assigning significance and meaning to the information being processed.
- evaluation—making judgments about the validity, objectivity, value, usefulness, and other facets of a piece of information.

Forsyth (1992: 125-126) also found that listening is always important, and in complex interaction such as negotiation, it is especially important. Remember if one picks up 100 percent of the message, one will be in a much better position to respond effectively.

Moreover, Cooper (1991) stated that listening competency was specifically defined as the perception of knowledge and ability to effectively use behaviors which show an articulate understanding of the message as well as demonstrate support for the relationship between communication participants, within the appropriate boundaries of the organizational situation.

High Beam Research, LLC. (2005) offered an active process for listening that has three basic steps.

- Hearing: Hearing means listening enough to catch what the speaker is saying.

- Understanding: The next part of listening happens when someone takes what he has heard and understands it in his own way.
- Judging: After you are sure you understood what the speaker said, think about whether it makes sense.

Moreover, they suggested tips for being a good listener:

- Give one's full attention to the person who is speaking. Don't look out the window or at what else is going on in the room.
- Make sure one's mind is focused, too. It can be easy to let one's mind wander if you think you know what the person is going to say next, but you might be wrong. If you feel your mind is wandering, change the position of your body and try to concentrate on the speaker's words.
- Let the speaker finish before beginning to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Try to finish listening before you begin to speak. You can't really listen if you are busy thinking about what you want to say next.

- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and be repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."
- Ask questions. If you're not sure you understand what the speaker has said, just ask. It is a good idea to repeat in his own words what the speaker said so that he can be sure his understanding is correct.
- Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that someone understands. At appropriate points he may also smile, frown, laugh, or be silent.

University of Minnesota, Duluth (2006) offered the following strategies to improve the listening skills:

- Maintain eye contact with the instructor. Of course you will need to look at your notebook to write your notes, but eye contact keeps you focused on the job at hand and keeps you involved in the lecture.
- Focus on content, not delivery. Has anyone ever counted the number of times a teacher clears his/her throat in a fifteen minute period? If so, he wasn't focusing on content.

- Avoid emotional involvement. When someone is too emotionally involved in listening, he tends to hear what he wants to hear--not what is actually being said. Try to remain objective and open-minded.
- Avoid distractions. Don't let your mind wander or be distracted by the person shuffling papers around you. If the classroom is too hot or too cold, try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature.
- Treat listening as a challenging mental task. Listening to an academic lecture is not a passive act--at least it shouldn't be. You need to concentrate on what is said so that you can process the information into notes.
- Stay active by asking mental questions. Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen: What key points is the professor making? How does this fit with what I know from previous lectures? How is this lecture organized?
- Use the gap between the rate of speech and the rate of thought. You can think faster than the lecturer can talk. That's one reason your mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what is being said. One can actually begin to anticipate what the professor is going to

say as a way to keep your mind from straying. The mind has the capacity to listen, think, write and ponder at the same time, but it does take practice.

In addition, Messina (1999-2007) also suggested the following to improve listening skills:

- Listen carefully to be able to understand, comprehend, and evaluate. Careful listening will require a conscious effort. One must be aware of verbal and nonverbal messages (reading between the lines).
- Be mentally and physically prepared to listen. Put other thoughts out of your mind. One's attention will be diverted from listening if one tries to think of answers in advance.
- One can't hear if one does all the talking. Don't talk too much.
- Think about the topic in advance, if possible. Be prepared to listen.
- Listen with empathy. See the situation from the other's point of view. Try to put oneself in someone's shoes.
- Be courteous; don't interrupt. Take notes if you worry about forgetting a particular point.
- Avoid stereotyping individuals by making assumptions about how one expects them to act. This will bias one's listening.
- Listen to how something is said. Be alert for what is left unsaid.

- Make certain everyone involved gets an opportunity to voice their opinions. Don't let one person dominate the conversation.
- Face those you are talking with, lean slightly forward, and make eye contact. Use your body to show interest and concern.

Johnson (1996) stated that in a business environment, not listening effectively to customers, employees, and peers can mean the difference between success and failure. One of the best ways to begin to improve listening skills is to have a better understanding of some of the most common behaviors people demonstrate when not listening effectively. Keep in mind that the following listening blocks should not always be considered bad. In certain situations, they can be effective at helping an individual achieve a particular result. The key to their effectiveness is to be aware of when and why you are using them.

- **Rehearsing.** Your whole attention is on designing and preparing your next comment. You look interested, but your mind is going a mile a minute because you are thinking about what to say next. Some people rehearse whole chains of responses: I'll say, then, he'll say, and so on.
- **Judging.** Negatively labeling people can be extremely limiting. If you prejudge somebody as incompetent or uninformed, you won't pay much attention to what that person says. A basic rule of

listening is that judgments should only be made after you have heard and evaluated the content of the message.

- **Identifying.** When using this block, you take everything people tell you and refer it back to your own experience. They want to tell you about a toothache, but that reminds you of your oral surgery for receding gums. You launch into your story before they can finish theirs.
- **Advising.** You are the great problem solver. You don't have to hear more than a few sentences before you begin searching for the right advice. However, while you are coming up with suggestions and convincing someone to just try them, you may miss what is most important.
- **Sparring.** This block has you arguing and debating with people who never feel heard because you are so quick to disagree. In fact, your main focus is on finding things to disagree with.
- **Being Right.** Being right means you will go to great lengths (twist the facts, start shouting, make excuses or accusations, call up past sins) to avoid being wrong. You can't listen to criticism, you can't be corrected, and you can't accept suggestions to change.
- **Derailing.** This listening block involves suddenly changing the subject. You derail the train of conversation when you become

uncomfortable or bored with a topic. Another way of derailing is by joking.

- **Placating.** You want to be nice, pleasant, and supportive. You want people to like you. So you agree with everything. You may half-listen just enough to get the drift, but you are not really involved.
- **Dreaming.** When we dream, we pretend to listen, but really tune the other person out while we drift about in our interior fantasies. Instead of disciplining ourselves to truly concentrate on the input, we turn the channel to a more entertaining subject.

McKay (2008) suggested tips to improve listening to the speaker:

- maintain eye contact
- don't interrupt the speaker
- sit still
- nod the head
- lean toward the speaker
- repeat instructions and ask appropriate questions when the speaker has finished.

Moreover, he described the barriers to listening that may get in the way of listening:

- bias or prejudice
- language differences or accents
- noise
- worry, fear, or anger
- lack of attention span

Guffey (2003: 73-74) stated that listening takes place in four stages: perception, interpretation, evaluation, and action. Barriers, however, can obstruct the listening process. These barriers, as follow, may be mental or physical, as follow

- Perception—the listening process begins when someone hears sounds and concentrates on them. The conscious act of listening begins when focusing on the sounds around him/her and selecting what he/she chooses to hear.
- Interpretation—once a listener has focused his attention on a sound or message, he begins to interpret, or decodes. Interpretation of a message is colored by the cultural, educational, and social frames of reference.
- Evaluation—after interpreting the meaning of a message, a listener begins analyzing its merit and drawing conclusions. To attempt to

separate fact from opinion, good listeners try to be objective, and avoid prejudging the message.

- Action—responding to a message may involve storing the message in memory for future use, reacting with a physical response (a frown, a smile, a laugh), or supplying feedback to the speaker.

Dwyer (1997: 37) pointed out the following six factors that help a listener to give his complete attention to the speaker:

- Eye contact—focuses the eyes on the speaker without being intimidating, and shows sensitivity.
- Posture—slightly forward towards the speaker in a relaxed way; face the person squarely and maintain an open position with arms and legs uncrossed.
- Body movement—avoid moving about a lot; avoid fiddling with objects, crossing or uncrossing legs.
- Personal space—position oneself at a distance that is comfortable for both listener and speaker.
- Environment—establish an environment where listener and speaker can both feel relaxed.
- Avoid distractions—face and maintain contact with the speaker and stop what listener is doing and focus all attention on the other person.

Lahiff and Penrose (1997: 367-369) concluded that the potential relationships between effective listening and other individual characteristics are:

- Verbal ability and vocabulary aids listening and word retention. The effective use of words, through both listening and speaking, is a definite business and social asset.
- Organizational ability-the better organized the message, the higher the comprehension will be. This applies to speakers as well as listeners.
- Hearing ability-those with moderate hearing loss usually are better listeners than those who have normal listening.

Roebuck (1998: 7-8) pointed out the following six guidelines by Hamilton and Kleiner to improve listening skills. They are:

- Look at the person speaking to show interest
- Ask questions to help clarify what the speaker said
- Don't interrupt the speaker without reason
- Don't change the subject, because the speaker may have no thoughts on the new subject.
- Control your emotions about the subject matter
- Be responsive and let the speaker know he or she has communicated effectively.

Moreover, Swindle (1980) has listed the following guidelines to effective listening:

- Judge what is being said. Listen to the speaker's words rather than concentrating on what you may or may not like about the person.
- Maintain an open mind. Listen closely to see what you can learn.
- Hold your fire. Enthusiastic listening is fine, but keep it in check.
- Listen actively. Listen closely and show the speaker through your responses that you are interested. Take notes if the situation permits.

In conclusion, listening skill refers to the perception of knowledge and ability. It is composed of hearing, understanding, remembering, interpreting, and evaluation. Listening is a complex process that involves a variety of related, but different, skills. Listening takes place in four stages: perception, interpretation, evaluation, and action.

2.1.2.2 SPEAKING SKILLS

Himstreet, Maxwell, and Onorato (1982: 368) found that speaking is the fastest, most direct method of communication. Spoken words are the magic produced by the most effective musical instrument-the human voice. Since spoken words usually have a fast impact, the mind and the ear must be trained to listen correctly. Moreover, when you formulate a spoken message, choose words that are neither too

specialized nor too general. Be aware of using jargon, euphemisms (agreeable, neutral, or indirect phrases used to describe unpleasant events), or tag questions (Hair, Friedrich, and Dixon, 2005: 135).

Beamer and Varner (2001: 51) pointed out that understanding effective face-to-face communication with non-native speakers in any language takes skill and experience, which may help you to be more successful by:

- speaking slowly.
- avoiding slang and colloquialisms.
- being careful about jokes.
- being sincere.
- keeping a sense of humor.

Moreover, Lahiff and Penrose (1997: 64) also found that effective oral communication should involve:

- speaking slowly
- avoiding the use of slang or profanity (the former may be misunderstood, while the latter may be offensive)
- encouraging feedback from the other party (making it easy for that person to ask a question)
- not interrupting when the other person is speaking
- watching the other person for nonverbal cues.

