Södertörns University | School of Business Studies Master's Thesis 30 Credits | Tourism Studies | Spring semester, 2013

# **Importance of Training in Hotel industry**

- A case study of Hilton Hotel, Cyprus

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#### Abstract

The highly competitive environment in which businesses operate today requires a skilful workforce in every organisation in order to remain a successful player in the competitive game of the industry. One of the main problems which occur in the workplace is the lack of training. A large number of employees can appear dissatisfied (Heinemann and Greenberger, 2002) due to being assigned responsibilities without-having the right knowledge and skills in that area. Training is an essential process which should be cautiously designed and implemented within all firms. The overall aim of this dissertation is to assess the importance of training<sup>-</sup> in work field.

For many years now human capital has been regarded as vital for the efficient functioning of an organisation because of its contribution in improving productivity, business performance and economic growth (Schultz, 1961). Therefore it is important to invest in human resources through training (Lucas, 1988) in order to improve the competitive position of the firm, and because of the enhanced quality, innovation, continual increased productivity and in turn improved profitability that can be achieved through this (Taylor and Davies, 2004).

Throughout this research the training system in Hilton Hotel will be examined and appropriate recommendations for a more effective training system will be given where appropriate. The overall aim of this study is to assess the importance of training in hospitality industry.

Keywords: Meaning of training, importance of training, training methods and training models

#### Acknowledgement

The success of this study required the help of various individuals. Without them, I might not meet the objectives of this study. I want to give gratitude to the following people for their invaluable help and support:

To Dr. Anders Steene for giving the wisdom, strength, support and knowledge in exploring things; for the guidance is helping surpass all the trials that I encountered and for giving determination to pursue my studies and to make this study possible;

To my wife and family, for giving support and encouragement to pursue this study;

And lastly, to the people who helped and contribute great ideas and advices, especially my two close friends Md. Abu Zafar and Md. Sazzad Kabir without them, this study would not be possible.

I would like to extend the deepest gratitude. Stockholm, June  $5^{th}$  2013

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#### 1. Introduction

Today the highly competitive market, in which business operates, requires a skilful workforce in order to remain a successful player in the competitive game of the industry. One of the main obstacles which occur in the workplace is the lack of training and development. Training is an essential process which should be cautiously designed and implemented within all firms. The overall aim of this dissertation is to examine an importance of training in hospitality industry.

Training is a part of the human resource development, along with the other human resourcesactivities such as recruitment, selection and compensation. The role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Besides, for evaluating training effectiveness, measurement should be done according to the models. "Training" refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford, 2002).

Alternatively, development refers to activities leading to the acquisition of new knowledge or skills for purposes of personal growth. However, it is often difficult to ascertain whether a specific research study addresses training, development, or both. In the remainder of this review, we use the term "training" to refer to both training and development efforts.

#### 1.1 Background of the study

Bachelor graduated in hospitality management and having chosen a career in the same field, various elements influencing the hospitality industry have been always amazed me. The most important elements that always hit my mind are the "importance of training in the hospitality industry" One of the most beautiful destinations is Cyprus Island, where the hospitality industry and tourism industry have been rapidly increasing during the last decades. Now due to the economic crises there are appalling impacts on the hospitality industry everywhere and especially US and Europe. According to Bell et al. (2003) training is one of the most appropriate ways to increase the productivity of individuals and meet organisational goals. Even if training is so important in the hotel industry, we are seeing number of non trained employees hired in many hospitality organisations. The world is changing rapidly in everyday life and in order to be able to catch up the paces, we have to make the best use of the personnel's abilities became of tremendous significance in the businesses. Therefore Human Resource Management needs-to be carefully considered and implemented. It should be able to deal with the effects of the changing business world, which means that people who work in the Human Resources Department have to be aware of the implications of globalization, technology changes, workforce diversity, changing skill requirements, the contingent workforce, decentralized work sites, and employee involvement etc. Because when either one aspect of above changes in the working process, it could change the whole business operation, therefore, it is important for the Human Resource Department to be prepared and to take control (Christina Pomoni, 2009). In this respect, I thought it would be worthwhile to study how the students of hotel industry, who are to drive the industry in near future -perceive their career as, how is/was their work experience, what feelings have they formed towards hospitality jobs, and how their career planning is. Subsequently, here I have tried to endeavour into this subjects.

#### **1.2 Objectives of the study:**

a) To examines the training system of Hilton Cyprus and to make appropriate recommendation for more effective training system.

- b) To evaluate the training and development programs of the Hilton.
- c) To recognize the training needs and effective training methods in order to meet the goal of hospitality industry

Throughout this research the training system in the Hilton hotel will be examined and appropriate recommendations for a more effective training system will be given where is appropriate. The overall aim of this study is to evaluate the training and development programs. Staff Training and the importance of staff training is a very essential part of Human resources management in the hospitality industry, and at the same time, a research is conducted on staff training in the case hotel. In the research opinions about staff training in the hotel from employees in different positions will be obtained, Kitchen, front line staff, supervisor, manager etc. In the conclusion part we will briefly go through the whole thesis study, discuss about the research study results and according to the results got from the research study, comments and suggestions about the employees" attitude towards the staff training and how could the Human Resource Department do to improve the trainings.