Himstreet, Maxwell, and Onorato (1982: 397) also highlighted the following tips to help you to become an effective speaker:

- be enthusiastic
- be sincere
- avoid mentioning yourself too often
- vary your speaking pace
- watch the sound of S. Be sure you're not hissing at the audience.
- watch the time. Don't talk over the allotted time

Murphy, Hildebrandt, and Thomas (1997: 390-394) stated that your voice is the part of you that adds the human element to your words. It can give extra life to your delivery in five well-known ways:

- pitch—the highness or lowness of voice. Traditional problems in using pitch are monotone, high or low voice, and same word value.
- rate—in more casual conversation some people may range from 80-250 words per minute.
- volume—the loudness or softness of voice.
- vocal quality—mouth, tongue, lips, teeth, vocal folds, sinuses, hard and soft palate, and nose all affect that quality.

- pronunciation–jargon (used within one group), varied regional accents, added or omitted sounds (“uh”, “hm”, “ok”, or, using “gonna” instead of going to, “watcha say” instead of what did you say).

Additionally, Matthews (1994: 34-35) suggested that the ability to ask questions is an important skill in conversations and discussions. Questions are useful both to get information and involve others in a conversation. To use questions more effectively, you may find it helpful to understand the difference between closed questions (ask for specific information, so possible answers are limited) and open questions (encourage the other people to give more information and help to involve other speakers actively in the conversation).

Guffey (2003: 493) pointed out the nine techniques for gaining and keeping audience attention are:

- a promise–begin with a promise that keeps the audience expectant.
- drama–open by telling an emotionally moving story or by describing a serious problem that involves the audience;
- eye contact–at the beginning, command attention by surveying the entire audience to take in all listeners;

- movement—leave the lectern area whenever possible. Walk around the conference table or between the aisles of your audience.
- questions—keep listeners active and involved with rhetorical questions. Ask for a show of hands to get each listener thinking.
- demonstrations—include a member of the audience in a demonstration.
- samples/gimmicks—if promoting a product, consider using items to toss out to the audience.
- visuals—give the audience something to look at besides you. Use a variety of visual aids in a single session.
- self-interest—remember that people are most interested in things that benefit them.

Mind Tools Ltd (1995-2008) suggested basic things that you can do to ensure that your verbal messages are understood-and remembered-time and time again.

Understand what someone wants to achieve:

Before you start working on your talk or presentation, it's vital that you really understand what you want to say, who you want to tell, and why they might want to hear it. To do this, ask yourself: Who? What? How? When? Where? Why?

- Who are you speaking to? What are their interests, presuppositions and values? What do they share in common with others; how are they unique?

- What do you wish to communicate? One way of answering this question is to ask yourself about 'success criteria'. How do you know if and when you have successfully communicated what you have in mind?
- How can you best convey your message? Language is important here, as are the nonverbal cues discussed earlier. Choose your own words and your own nonverbal cues with the audience in mind. Plan a beginning, middle and end. If time and place allow, consider and prepare audio-visual aids.
- When? Timing is important here. Develop a sense of timing, so that your contributions are seen and heard as relevant to the issue or matter at hand. There is a time to speak and a time to be silent.
- Where? What is the physical context of the communication in mind? You may have time to visit the room, for example, and rearrange the furniture. Check for availability and visibility if you are using audio or visual aids.
- Why? In order to convert hearers into listeners, you need to know why they should listen to you—and tell them if necessary. What disposes them to listen? That implies that you know yourself why you are seeking to communicate the value or worth or interest of what you are going to say.

Keep it Simple:

When it comes to wording one's message, less is more. You're giving your audience headlines. They don't need to be, and are usually not expecting to become, experts on the subject as a result of hearing your talk. If you're using slides, limit the content of each one to a few bullet points, or one statement or a very simple diagram.

Be Prepared:

Preparation is underrated. In fact, it is one of the most important factors in determining one's communication successes. When possible, set meeting times and speaking and presentation times well in advance, thus allowing yourself the time you need to prepare your communication, and to be mindful of the entire communication process (source, encoding, channel, decoding, receiver, feedback and context). By paying close attention to each of these stages and preparing accordingly, you ensure your communication will be more effective and better understood.

Of course, not all communication can be scheduled. In this case, preparation may mean having a good, thorough understanding of the office goings-on, enabling you to communicate with the knowledge you need to be effective, both in verbal and written communication.

Unforgettable Delivery:

Your delivery of your speech or presentation will make or break it, no matter how well you have prepared and crafted your clear, concise message. Some useful tips for keeping your presentation vivid include:

- Use examples to bring the points to life.
- Keep body language up-beat.
- Don't talk too fast. Less is more here, as well. Pauses are effective.
- Use a variety of tones of voice.
- Use visual aids.

Musical English Lessons International, England (1993) have suggested how to speak English more fluently:

- Decide which constructions and vocabulary are ideal for you to learn. (Be discerning, because you cannot learn everything). Choose about ten new words per day to practice.
- Practice them until you are word perfect. Then use them in real situations by incorporating them into conversations with as many people as possible (at least six times each word or construction, but more if possible). The more you manage to use them in conversation, the more readily you will be able to say them fluently in the future.

They also offered suggestions on how to speak English more accurately:

- **Choosing English for Use or Recognition Purposes only.** English people do not use every phrase and word in the English language. They have favorite phrases which they use time and time again. The researchers recommend that when you are taught more than one way of saying the same thing, choose only one version to learn accurately for future use. Then store the other one(s) vaguely in mind for future recognition purposes only.
- **Pitfalls to Avoid.** Native English speakers modify their language according to their situation, just as you would do in your own language. Unless you have constant exposure to English over many years, you cannot expect to do this. The trick, therefore, is to choose the best English for universal speaking purposes and to recognize other versions of English, so you are not at a disadvantage. By doing so, you will avoid misunderstandings and be able to judge the quality of another person's English. Although a knowledge of the following is essential for understanding English (and possibly for some exams), the researchers recommend avoiding them as much as possible when speaking in normal situations: idioms, phrasal verbs, and slang (which can sound insolent when used at the wrong time).

- **Avoiding grammatical errors when speaking.** Many students experience difficulties with the use of the present perfect, because the use of it does not correspond with a similar-looking tense in their own language.

Bavendiek (2008) stated that languages are all about communication and most communication is through speech. Speaking is often the one skill which is neglected, both in the classroom and when working independently. There are, however, various ways to improve this skill:

- **Conversation exchange.** The best way to improve your fluency is to talk with a native speaker of the language, and the presence of foreign students at the University presents an ideal opportunity to exchange conversation in a mother tongue with conversation in the language you are learning. This will greatly improve your fluency, although this should not be at the expense of accuracy. Make sure your partner corrects your mistakes, or you could develop bad habits.
- **Active listening.** When listening to a native speaker, try to think, "How would I have said that?", and analyze any differences. You can do that systematically with an audio/video tape or a CD-ROM.

- **Repetition.** Repeat phrases or whole sentences, attempting to imitate exactly the pronunciation, intonation and the speed of the original. If possible, record yourself using the tape recorder or an interactive CD-ROM
- **Imitation.** Imitate native speakers consciously, for example, in role-plays. Imagine their tone of voice, facial expressions, and gestures. It might take some time to find a natural balance between being your true self and communicating naturally in the native language.
- **Textbook exercises.** Many course books include controlled drills or one-sided dialogues where a learner has to provide appropriate responses.
- **Pronunciation.** Although it is important to work on your pronunciation in order to be understood, never be ashamed of your accent. Remember that a foreign accent is usually considered to be quite charming. You need to make sure that the basic sounds, especially vowels, are correctly pronounced.

In conclusion, speaking is the fastest, most direct method of communication. The ability to ask questions is an important skill in conversations and discussions. Questions are useful both to get information and to involve others in a conversation. Speaking is often the one skill which is neglected, both in the classroom and when working independently.

2.1.2.3 READING SKILLS

Dwyer (1997: 216-218) stated that reading is a physical and intellectual exercise in which a reader is required to identify and understand what is written. The eyes and the brain work together to decode the written message.

SIL International (1999) suggested that reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension and fluency, and to mentally interact with the message.

Marie, Kenneth, and Lyn (1985) discovered that the way in which someone reads should be determined primarily by his purpose in reading. When he reads for pleasure alone, his reading is different from those situations in which he reads to absorb information, as in studying. Therefore, you should always know your reading purpose so that you can better determine how you should read. Among the many purposes in reading, the following are probably the most used:

- **Reading for Pleasure.** When reading for pleasure, it is not necessary to absorb every detail, to remember all facts, or to read critically. Therefore, one may read at a rapid rate such material as most novels and biographies and many magazine articles. Try to target pleasure reading at 400 words a minute.

- **Reading for Specific Information.** When hunting for information such as a name or date that is somewhere within a block of reading material, you should skip and skim in order to make the best use of your reading time. When you wish to gain the main ideas and details of an article but are not sure beforehand what the article contains, you should both skim and skip. Most people read newspapers largely by skipping and skimming. They simply can't take the time to read every single word.
- **Reading to Absorb Information.** Reading to study-to absorb information, is always required by students, whether the reading is from a textbook or from some resource material. It calls for your active participation, since you must read for meaning and must remember what you read.
- **Reading for Copying and Checking.** Most business writers, secretaries, typists, accountants, and clerical workers do a great deal of this kind of reading. Every prepared business document or typing job, every set of inventory figures that must be checked, and every invoice that must be compared with receiving reports and purchase orders requires careful reading. When such reading is done without concentration and without attention to meaning, errors may not be detected and corrected. So this type of reading is important for students and the business workers.

In conclusion, reading is a physical and intellectual exercise in which a reader is required to identify and understand what is written. Moreover, the way in which someone reads should be determined primarily by his purpose in reading such as reading for pleasure, reading for specific information, reading to absorb information, and reading for copying and checking.

2.1.2.4 WRITING SKILLS

SIL International (1999) stated that writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

McKay (2007) points to useful strategies for effective writing:

- **Avoid wordiness.** Say out loud what you are trying to write. Listen to how the words sound.
- **Write for the audience.** Use simple language. Writers should not try to impress readers with a huge vocabulary. Most people are juggling several tasks at the same time, and are interested in receiving only necessary information. Writers are responsible for making this happen.

- **Stay away from jargon.** If the work is very technical, but the person you are writing to is not well versed in that field, stick to words you think that person will understand.
- **A cliché a day keeps the reader away**-or at least it does not make him or her remember what the writer is saying. A writer wants his writing to be memorable. Simply write, "Stop procrastinating. Get the job done now."
- **Use the active voice.** The active voice makes sentence stronger and usually shorter.
- **Don't be redundant.** Avoid repeating your message to make your writing less wordy.
- **Pay attention to grammar.** A good dictionary should be nearby, along with a thesaurus. A thesaurus will allow the writer to keep his writing fresh by helping him find a variety of words to use.
- **Proofread.** Since a writer probably does most of his writing on a computer, access to automated spelling and grammar checkers should be available. Have someone else proofread the document, if possible. If time allows, put the composition away, and proofread it later, or even better, the next day.

Mind Tools Ltd (1995-2007), stated that when writing, remember that once something is in written form, it cannot be taken back. Communicating this way is more concrete than verbal communication, with less room for mistakes. This presents written communicators with additional challenges, including spelling, grammar, punctuation, even writing style and actual wording.

In conclusion, the writing skill refers to specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Moreover, for effective writing, you should keep in mind that it is important to avoid wordiness, write for the audience, stay away from jargon, avoid clichés, use the active voice, don't be redundant, pay attention to grammar, and proofread.

2.1.3 COMMUNICATION OF HOTEL STAFF

In any business organization, communication is vital because all parts of that business have to be coordinated and therefore effectively achieve the common aim. A hotel differs from other organizations in the way that there are a large number of minute details included in the transactions that may cause very personal problems for customers if they are not precisely communicated.

It is, therefore, a responsibility of the front desk staff to make known to the other departments in the hotel all the information concerning individual reservations. Guests will provide certain information to be acted upon to secure their reservations by the time they arrive at the hotel. (Braham 1993: 74-75)

When a client first arrives, the front desk representative should seek to establish a “comfort zone” in which the client feels at ease. A simple question or a comment can establish instant rapport. A courteous staff member is a good listener as well as an efficient communicator. Asking questions indicates that the representative is interested in the client. Listening to the answers indicates personal respect and attention to the guest’s needs (Foster 1992: 148).

Moreover, Foster (1992: 149-151) suggested the following for dealing with clients who have complaints:

- Never be defensive. The initial reaction to a guest complaint is to feel insulted or injured. Most likely, the immediate reaction of customers would be to call the front desk to complain.
- Define the problem. Before the front desk representative acts, he/she must be in full possession of all the facts. Ask the guest to describe the problem with as much detail as necessary.
- Validate the client’s feelings. Right or wrong, guests with complaints believe their problems are real. Respond with a statement that reinforces rather than intimidates.
- Restate the problem to show the front desk representative understands. Listen carefully to the client’s description of the problem, and then paraphrase it to indicate that he/she understands.

- Promise to take action. Check into the circumstances, notify the appropriate department, and promptly report back to the client.
- Follow up. Depending on the severity of the problem, the front desk representative might call the client later to verify that the problem has been resolved. Take steps to ensure the error will not be repeated in the future.

Chon and Sparrowe (1995: 411-413) stated that in hospitality the front desk representative will be mostly concerned with business communication. To communicate effectively, it is important to follow these guidelines:

- Have a clear message. He/she should also know exactly what he/she wants the listeners to do with the information;
- Speak clearly. Carefully pronounce words and use proper grammar to help relay the message. For clients, contraction, slang, and vague language can prove impossible to comprehend;
- Speak at a moderate rate. Words that are spoken at a moderate rate let the audience focus more easily on the message;
- Be enthusiastic. Never yell, cry, or laugh in a way that would indicate that the speaker might be out of control;
- Be sure the listeners understand. Ask listeners to restate what has been said. If some listeners don't understand, apologize for not being clear and repeat the message.

- Keep the message short and simple. Words, phrases, sentences, and paragraphs should be short. Avoid jargon or technical terms.

In conclusion, communication of hotel staff refers to the skills of asking simple questions, making an impression, listening to the answers, and indicating personal respect and attention to the guest's needs.

2.1.4 INTERCULTURAL COMMUNICATION

Dwyer (1997) stated that intercultural communication is communication between people living in the same country, but from different cultural backgrounds. Over time, a culture develops distinctive national patterns of communication and social behavior. These patterns are the customs and conventions regarded as the characteristics of a particular culture. They affect the way people communicate and act as individuals or in groups. What information we take in, which part of the message we choose to remember, and which response we give are all results of our perception.

Moreover, he stated that some of the many aspects of nonverbal communication influenced by culture are tone of voice, inflection, rate of speech, facial expressions, touching, and body movement. Awareness of the different customs, rules and social behavior in different cultures reduces the barriers caused by prejudice, stereotypes and discrimination. Additionally, different cultural groups have different rules for the use of humor, irony, courtesies in speech, the meaning of 'yes' and 'no', rules of politeness,

e.g., who can speak to whom, and who can begin a conversation, as well as dress, use of time, etc.

Roebuck (1998: 9-10) noted that individuals from different cultures bring different perceptions, value systems, and languages to the workplace. To be successful in business dealings, they must be aware of and sensitive to cultural differences (aware of an individual's background and experience), use appropriate language, correctly interpret nonverbal communication (try to closely observe the body language), and value individual and cultural differences (learn to value, appreciate, and accept individual differences).

Beamer and Varner (2001: 51-53) stated that communicating with non-native speakers in any language takes skill and experience. Effective face-to-face communication includes enunciating (speak clearly), speaking slowly, avoiding slang and colloquialisms, being careful about jokes (what one culture considers funny, another may consider not funny, crude, or rude), being sincere (creating a positive atmosphere), being culturally sensitive (the more he/she knows about the culture of the other side), keeping a sense of humor (being able to laugh at his/her own mistakes and not be offended by honest mistakes from the other side).

In conclusion, intercultural communication refers to communication between people living in the same country but from different cultural backgrounds. Moreover,

individuals from different cultures bring different perceptions, value systems, and languages to the workplace.

2.1.5 CUSTOMER SATISFACTION

WoltersKluwer Company, 2005 (under the name of Business Owner's Toolkit) explains that customer satisfaction is the key to success. The customers must be happy with the products and services provided. If they feel they have received good value for their money, the business will prosper. Getting customers to tell what's good about the business, and where improvement is needed, helps to ensure that the business measures up to their expectations.

Vavra (2002: 5) stated that satisfaction is a customer's emotional response to his or her evaluation of the perceived discrepancy between his or her prior experience with and expectations of a product or an organization and the actual experienced performance as perceived after interacting with an organization and consuming a product.

Customer satisfaction is a value-added concept in which the service contents exceed customer expectations, which adds more value to the customer's benefit. Ideally, perfect customer service is a systematized activity that involves the entire organization. However, many organizations have yet to develop this kind of awareness of customer service as a marketing strategy, investment, or cost-benefit issue. Even

those managers, who have already recognized the potential of customer service for increasing profits and market share, often put all their emphasis only on training service deliverers, while they should pay equal attention to improving all seven elements in the process structure of total customer satisfaction in the service system (Chang-Yung, 2000).

In conclusion, customer satisfaction means a value-added concept in which the service contents exceed customer expectations and add more value to the customer's benefit. Moreover, their overall satisfaction has some observable indicators. Customers may smile when they talk about the product or service.

2.1.6 CUSTOMER SERVICE SATISFACTION

Dulek and Dielden (1995) pointed out that positive word-of-mouth generated from existing customers often translates into more new customers. Companies who command high customer satisfaction ratings also seem to have the ability to insulate themselves from competitive pressures.

Hayes (1998: 33) explained that customers' perceptions of the quality of a service and their overall satisfaction have some observable indicators. Customers may smile when they talk about the product or service. Both these actions are manifestations and indicators of an underlying construct we might call customer satisfaction.

Heskett, Jones, Loveman, Sasser & Schlesinger (1994) establish a framework in which internal service quality drives employee satisfaction, which, in turn, drives the employee performance that generates service quality. Finally, service quality drives customer satisfaction which leads to customer retention and profits (Rucci, Kirn, & Quinn, 1998).

Davidoff (1994: 31) stated that the first law of service is the most critical relationship in all service work:

Satisfaction equals perception minus expectation

$$S = P - E$$

The first important point about this law is that both variables, perception and expectation, are psychological phenomena. They are not objective and may have almost no relationship to reality. This law also says that if customers expect a certain level of service and perceive that an equal or higher level was delivered, they will be satisfied. On the other hand, even when good service (as measured by some objective standard) is delivered, if the expectation was for better service, customers will be dissatisfied.

Moreover, Davidoff (1994: 31-32) also found that for customer-contact personnel to deliver service that meets customer expectations, they must first understand what it is that the typical customer expects. These expectations fall into seven basic categories:

Accessibility—customers want their questions answered and their needs met as soon as possible.

1. Courtesy—customers expect to be treated in a professional manner.
2. Personal Attention—customers want to be treated as unique individuals, not just another name on a long list.
3. Empathy—customers expect that service employees will understand what they care about.
4. Job knowledge—customers expect honest answers and that the answers come quickly.
5. Consistency—customers expect to get the same answer no matter who they talk to.
6. Teamwork—customers expect to be passed from one department to another with enough reliable information that won't cause the customers further problems.

It is often said that 'the best advertisement is a satisfied customer' and good communication within a hotel may lead a long way towards satisfying customers. The hotel will improve its reputation for giving good, personal service. A happy staff will also lead to guest satisfaction. It is therefore necessary that the staff in a hotel is informed of customer details and the information that staff needs to know in order for them to carry out their duties to the best possible effect (Braham, 1993: 76).

2.1.7 CUSTOMER SATISFACTION EVALUATION

Andrea, Dodge, and Caroline (2000) stated that customer satisfaction is a function of the customer's attitude; it is a very hard concept to measure. One way of measuring customer satisfaction is to get customer input from various channels, such as surveys, focus groups, or customer complaints, and combine this information in an attempt to get an accurate measure of customer satisfaction.

Moreover, the researchers pointed out that one of the most popular methods of measuring customer satisfaction is to use surveys where customers are requested to answer predetermined questions. It is important to get a large enough sample size to ensure that the sample is representative of the customer population.

In addition, a customer satisfaction survey is one way to gather this vital information. There are many ways to get copies to customers. Copies can be included with orders, mailed directly at regular intervals, sent and received by fax, or whatever is

convenient for the particular business. Many won't be returned, but those that are will make it worth while. (WoltersKluwer Company, 2005)

Gerald (1995: 1) stated that the spread of quality management has increased interest in monitoring and evaluating customers' and employees' satisfaction. Typically, this involves soliciting customers' and employees' opinions by means of a questionnaire. Here are some suggestions to increase the value of the information from the questionnaires:

- Combining the questionnaire results with information like requests for service, discontinuation of service, sales, or returns will give a much better idea of satisfaction than will a questionnaire alone. Using consultation or focus groups to explore issues raised by survey results can also be effective.
- Validating survey results with information obtained in other ways will reduce the danger of questionnaire results leading into incorrect decisions. In general, striking questionnaire results are only important if they are confirmed by other observations.
- Making the questionnaire concise will encourage people to complete it. People will be reluctant to finish a long questionnaire, or will complete it quickly and carelessly.

Hayes (1998: 6) remarked that for customer satisfaction evaluation, questionnaires can be used in both non-manufacturing and manufacturing fields. The use of customer satisfaction questionnaires offers companies another approach in the assessment of the quality of their service.

2.2 EMPIRICAL STUDY

2.2.1 ENGLISH COMMUNICATION AND CUSTOMER SATISFACTION

Holley (2002) completed a study on communicating in customer service: comparing salesperson-oriented and customer-oriented selling techniques in the aggregate equipment industry and their application to benchmarking. He found that the communication strategies used to deliver the best customer service included the best examples (being responsive, developing a relationship, and having product knowledge), the correct verbal and nonverbal cues, the best content and relationship dimensions, the best context, and the best speaking and listening skills to use to insure two-way communication and cooperation.

Yin (2002) studied the interactivity of internet-based communications, including impacts on e-business consumer decisions. She discovered that interactivity can increase responsiveness and mutuality (the perceptions in interactive communications), which, in turn, improved customer satisfaction and trust and further increased customer intentions to buy. Interactivity was created and experienced in the

actual process of communication. Thus, the perceived interactivity showed significant effects on responsiveness, mutuality, and downstream variables.

In a study entitled, "Passengers Satisfaction to Interpersonal-Communication with Thai Airways International Airlines Customer Service Representatives", Wattanapairote (2002), the subject was 400 passengers. The result showed that non-verbal communication such as dressing is more satisfying than verbal communication. Body language can be used to communicate with the passengers more effectively and satisfactorily than the use of English language. Moreover, the interpersonal communication was positively related to the efficiency of service.

Namanti (1999) published, "English Communication between Hotel Front Desk Staff and Asian Guests". The subjects were 162 hotel front desk staff and 119 Asian guests. Her study showed that almost all of the Asian guests were satisfied with the speaking, reading, writing, and listening skills of the hotel front desk staff. Most hotel front desk staff perceived a strong need for English speaking, listening, and writing skills. Moreover, educational achievement contributed to the significance of need for listening skills and speaking skills. Both the hotel front desk staff themselves and the Asian guests strongly agreed that English language training in all four skills should be given to the hotel front desk staff.

Akkakoson (1993) wrote, "The Role and Importance of English in Thai Business Communication". The subjects were 17 human resource management representatives of 15 sampled companies. The finding showed that English is an important tool for business communication, and English in all four skills is very useful for most of the employees and is inevitably required most of the time at the managerial level. The managerial and supervisory level employees of the sampled business companies have engaged some of the time to most of the time in a number of language-related activities which can be categorized according to listening, speaking, reading, writing, and translation. This is because the role of English is viewed as an additional factor in doing the job well and in the advancement of a career.

In research entitled, "An Integration of The Assessment of Verbal and Nonverbal Components of Interpersonal Communication Competence from A constructivist Perspective", Woods (1993), found out that nonverbal behaviors, particularly eye contact, were significantly associated with verbal interaction scores, and with a strong nonverbal accommodative effect accounting for a substantial part of the relationship of verbal and nonverbal behaviors. Head nodding and verbal interaction scores predicted several dimensions of partner evaluations of competence. Those producing the greatest amount of head nodding evoked the most attitude change in partners and were judged higher by partners on a global measure of likeability. The study concluded that the results support the argument that

investigation of nonverbal as well as verbal behavior is necessary for theory of communication competence.

King (1992) wrote, "Organizational Characteristics, Service Encounters and Guest Satisfaction in Hotels". The result showed that interactions between customers and service employees, or 'service encounters, "are a factor in customer evaluations of service quality and satisfaction".

2.2.2 CUSTOMER SERVICE SATISFACTION

"Customer Satisfaction Toward Services Provided by High Fly Travel Limited Partnership", is the title of research published by Chuensiri (2004). The sample was 75 customers. She discovered that the customers were highly satisfied with the services they received, particularly in service quality, price, and repurchase options, and demonstrated a willingness to recommend the company to others. She suggested that the company should focus on two areas of service quality that received the lowest mention about understanding customers' specific needs and solving the problem quickly. Staff has to improve by paying attention to the requirements and preparing well before a problem occurs.

Butrkhiew (2003) wrote, "Customer Satisfaction Toward Services of Bank of Ayudhya-Ramindra k.m.8 branch". The subject was 376 customers of Bank of Ayudhya-Ramndra k.m. 8 branch. The result showed that both male and female were

highly satisfied with the services. Most of the subjects indicated a high degree of customer satisfaction of service with total average mean. She suggested that a focus on assurance i.e., knowledge and the courtesy of employees and their ability to inspire trust and confidence, earned a high degree of customer satisfaction with service.

Lertanaprechasakul (2002) published, "Customer Satisfaction Toward The Nongkhai Grand Thani Hotel". The subject was 384 customers who stayed in the Nongkhai Grand Thani Hotel. The result showed that the customers were not satisfied with the quality of product such as design and decoration of the lobby, but they were satisfied with the friendliness, greetings, and courtesy of staff. She stated that staff knowledge, mode of payment, and information about goods and services in hotel significantly affected overall customer satisfaction. Pre-service waiting, the courtesy of staff, and the security system significantly affected the repeat purchase intention. Staff knowledge and courtesy significantly affected word-of-mouth advertising.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This chapter consists of five topics of research methodology related to the study, as follows:

3.1 Research Design

3.2 Population and sampling

3.3 Research Instrument

3.4 Pilot Study

3.5 Data Collection

3.6 Data Analysis

3.1 RESEARCH DESIGN

This research was conducted in two phases. The first phase involved secondary research-reviewing relevant literature, books, and related information. The second phase, primary research, involved collection of primary data via survey research with structured questionnaires.

3.2 POPULATION AND SAMPLING

(a) Population:

The population in this study is foreign customers of the Windsor Suites Hotel from Asia, Europe, America, the Middle East, and Oceania, totaling about 864 persons in one month (Hotel Statistics, January 2006).

(b) Sample Size:

The Yamane formula (1973) is used to calculate for the sample size, which is 274 customers.

(c) Convenient Sampling:

The questionnaires were given conveniently to customers who stayed at the Windsor Suites Hotel in January, 2006.

3.3 RESEARCH INSTRUMENT

The questionnaires were printed to make them as attractive as possible. Labels on the questionnaire items were made as specific as practicable.

3.3.1 Questionnaire

The construction of the questionnaire was very much oriented by the need to suit the objectives of the study and to make it as short as possible in order to maximize

the participation rate. The questionnaire consists of a series of questions and was divided into three main parts as mentioned below:

Part 1. Demographic data, such as nationality, occupation, and frequency of visits to the Windsor Suites Hotel.

Part 2. Evaluation of customers' satisfaction

A: Degree of customers' satisfaction with front desk staff English language communication skills.

Part 3. Open-ended questions on the professional image of the front desk staff expected by those customers.

To ensure accuracy, the questionnaire was developed through the following process:

1. Review of academic literature, texts, and research articles and identification of the variables that relate to the study.
2. Drafted questionnaire based on literature review, previous research and the interviews.
3. Pre-test administered to ensure the responder understands the questionnaire.

Based on the results of questionnaire pretests, some modifications were made to the research instrument to ensure that respondents understood all questions in the questionnaires.

3.3.2 Measurement of conducting questionnaire

The Likert scale was applied as it is considered the most appropriate and reliable measurement scale for these types of questions and is easy to construct and manage. Questionnaires with a 5 point rating scale were used to measure respondent evaluations by asking them the degree of importance for statements in the questionnaire that were ranked from (1) lowest satisfaction to (5) highest satisfaction. Each question consisted of many factors based on the literature review, especially the OLI model, to capture the construct of interest. The higher, the score, the more important, the variables are as evaluative criteria.

Five point scales were used to measure factors in such a way that mean scores could be calculated to show which factors are the most important to customer satisfaction with front desk staff English language communication skills.

With 5 point scales, the interval for dividing the range in measuring each variable is calculated thus:

$$\frac{5-1}{5} = 0.8$$

This means items with scores which fall between the ranges of:

- 4.20 – 5.00 express the highest satisfaction
- 3.40 – 4.19 express high satisfaction
- 2.60 – 3.39 express moderate satisfaction
- 1.80 – 2.59 express low satisfaction
- 1.00– 1.79 express the lowest satisfaction

Data from questionnaires were processed by an SPSS program in terms of frequency, mean, and standard deviation (descriptive statistics). The independent variables were grouped and used to predict customer satisfaction with the English language communication skills of Windsor Suites Hotel front desk staff by using the data analysis simple regressions technique. The presentation of results and data analysis is fully discussed in next chapter.

3.4 PILOT STUDY

For the pilot study, the questionnaire was administered to 20 randomly selected customers in order to obtain feedback. The purpose was that the researcher wished to ensure the accuracy and feedback of their understanding of the questionnaire. The results of the pilot study were used to improve the questionnaire items, making them clearer and providing more data. This is shown in Appendix B

3.5 DATA COLLECTION

The data collection was conducted as follows:

1. A letter from the University was submitted to the General Manager of the Windsor Suites Hotel.
2. The General Manager approved and, after discussion with department heads, informed the individuals who will participate in the data collection process such as the head of housekeeping, the front office manager, the restaurant manager, etc.

3. The questionnaires were distributed through two channels: a) the researcher gave 300 questionnaires to the housekeeping manager and they were left in guest rooms by the housekeeper on each floor and 2) 300 questionnaires were emailed to guests who had previously stayed at the Windsor Suites Hotel. After the questionnaires had been filled out completely, they were collected through the two channels: 1) collected by the housekeepers who worked on each floor. They collected the questionnaires for a week during January 2006 and sent them to the researcher (94 questionnaires). 2) 180 E-mail replies were completed and sent to the e-mail address of the researcher within 2 months (January – February 2006).

3.6 DATA ANALYSIS

The combination of quantitative and qualitative analysis was employed to measure customer satisfaction with the English language communication skills of the front desk staff at the Windsor Suites Hotel. Essentially, quantitative analysis was conducted using the Statistical Package for Social Science (SPSS).

The independent variables were grouped and used to predict customer satisfaction with front desk staff English language communication skills at the Windsor Suites Hotel by using data analysis through the Simple Regression Method. A detailed explanation of this model is explained in the following chapter.

Answers from the open-ended questions were delivered in quantitative and qualitative data, which will be used as evidence to support the research results.

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

CHAPTER 4

RESEARCH FINDINGS

This chapter shows the research findings and presents the data collected from the questionnaires. The results of the study were analyzed by using the following statistics:

Part 1: Percentages were used to analyze the demographic data

Part 2: Degree of customer satisfaction with front desk staff English language communication skills was analyzed by a 5-point Likert scale. The difference in customer satisfaction was classified according to nationality, occupation, number of visits, and purpose of visit.

Part 3: Open-ended questions on the professional image that customers expect of the front desk staff were analyzed by ranking order.

Part 1: Demographic Data

All the data obtained from the questionnaire concerning personal data were analyzed and are presented in Tables 1- 4.

Table 1: Customers by region

| Demographic Characteristics | Number | Percentage (%) |
|-----------------------------|------------|----------------|
| Asian | 167 | 60.95 |
| European | 48 | 17.52 |
| American | 45 | 16.42 |
| Australian | 14 | 5.11 |
| Total | 274 | 100 |

Table 1 shows that the majority of Windsor Suites Hotel customers (60.95%) came from Asian countries. Next, 17.52% were European; 16.42% were American, and 5.11% were Australian.

Table 2: Occupation separated by business type

| Demographic Characteristics | Number | Percentage (%) |
|-----------------------------|------------|----------------|
| Occupation | | |
| <u>Manufacturing</u> | | |
| Business people | 122 | 44.53 |
| Staff | 113 | 41.24 |
| Government Officials | 26 | 9.50 |
| Teachers | 4 | 1.46 |
| Engineers | 4 | 1.46 |
| Medical professionals | 2 | 0.73 |
| University Professors | 1 | 0.36 |
| <u>Service</u> | | |
| Consultants | 1 | 0.36 |
| Lawyers | 1 | 0.36 |
| Total | 274 | 100 |

Table 2 indicates that the majority of the customers were in manufacturing sector of which 44.53% were business people, 41.24% were staff, and 9.50% were government officials. Others were teachers, engineers, doctors and university professor.

Only 0.36% of the customers were in service section such as consultant and lawyer.

Table 3: Frequency of the Windsor Suites Hotel visits

| Demographic Characteristics | Number | Percentage (%) |
|---|------------|----------------|
| Frequency of the Windsor Suites Hotel visits | | |
| one time | 167 | 60.95 |
| two-three times | 89 | 32.48 |
| more than 3 times | 18 | 6.57 |
| Total | 274 | 100.00 |

Table 3 shows that 60.95% of customers stayed at the Windsor Suites Hotel for one time, while 32.48% of customers stayed for two to three time. Only 6.57% of customers stayed at the hotel more than 3 times.

Table 4: Purpose of the Windsor Suites Hotel visits

| Personal Data | Frequency | Percentage (%) |
|---|------------------|-----------------------|
| Purpose of Windsor Suites Hotel visits | | |
| Travel | 159 | 58.02 |
| Business | 115 | 41.98 |
| Total | 274 | 100.00 |

Table 4 shows that 58.02% of the customers stayed at the Windsor Suites Hotel for travel and 41.98% for business.

PART 2: Evaluation of Customer Satisfaction with English Skills of Front

Desk Staff

A: Degree of Customer Satisfaction with the English skills of the Front Desk Staff of the Windsor Suites Hotel

With 5 point scales, the interval for breaking the range in measuring each variable is calculated by:

$$(5-1)/5=0.8$$

This means items with scores which fall between the ranges of

4.20–5.00 are considered as the highest satisfaction.

3.40–4.19 are considered as high satisfaction.

2.60–3.39 are considered as moderate satisfaction.

1.80–2.59 are considered as low satisfaction.

1.00–1.79 are considered as the lowest satisfaction.

Table 5: Customer Satisfaction with English skills of the Front Desk Staff of the Windsor Suites Hotel.

| Question No: | Combined Answers | | |
|--|------------------|-------------|------------------------------|
| | Mean | Std. Dev. | Degree of Satisfaction |
| English Skills | | | |
| The Front Desk Staff can | | | |
| 1. speak clearly and I can understand them. | 3.50 | 0.93 | High Satisfaction |
| 2. welcome me in English. | 3.47 | 0.90 | High Satisfaction |
| 3. understand my English. | 3.42 | 0.92 | High Satisfaction |
| 4. provide clear direction on my room allocation and other hotel facilities. | 3.38 | 0.96 | Moderate Satisfaction |
| 5. listen to me and ask for further information. | 3.34 | 0.94 | Moderate Satisfaction |
| 6. restate that they understand my needs. | 3.28 | 0.99 | Moderate Satisfaction |
| Total | 3.39 | 0.94 | Moderate Satisfaction |

Table 5 shows that the total average means of customer satisfaction with the English skills of front desk staff is 3.39 (Moderate Satisfaction). The standard deviation is 0.94.

In terms of English skills, the customers thought that the front desk staff could speak clearly and guests could understand them, which was the maximum mean score at 3.50, and also the front desk staff could understand the guests' English, and could

welcome guests in English at a high level. They could provide clear direction on the guest room allocations and other hotel facilities, listen to the guests and ask for further information, and restate to indicate that they understood the guests' needs at a moderate level.

Table 6: Customer Satisfaction with Friendliness and Courtesy of the Front Desk Staff of the Windsor Suites Hotel.

| Question No: | Combined Answers | | |
|--|------------------|-------------|--------------------------|
| | Mean | Std. Dev. | Degree of Satisfaction |
| Friendliness and Courtesy | | | |
| The Front Desk Staff can | | | |
| 7. use an appropriate tone of voice to indicate their understanding. | 3.47 | 0.94 | High Satisfaction |
| 8. express sincerity through their friendly and polite manner. | 3.40 | 0.96 | High Satisfaction |
| 9. follow up my request in a timely manner. | 3.38 | 0.98 | Moderate Satisfaction |
| Total | 3.41 | 0.96 | High Satisfaction |

Table 6 shows that the total average means of customer satisfaction with friendliness and courtesy of front desk staff is 3.41 (High Satisfaction). The Standard Deviation is 0.96

In terms of friendliness and courtesy, it was found that the front desk staff used an appropriate tone of voice to indicate they understood the guest, which was the maximum score at 3.47, and staff also expressed sincerity through their friendly and polite manner at a high level. However, they could follow up guest requests in a timely manner only at a moderate level.

Table 7: Customer Satisfaction with Intercultural Communication of the Front Desk Staff of the Windsor Suites Hotel.

| Question No: | Combined Answers | | |
|---|------------------|-------------|------------------------------|
| | Mean | Std. Dev. | Degree of Satisfaction |
| Intercultural Communication | | | |
| The Front Desk Staff can | | | |
| 10. define the problem concerning my complaint. | 3.42 | 0.98 | High Satisfaction |
| 11. ask appropriate questions. | 3.39 | 1.03 | Moderate Satisfaction |
| 12. use appropriate technical terms. | 3.37 | 1.01 | Moderate Satisfaction |
| 13. use appropriate gestures to show that they understand my need. | 3.35 | 1.03 | Moderate Satisfaction |
| 14. make appropriate eye contact while communicating. | 3.31 | 1.06 | Moderate Satisfaction |
| Total | 3.37 | 1.02 | Moderate Satisfaction |
| Total Average of Customer Satisfaction with English Skills of Front Desk Staff | 3.39 | 1.00 | Moderate Satisfaction |

Table 7 shows that the total average means of customer satisfaction with intercultural communication of front desk staff is 3.37 (Moderate Satisfaction). The Standard Deviation is 1.02.

In terms of **intercultural communication**, it was found that the front desk staff could define the problem concerning guest complaints at a high level (3.42), which was the maximum score. The front desk staff asked appropriate questions, used appropriate technical terms, used appropriate gestures to show that they understood the guests' needs, and made appropriate eye contact while communicating, all at a moderate level.

Table 8-11 (below) shows the significant value, mean, standard deviation of independent variables that indicate the relationship between independent and dependent variables. Since the significance value is 0.05 or less, there are several non-significant coefficients, indicating that independent variables are not related to the dependent variable (the performance of companies). We find there is no relation between the independent and dependent variables except in Table 11 (No.6), where staff restates that they understand the guests' needs with the variable of the occupation of the customer.

Table 8: Summary of the Relationship Between Nationality and Customer Satisfaction with the Windsor Suites Hotel.

| Description | Mean | Standard Deviation | Sig |
|--|------|--------------------|-------|
| English Skills | | | |
| The front desk staff can | | | |
| 1. speak clearly and I can understand them | 3.50 | 0.93 | 0.664 |
| 2. understand my English. | 3.42 | 0.92 | 0.636 |
| 3. welcome me in English. | 3.47 | 0.90 | 0.176 |
| 4. provide clear direction on my room allocation and other hotel facilities. | 3.28 | 0.97 | 0.955 |
| 5. listen to me and ask for further information | 3.34 | 0.94 | 0.943 |
| 6. restate that they understand my needs. | 3.28 | 0.99 | 0.382 |
| Friendliness and Courtesy | | | |
| The front desk staff can | | | |
| 7. express sincerity through their friendly and polite manner. | 3.40 | 0.96 | 0.276 |
| 8. use an appropriate tone of voice to express their understanding. | 3.47 | 0.94 | 0.903 |
| 9. follow up my requests in a timely manner. | 3.37 | 0.98 | 0.368 |
| Intercultural Communication | | | |
| The front desk staff can | | | |
| 10. use appropriate technical terms. | 3.37 | 1.01 | 0.735 |
| 11. ask appropriate questions. | 3.39 | 1.03 | 0.307 |
| 12. define the problem concerning my complaint. | 3.42 | 0.98 | 0.891 |
| 13. make appropriate eye contact while communicating. | 3.31 | 1.06 | 0.530 |
| 14. use appropriate gestures to show that they understand my needs. | 3.35 | 1.03 | 0.332 |

Table 8 shows that there is no positive relationship between customer satisfaction and nationality. The results showed that none of the variables has a significant value of 0.05 or less. This means that nationality has no positive relationship with customer satisfaction with the Windsor Suites Hotel.

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

Table 9: Summary of the Relationship Between Occupation and Customer Satisfaction with the Windsor Suites Hotel.

| Description | Mean | Standard Deviation | Sig. |
|---|------|--------------------|--------|
| English Skills | | | |
| The front desk staff can | | | |
| 1. speak clearly and I can understand them. | 3.50 | 0.93 | 0.349 |
| 2. understand my English. | 3.42 | 0.92 | 0.641 |
| 3. welcome me in English. | 3.47 | 0.90 | 0.517 |
| 4. provide clear direction on my room allocation and others hotel facilities. | 3.28 | 0.97 | 0.278 |
| 5. listen to me and ask for further information. | 3.34 | 0.94 | 0.125 |
| 6. restate that they understand my need. | 3.28 | 0.99 | 0.000* |
| Friendliness and Courtesy | | | |
| The front desk staff can | | | |
| 7. express sincerity through their friendly and polite manner. | 3.40 | 0.96 | 0.620 |
| 8. use an appropriate tone of voice to express their understanding. | 3.47 | 0.94 | 0.345 |
| 9. follow up my requests in a timely manner. | 3.37 | 0.98 | 0.529 |
| Intercultural Communication | | | |
| The front desk staff can | | | |
| 10. use appropriate technical terms. | 3.37 | 1.01 | 0.819 |
| 11. ask appropriate questions. | 3.39 | 1.03 | 0.701 |
| 12. define the problem concerning my complaint. | 3.42 | 0.98 | 0.935 |
| 13. make appropriate eye contact while communicating. | 3.31 | 1.06 | 0.477 |
| 14. use appropriate gestures to show that they understand my need. | 3.35 | 1.03 | 0.982 |

Table 9 shows that there is a positive relationship between occupation and English skills (restate that they understand the guest' needs). The results of "restated that they understand the guest's needs" have a significant value of less than 0.00. This means that it has a positive relationship with customer satisfaction with the Windsor Suites Hotel. Therefore, it should be given more priority by the management.

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

Table 10: Summary of the Relationship Between the Number of Times Customers Visit and Their Level of Satisfaction with the Windsor Suites Hotel.

| Description | Mean | Standard Deviation | Sig. |
|---|------|--------------------|-------|
| English Skills | | | |
| The front desk staff can | | | |
| 1. speak clearly and I can understand them. | 3.50 | 0.93 | 0.983 |
| 2. understand my English. | 3.42 | 0.92 | 0.174 |
| 3. welcome me in English. | 3.47 | 0.90 | 0.427 |
| 4. provide clear direction on my room allocation and others hotel facilities. | 3.28 | 0.97 | 0.527 |
| 5. listen to me and ask for further information. | 3.34 | 0.94 | 0.123 |
| 6. restate that they understand my need. | 3.28 | 0.99 | 0.960 |
| Friendliness and Courtesy | | | |
| The front desk staff can | | | |
| 7. express sincerity through their friendly and polite manner. | 3.40 | 0.96 | 0.068 |
| 8. use an appropriate tone of voice to express their understanding. | 3.47 | 0.94 | 0.641 |
| 9. follow up my requests in a timely manner. | 3.37 | 0.98 | 0.995 |
| Intercultural Communication | | | |
| The front desk staff can | | | |
| 10. use appropriate technical terms. | 3.37 | 1.01 | 0.199 |
| 11. ask appropriate questions. | 3.39 | 1.03 | 0.574 |
| 12. define the problem concerning guest complaints | 3.42 | 0.98 | 0.510 |
| 13. make appropriate eye contact while communicating. | 3.31 | 1.06 | 0.605 |
| 14. Use appropriate gestures to show that they understand my need. | 3.35 | 1.03 | 0.054 |

Table 10 shows that there is no positive relationship between customer satisfaction and the number of times customers visit the Windsor Suites Hotel. The results showed that none of the variables has a significant value of 0.05 or less. This means that the number of times customers visit the Windsor Suits Hotel has no positive relationship with customer satisfaction.

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

Table 11: Summary of the Relationship Between the Purpose of Customer Visit and Their Satisfaction with the Windsor Suites Hotel.

| Description | Mean | Standard Deviation | Sig. |
|---|------|--------------------|-------|
| English Skills | | | |
| The front desk staff can | | | |
| 1. speak clearly and I can understand them. | 3.50 | 0.93 | 0.199 |
| 2. understand my English. | 3.42 | 0.92 | 0.150 |
| 3. welcome me in English. | 3.47 | 0.90 | 0.174 |
| 4. provide clear direction on my room allocation and others hotel facilities. | 3.28 | 0.97 | 0.802 |
| 5. listen to me ask for further information. | 3.34 | 0.94 | 0.856 |
| 6. restate that they understand my need. | 3.28 | 0.99 | 0.155 |
| Friendliness and Courtesy | | | |
| The front desk staff can | | | |
| 7. express sincerity through their friendly and polite manner. | 3.40 | 0.96 | 0.498 |
| 8. use an appropriate tone of voice to express their understanding. | 3.47 | 0.94 | 0.235 |
| 9. follow up my requests in a timely manner. | 3.37 | 0.98 | 0.253 |
| Intercultural Communication | | | |
| The front desk staff can | | | |
| 10. use appropriate technical terms. | 3.37 | 1.01 | 0.765 |
| 11. ask appropriate questions. | 3.39 | 1.03 | 0.914 |
| 12. define the problem concerning my complaint. | 3.42 | 0.98 | 0.884 |
| 13. make appropriate eye contact while communicating. | 3.31 | 1.06 | 0.652 |
| 14. use appropriate gestures to show that they understand my need. | 3.35 | 1.03 | 0.792 |

Table 11 shows that there is no positive relationship between customer satisfaction and the purpose of the customers' visits. The results showed that none of the variables has a significant value of 0.05 or less. It means that purpose of the customers' visits has no positive relationship with customer satisfaction with Windsor Suites Hotel.

Part 3: Open-ended Questions on the Professional Image of the Front

Desk Staff Expected by Customers.

The open-ended questions were answered by 197 of 274 customers who responded to question part one and part two. However, among the 197 customers who answered the open-ended question, most offered only compliments or complaints. The compliments and complaints are important, but some customers mentioned certain points which are directly related to this research. The answers were separated into three groups: English skills, friendliness and courtesy, and intercultural communication. The key answers regarding the professional image of the front desk staff were further separated and the number of customers who answered can be seen in the tables below.

Table 12: Professional image of the Front Desk Staff through English**Skills**

| English Skills | No. of Customer |
|---|---------------------|
| The customers expect the front desk staff to 1. listen to the guests and provide them with further information. 2. have excellent English. 3. understand different accents of English.. | 2 1 1 |
| Total | 4 |

Table 12 shows that out of four answers regarding English Skills, two customers expected the front desk staff to listen to the guest and provide them with more information. However, other customers expected the front desk staff to speak excellent English and understand different English accents.

Table 13: Professional Image of the Front Desk Staff Through Friendliness and Courtesy

| Friendliness and Courtesy | No. of Customer |
|---|-----------------|
| The customers expect the front desk staff to 1. be friendly, courteous, and service-minded. | 4 |
| Total | 4 |

Table 13 shows that all four responding customers expect the front desk staff to be friendly, courteous, and service-minded.

Table 14: Professional Image of the Front Desk Staff Through Intercultural Communication

| Intercultural Communication | No. of Customer |
|--|-----------------|
| The customers expect the front desk staff to 1. ask them appropriate questions. 2. be willing to solve problems. | 2 1 |
| Total | 3 |

Table 14 shows that two customers expected the front desk staff to ask appropriate questions and one of the customers expected the front desk staff to be willing to solve problems.

The customers also enhanced this research by adding valuable compliments and complaints. These comments were narrowed down into two groups: English skills and friendliness and courtesy. To be more specific, the compliments and complaints were further separated into groups as seen below in table 15.

Table 15: Compliments and Complaints from the Customers to the Front Desk Staff with Regard to English skills.

| | English Skill | No. of Customer |
|-------------|---|------------------------|
| Compliments | 1. The front desk staff was excellent, very professional, and well informed. | 5 |
| | 2. The front desk staff spoke excellent English and understood the guest's request. | 1 |
| Complaints | 1. The front desk staff should improve English communication skills. | 20 |
| | 2. The front desk staff lacked knowledge and information to provide the guests. | 5 |
| | Total | 31 |

Table 15 shows that thirty one customers offered compliments and complaints. Five out of six customers complimented front desk staff, saying they were excellent, very professional, and well-informed. However, twenty out of twenty-five customers complained that the front desk staff should improve their English communication skills. This result will be discussed and recommendations suggested in the next chapter.

Table 16: Compliments and Complaints from the Customers to the Front Desk Staff with Regard to Friendliness and Courtesy.

| | Friendliness & Courtesy | No. of Customer |
|------------|---|------------------------|
| Compliment | The front desk staff were polite, friendly, helpful, and made a good impression. | 23 |
| Complaints | 1. The front desk staff showed no concern about satisfying customer needs. | 11 |
| | 2. The front desk staff was very impolite and unfriendly. | 8 |
| | 3. The front desk staff did not provide prompt service. | 2 |
| | 4. The front desk staff should take good care of guests when they check into the hotel. | 1 |
| | Total | 45 |

Table 16 shows the number of customers who offered compliments and complaints regarding the friendliness and courtesy of the front desk staff. Twenty-three customers stated that the front desk staff were polite, friendly and impressive. However, out of forty-five customers who complained, eleven customers pointed out that the front desk staff didn't appear to be concerned with satisfying their customers' needs. Eight customers complained about the front desk staff being very impolite and unfriendly. Two

customers complained that the front desk staff did not provide prompt service and one customer complained about the front desk staff not providing adequate service when checking a guest into the hotel.

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

CHAPTER 5

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of five parts of discussion, conclusions, and recommendations related to the study, as follows:

- 5.1 Summary of the study
- 5.2 Discussions and conclusions
- 5.3 Recommendations
- 5.4 Limitations of the study
- 5.5 Recommendations for further study

5.1 SUMMARY OF THE STUDY

This study aims to find out the degree of customer satisfaction with the English language communication skills of the front desk staff at the Windsor Suites Hotel, and suggest ways to improve their English language communication skills. The survey was conducted on a sample of 274 foreign customers from the Middle East, Asia, Europe, America, and Oceania. The data were collected by means of a questionnaire.

The front office of the Windsor Suites Hotel presents the first impression of the hotel to the guests and makes them feel welcomed. As nobody has evaluated the degree of customer satisfaction with the front desk staff's English language skills, this researcher was interested in surveying this topic in order to determine their English language communication ability as this factor can impress customers positively or negatively. This research offers feedback concerning customer satisfaction with the English language communication ability of the front desk staff and suggestions how to improve hotel staff language abilities.

5.2 DISCUSSIONS AND CONCLUSIONS

This research study found that the customers are moderately satisfied with the English skills of the front desk staff.

This suggests that customers are not fully satisfied with the English proficiency of the front desk staff, and that the front desk staff needs to improve their listening and speaking skills to be more efficient. Otherwise, customers may have to wait for a long time or some requests may not be immediately seen to, requiring that guests repeat requests before any actions are taken. One example, is the possibility of a misunderstanding in booking where a single room is booked when a double is requested.

This situation has been confirmed by previous studies of Foster, 1992; Davidoff, 1994; and Chon and Sparrowe, 1995 in which it is stated that in hospitality you will be mostly concerned with business communication. To communicate effectively, it is important to have a clear message, have job knowledge, speak clearly, restate the front desk representative's understanding and listen to the answers, and pay attention to the guest's needs. Moreover, the findings of this study supported the results of Akkason (1993), who investigated the role and importance of English in Thai Business Communication. The findings from his study indicated that the role of English is viewed as an additional factor in doing the job well and in the advancement of a career.

Most customers are moderately satisfied with friendliness and courtesy of the front desk staff, and feel they express sincerity through their friendly and polite manner, use an appropriate tone of voice, and follow up guest requests in a timely manner. In some situations, the customers felt that a member of staff worked with many customers and treated them badly, or no one at the front desk smiled. The front desk staff did not take care of customers as they checked in. Some of the staff in the executive lounge were very inefficient. In one instance, a guest requested a fruit basket from the lounge to have in his room, but it was not delivered until the day he checked out.

This result is consistent with those of previous studies done by Dwyer and Roebuck, which indicated that for customer-contact, the front desk staff has to meet a customer's expectations. They must be courteous as customers expect to be treated in

a professional manner. (Dwyer, 1997; Roebuck, 1998). Moreover, the results also agree with the findings of Lerttanaprechasakul (2002), which suggested that customers were satisfied with friendliness and staff greetings. Professional knowledge and staff courtesy significantly affect word of mouth advertising.

Most customers are moderately satisfied with front desk staff intercultural communication such as use of appropriate technical terms, asking appropriate questions, making eye contact, using appropriate gestures, and defining the problem concerning guest complaints.

Foster (1992) and Robuck (1998) suggested that when dealing with clients who have complaints, the front desk staff have to ask questions to help clarify what the guest said and define the problem by asking the guest to describe the problem in as much detail as is necessary. In addition, this study also supports the findings of Woods (1993), which revealed that nonverbal behaviors, particularly eye contact, were significantly associated with verbal interaction scores. Moreover, when speaking to customers, staff should have eye contact with the person they are speaking to in order to show interest, which can also be demonstrated in tone of voice, facial expressions, and body movement (Dwyer, 1997; Roebuck, 1998).

To expand on the results, this research also found that there is no positive relationship between nationality and customer satisfaction with the front desk staff English language skills at the Windsor Suites Hotel. It also shows that the purpose and frequency of customer visits have no positive relationship with customer satisfaction with front desk staff English language skills. However, it was found that there is a positive relationship between occupation (restate that they understand guest needs) and customer satisfaction.

5.3 RECOMMENDATIONS

Based on the finding that the front desk staff of the Windsor Suites Hotel needs to improve their English communication skills, this researcher would like to offer the following recommendations:

1. The recruitment department should have a more efficient strategy to recruit new staff who are able to communicate in fluent English and have more experience serving customers.
2. From my observation, there is no training for new staff, so this researcher would like to recommend a training course as follows:

2.1 A training course should be arranged for the front desk staff before starting work and also for on-the-job training.

2.2 Difficult situations were sometimes handled poorly by the staff. This researcher observed that they had not been trained nor had they received advice from a senior/supervisor. This researcher suggests that the front desk staff should have training in how to solve to the customer's satisfaction those difficult situations.

2.3 The Windsor Suites Hotel owner should be aware of the importance of training and finding a trainer who knows the problems and requirements of the front desk staff. From direct observation, general training courses are divided into 3 levels: basic, intermediate, and advanced. They teach only general conversation, and don't focus on English for specific purposes. The front desk staff needs specific English skills.

2.4 In terms of training in listening and speaking, the course should focus on listening to face-to-face conversations and telephone conversations, because front desk staff frequently communicate with the customers in situations like these.

2.5 In terms of intercultural communication, the course should teach recognition of possible intercultural misunderstandings. Awareness of cultural beliefs and practices can help the front desk staff use language appropriately and accurately.

5.4 LIMITATIONS OF THE STUDY

It is important to critically evaluate the results and the whole study. The present work has certain limitations that need to be taken into account when considering the study and its contributions. Though it reveals several interesting findings and recommendations, there are certain limitations that are addressed, which are mainly attributed to the limitations of time and resources. However, some of these limitations can be seen as fruitful avenues for future research under the same theme.

First, the study has focused on only those customers who visited the Windsor Suites Hotel during the month of January, 2006. So, the generalization of findings is limited and may not necessarily reflect the entire range of customer perceptions at the Windsor Suites Hotel.

Second, the measurement of satisfaction of customers is based only on the English language skills of the front desk staff. Therefore, the findings and recommendations are exclusively based only on those identified attributes which have been discussed. However, there may be several other factors that may impact upon customer satisfaction. For instance, the cost may cause satisfaction if perceived as low, or dissatisfaction if perceived as high.

Finally, due to time constraints, the research did not include a detailed study of customer nationality, occupation, purpose or time. Greater accuracy might be achieved if we conduct research in more detail by separating out some customer attributes such as individual country or region, etc.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

The researcher would like to recommend further study as follows:

1. Since this study was conducted to survey the English language communication skills of the front desk staff for customer satisfaction, it focuses only on listening and speaking skills which play an important role when communicating with customers. It does not focus on reading and writing skills which are used for daily reports to the management, writing notes to the guests, and receiving and replying to e-mail and Fax for reservations. Staff may have to read the complaints from guests, and enter data into the computer system for reservations. Therefore, the role of reading and writing skills should be studied in future research.
2. If a training course is given for the staff for a period of time, e.g., 1, 3, or 6 months, there should be a study to compare the efficiency of their English language usage before and after training to ensure that the training course does, indeed, increase the efficiency of the staff.

BIBLIOGRAPHY

- Akkakoson, Songyut. 1993. "A Study of the Role and Importance of English in Thai Business Communication." Master's thesis, Faculty of Arts of Linguistics, Graduate School, Mahidol University.
- Andrea, Douglas., Dogdu, Sezai., and Carolynne, O'Grady. 2000. **Tools for Measuring Customer Satisfaction** [On-line]. Available: <http://www.usa.gov/webcontent/improving/evaluating/types/satisfaction.shtml>
- Bavendiek, Ulrike. 2008. **Speaking Skills** [Online]. Available: <http://www.liv.ac.uk/ulc/worksheets/speaking%20skills.pdf>
- Beamer, Linda and Varner, Iris. 2001. **Intercultural Communication in The Global Workplace**. 2nd Ed. Chicago: McGraw-Hill Irwin.
- Braham, Bruce. 1993. **Hotel Front Office**. 2nd Ed. Great Britain: Stanley Thornes.
- Butrkhiew, Janejira. 2003. "A Study of Customer Satisfaction toward Services of Bank of Ayudhya-Ramindra k.m. 8 branch." Master's Thesis, Faculty of Business Communication, Graduate School, the University of the Thai Chamber of Commerce.
- Chang-Yung, Liu. 2000. **Customer Satisfaction in the Service Sector**. Report of The APO Symposium on Customer Satisfaction in the Service Sector. Tokyo: Asian Productivity Organization.

- Chon, Kye-Sung (Kaye) and Sparrowe, Raymond T. 1995. **Welcome to Hospitality-Introduction.** New York: South-Western Publishing.
- Chuensiri, Siriluck. 2004. "The Study of Customer Satisfaction toward Services Provided by High Fly Travel Limited Partnership." Master's Thesis, Faculty of Business Communication, Graduate School, the University of the Thai Chamber of Commerce.
- Cooper, L.O. 1991. **Toward a Theory of Listening Competency: The Development of a Two-Factor Model of listening in Organizations (Communication).** University of Illinois at Urbana-Champaign.
- Davidoff, Donald M. 1994. **Contact Customer Service in the Hospitality and Tourism Industry.** New York: Prentice-Hall.
- Dulek, Ronald E. and Dielden, John S. 1995. **Principles of Business Communication.** Tokyo: Simon & Schuster (Asia).
- Dwyer, Judith. 1997. **The Business Communication Handbook.** 4th Ed. Sydney: Prentice Hall.
- Disanza, James R. and Legge, Nancy J. 2003. **Business and Professional Communication: plans, processes, and performance.** Idaho: Pearson Education.
- Forsyth, Patrick. 1992. **Agreed! Making Management Communication Persuasive.** 1st Ed. Singapore: Kin Keong Printing.

- Foster, Dennis L. 1992. **Front Office Operations and Administration**. New York: McGraw-Hill.
- Gerald, John Fitz. 1995. **The Satisfactory Satisfaction Survey** [On-line]. Available: <http://econpapers.repec.org/paper/esrwpaper/default1.htm>
- Guffey, Mary Ellen. 2003. **Business Communication : Process and Product Business Communication**. 4th Ed. OH: Thomson South-Western.
- Hair, Dan O', Friedrich, Gustav W., and Dixon, Lynda Dee. 2005. **Strategic-Communication in Business and the professions**. 5th Ed. New York: Houghton Mifflin.
- Hanna, Michael S. and Wilson, Gerald L. 1998. **Communicating in Business and Professional Settings**. 4th Ed. New York: McGraw-Hill.
- Hayes, Bob E. 1998. **Measuring Customer Satisfaction: Survey Design, Use, and Statistical Analysis Methods**. 2nd Ed. Milwaukee: ASQ Quality Press.
- Heskett, J.L., et al. 1994. **Putting the service-profit chain to work**. Harvard Business Review archive Volume 64 Issue 6 (March-April).
- High Beam Research, LLC. 2005. **Listening Skills** [Online]. Available: <http://www.infoplease.com/homework/listeningskills1.html>.
- Himstreet, William C., Maxwell, Gerald W., and Onorato, Mary Jean. 1982. **Business Communications**. New York: Glencoe.

- Holley, Robert E. 2002. "Communicating Customer Service: Comparing salesperson-oriented and customer-oriented selling techniques in the aggregate equipment industry and their application to benchmarking." Doctoral Dissertation. The University of Utah.
- Johnson, Kenneth R. 1996. **Effective Listening Skills** [Online]. Available: <http://www.itmxeb.com/essay514.htm>
- Kang, Thongchai. 2001. **Job Description of Front Desk Staff**. Bangkok: The Windsor Suites Hotel.
- Kelly, Lynne; Lederman Linda C., and Phillips, Gerald M. 1989. **Communicating in The Workplace: A Guide to Business and Professional Speaking**. New York: Harper & Row.
- King, Carol A. 1992. "Organizational Characteristics, Service encounters and Guest satisfaction in hotels." Doctoral dissertation. Business Administration, New York University.
- Lahiff, James M. and Penrose, John M. 1997. **Business Communication Strategies and Skills**. 5th Ed. London: Simon & Schuster.
- Lee, D. and Hatesohl, D. 1996. **Listening: Our Most Used Communication Skill**. Communications Publication CM0150. University of Missouri-Columbis, Extension and Agricultural Information.
- Lertanaprechasakul, Mayuree. 2002. "The Customer Satisfaction Toward The Nongkhai Grand Thani Hotel." Master's thesis, Faculty of Business

Administration, Assumption University.

Marie M. Stewart, Ph.D., Kenneth Zimmer, Ed.D., and Lyn R. Clark, Ed.D. 1985.

Business English and Communication. 6th Ed. New York: McGraw-Hill.

Matthews, Candace. 1994. **Speaking Solutions-Interaction, Presentation,**

Listening, and Pronunciation Skills. New York: Prentice Hall.

McKay, Dawn Rosenberg. 2008. **Your Guide to Career Planning** [On-line].

Available: http://careerplanning.about.com/cs/miscskills/a/writing_skills.htm

Messina, James J. 1999-2007. **Improving Listening Skills** [Online]. Available:

<http://www.coping.org/dialogue/listen.htm>

Mind Tools Ltd. 1995-2008. **Improving Writing Skills, Reading Strategies** [On-line].

Available: www.mindtools.com/CommSkill/WritingSkills.htm.

Murphy, Herta A., Hildebrandt, Herbert W., and Thomas, Jane P. 1997. **Effective**

Business Communications. New: McGraw-Hill.

Musical English Lessons International, England. 1993. **Studying Tips Speaking**

Skills [Online]. Available: [http://www.musicalenglishlessons.org/tips-](http://www.musicalenglishlessons.org/tips-speaking.htm)

[speaking.htm](http://www.musicalenglishlessons.org/tips-speaking.htm)

Namanti, Arunee. 1999. "A Study of English Communication Between Hotel

Front Desk Staff and ASEAN Guests." Master's Thesis, Faculty of Arts,

Graduate School, Ramkhamhaeng University.

Powers, Tom. 1979. **Introduction to Management in the Hospitality Industry.**

School of Hotel and Food Administration. New York: John Wiley & Sons.

Roebuck, Deborah Britt. 1998. **Improving Business Communication Skills**. 2nd Ed.

New York: Prentice-Hall.

Rucci, A.J., Kirn, S.P. & Quinn, R.T. 1998. **The employee-customer-profit chain at**

Sear[On-line]. Available: www.hbsp.harvard.edu/b01/en/common/item_detail.html

Scott, B. 1986. **The Skills of Communicating**. Cambridge: Gower.

SIL International Co., Ltd. 1999. **What are reading skills? What are writing skills?**

[Online]. Available: <http://www.sil.org/lingualinks/Literacy/ReferenceMaterials/>

[GlossaryOfLiteracyTerms/WhatAreReadingSkills.htm](http://www.sil.org/lingualinks/Literacy/ReferenceMaterials/GlossaryOfLiteracyTerms/WhatAreReadingSkills.htm)

Steadmon, Charles E. and Kasavana, Michael L. 1988. **Managing Front Office**

Operations. Orlando: Educational Institute of the American Hotel and Motel

Association.

Swindle, Robert E. 1980. **The Business Communicator**. New York: Prentice-Hall.

The Windsor Suites Hotel. 2006. **Hotel Statistics**. The Windsor Suites Hotel.

University of Minnesota Duluth. 2006. **Listening Skills** [On-line]. Available:

http://www.d.umn.edu/kmc/student/loon/acad/strat/ss_listening.html

Vavra, Terry G. 2002. **Customer Satisfaction Measurement Simplified: A Step**

By- Step Guide for ISO 9001: 2000 Certification. Milwaukee: ASQ Quality

Press.

Wattanapairote, Thidarat. 2002. "Passengers Satisfaction to Interpersonal-Communication with Thai Airways International Airlines Customer Service Representatives. Case Study: passengers traveling on Asia Route." Master' thesis, Faculty of Business Communication, Dhurakijpundit University.

WoltersKluwer Company, 2005. **Customer Satisfaction Survey Form** [On-line].

Available: http://www.toolkit.com/tools/bt.aspx?tid=csrsur_m

Woods, Edward. 1993. "An Integration of the Assessment of Verbal and Nonverbal Components of Interpersonal Communication Competence From A Constructivist Perspective." Doctoral Dissertation, University of Kentucky.

Yin, Jie. 2002. "Interactivity of Internet-based communications: Impacts on e-business Consumer decisions." Doctoral Dissertation, Georgia State University.

APPENDICES

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

APPENDIX A
COVER LETTERS

Dear Sir/ Madam,

I am a graduate student at The University of the Thai Chamber of Commerce, the Faculty of Master of Arts in English for Business and Technology. My research concerns the Customers' Satisfaction toward English language communication skills (Listening – Speaking) of Front Desk Staff of Windsor Suites Hotel and I write to request your assistance and participation in the data collection process for this research project.

Your participation will involve the completion of the questionnaire. This questionnaire does not request proprietary or sensitive information of any thing, and no individual or company will ever be mentioned in my work.

Your opinions to the questions will provide benefits to the academic community.

Thank you for your kind cooperation.

Yours sincerely,

Napat Runnakit

APPENDIX B

QUESTIONNAIRE

WINDSOR SUITES HOTEL - CUSTOMER SATISFACTION WITH ENGLISH SKILLS OF FRONT DESK STAFF

Objective: This survey is to assess the degree of customer satisfaction with the English Skills of Front Desk Staff.

Instruction: Please fill your personal data in Part 1. Next, evaluate the English Skills of the front desk staff in part 2. If you wish to add opinions about the English skills of Front desk staff, please do so in the comments section in part 3

Part I: Personal Data

1. Nationality
 American British Chinese Japanese
 Middle East other specifies.....
2. Occupation
 Businesspeople Staff
 Government official other specifies.....
3. How many times did you use accommodation at Windsor Suites Hotel
 1 time 2-3 times
 more than 3 times
4. The purpose of trip
 business travel other specifies

Part II: Customer Satisfaction

Please select the level of your satisfaction with the English skills of the Front Desk Staff of Windsor Suites Hotel.

5 means the customers are satisfied at the highest level.

4 means the customers are satisfied at a high level.

3 means the customers are satisfied at a moderate level.

2 means the customers are satisfied at a low level.

1 means the customers are satisfied at a lowest level.

| | Level of Satisfaction | | | | |
|---|-----------------------|-----------|---------------|----------|-------------|
| | Highest 5 | High 4 | Moderate 3 | Low 2 | Lowest 1 |
| English Skills | | | | | |
| The Front Desk Staff can | | | | | |
| 1. speak clearly and I can understand them. | | | | | |
| 2. understand my English. | | | | | |
| 3. welcome me in English. | | | | | |
| 4. provide clear direction on my room allocation and others hotel facilities. | | | | | |
| 5. listen to the guest and ask for further information. | | | | | |
| 6. restate that they understand the guests' needs. | | | | | |
| Friendliness and Courtesy | | | | | |
| The Front Desk Staff can | | | | | |
| 7. express sincerity through their friendly and polite manner. | | | | | |
| 8. use appropriate tone of voice to express their understand of guests | | | | | |
| 9. follow up my requests in a timely manner. | | | | | |
| Intercultural Communication | | | | | |
| The Front Desk Staff | | | | | |
| 10. use appropriate technical terms. | | | | | |
| 11. ask appropriate questions. | | | | | |
| 12. define the problem concerning the guest complaints. | | | | | |
| 13. make appropriate eye contact while communicating. | | | | | |
| 14. use appropriate gestures to show that they understand the guests' needs. | | | | | |

Part III: Additional Comments

What's the professional image of the front desk staff that you expect?

APPENDIX C

HOTEL STATISTICS

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved

Monthly Hotel Statistics

Month: January 2006

Property: All Properties

Date: 24/01/2006 09:16:56

Page: Page 1 of 1 Id: G072

Building: GDW

| | |
|--|------------|
| Total Registrations / Arrivals: | 864 |
| Non-Residents Registrations: | 864 |
| Residents Registrations: | 0 |

| | |
|--------------------------------|-------------|
| Total Guest Days: | 2489 |
| Average Length of Stay: | 4.44 |

| | |
|---|----------------|
| Total Rooms Available: | 2821 |
| Total Rooms-Night Rented/Occupied: | 1963 |
| Occupancy %: | 69.59 % |

| | |
|---------------------------|-------------------|
| Average Room Rate: | \$1,274.14 |
|---------------------------|-------------------|

| | |
|----------------------|-----------------------|
| Room Revenue: | \$2,501,135.51 |
|----------------------|-----------------------|

ลิขสิทธิ์ มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี
Copyright © 2006 UTCC
All rights reserved

APPENDIX D

JOB DESCRIPTION OF FRONT DESK STAFF

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@hy UTCC
All rights reserved

JOB DESCRIPTION

Job Title : Receptionist
Division : Rooms Division
Department : Front Office
Report to : Front Office Manager
Assistant Front Office Manager
Front Desk Supervisor

Purpose:

To provide guest services with courtesy friendly, professional and graciousness to all hotel guest, handle the set up of daily reservations and daily check in.

Duties and Responsibilities:

1. To maintain an excellent standard of grooming and personal hygiene.
2. To have the knowledge of handling the Front Office computer system.
3. To sell rooms in manner designed to maximize revenue and occupancy with guests satisfaction.
4. To assign rooms for items and special requests tour and convention group and prepare all the necessary papers.
5. To pre-register VIP guest and required.
6. To arrange necessary setup for the arriving guest.
7. To check-in guests according to hotel procedures in a friendly, professional and efficient manner.
8. To escort guests to rooms and explain facilities when requires.
9. To liaise with housekeeping on room status.
10. To prepare all necessary report for management and Department Head.
11. To provide guests with up to date information.
12. To keep work stations neat & clean.
13. To handle telex/fax after operation hours of the Business center.
14. To check-out guests in a friendly, professional and efficient manner.
15. To balance and close shift accurately before departing at the end of shift.
16. To pass over all relevant information to all staff concerned.
17. To attend all meetings and training programmed.
18. Night receptionist to balance the room revenue and prepare the morning room revenue report accurately.
19. Night Receptionist to check number of no shows and cancellations.
20. To perform any other duties as may be directed from time to time.

BIOGRAPHY

Ms. Napat Runnakit was born on 30 June 1980. She graduated a Bachelor Degree in Business Administration in Hotel and Tourism from the University of the Thai Chamber of Commerce. Presently she is working as a sales coordinator at Bangkok International Trade & Exhibition Centre (BITEC).

ลิขสิทธิ์ มหาวิทยาลัยหอการค้าไทย
Copyright@by UTCC
All rights reserved