#### 1.3 Structure of the thesis

The thesis is divided into six main chapters with recommendation and conclusion. The first chapter is the thesis general introduction part, providing readers with thoughts about the thesis, background study of the thesis, objectives of the research study and structure of thesis. In the second chapter literature review, introduction, defining of training, importance of training, benefits of training in different aspects, training cycle, training methods, measurements of training models and so on. This chapter is especially focusing on the aspects of training. And there is a short description about staff training in the international perspective. In the third chapter, there will be information about the case company of Hilton hotel industry, in this chapter try to figure out of the international Hilton Hotel, as well as availability of services facilities, specialities of Hilton Cyprus and introducing explains the research methodology, including qualitative research, quantitative research, the paths of data collection and the validity and reliability analysis of the research and its strength and weakness. The empirical part is exhibited in chapter four, which consists of the presentation of the results and analysis of them, the display of data. The fifth chapter is a about the research findings. Finally in chapter six includes the conclusion of this thesis and recommendations that can be made for the trainings of the case company and for staff training in extreme situations.

#### 2. Literature review

#### 2.1 Introduction:

This chapter provides a review of the literature regarding the most relevant studies in the field of training and hospitality industry. The purpose of the literature review is to provide the basis formulation of importance of training in hospitality industry, human resources management in hospitality industry. We can find different approaches and views of different writers about it. Rodgers (1986) defines training as having narrow goal specifying the right way to do something. Similarly Lloyd and Leslie (1997) see training as a learning process that involves acquisition of skills, concepts, rules or attitude to enhance the employee's performance of in an activity or a range of activities. Van Wart et el (1983) suggest that, training is an application driven process and aim at identifying and developing skills that are useful immediately in the particular situation. Training is our key issue. We survey our staff to find out areas of need and interest for training purposes. It is also enables the underlying goals to be achieved by equipping its personnel with the competencies, knowledge, skills and attitudes necessary to achieve whatever realistic aspirations they have in their work by enabling them, through increased competence and confidence to earn more and if desired

promotion (Boella, 1996).Our agency is creating a unified training plan to include developing career paths for our employees. We also developing a work force analysis plan to set strategies for retention, recruitment and succession (Mccleland, 2001). Training is the systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience A planned process to modify attitude knowledge or skill behaviour through learning experience to achieve performance in an activity or range of activities its purpose on the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization (Armstrong 1999).

While Armstrong's definition is concise, the definition given by the manpower services commission gives a better insight to training by not only explaining what training is but also giving the reason for training practices to be implemented. Sometime there is confusion between the terms education and training because there is a degree of interrelationship. This relationship can be best understood by considering education as dealing with the imparting of knowledge where as training is directed towards changing-of behaviour and attitude.

Training is really essential for the efficient functioning of organisations; due to the fact that through this process the workforce becomes more skilful and more productive which in turn in beneficial for every organisations.

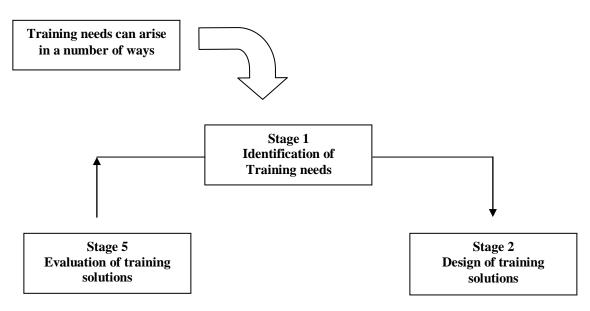
#### **2.2 Defining Training**

"Training, in the most simplistic definition, is an activity that changes people's behaviour" (Mccleland 2002, 7).

Training is a part of human resource development, along with the other human resources activities such as recruitment, selection and compensation. The role of human resource department is to improve the organizations effectiveness by providing employees knowledge, skill and attitudes that will improves their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Besides for evaluating training effectiveness, measurement should be done according to the models.

Training is the process that provides employees with the knowledge and the skills required operating within the systems and standards set by management (Sommerville, 2007).

#### 2.3 Training cycle:





(This is a replication of Page 4 of the Framework of Standards for Magistrate Training and Development)

#### Stage 1 - Identification of training needs

This initial stage of the training cycle addresses finding out if there is, or identifying training needs. If a need is identified, it is at this stage that who needs trained (target audience), in what and how you will know the training has had the intended impact success criteria\* of the training should be identified. This stage will help those who identify training needs to consider why the training is required and its expected outcome and impact. How you will measure if the training has met the original need i.e. brought about intended change in behavior, performance etc.

#### Stage 2 - Design of training solutions

This stage covers planning, design and development of magistrate training. It aims to ensure that a systematic and consistent approach is adopted for all training solutions. Training solutions cover face to face training and open and flexible learning including e-learning.

#### Stage 3 - Delivery of training solutions

This stage of the training cycle ensures that the delivery of the training is effective and provides opportunities for the learners to learn. This will involve choosing the most appropriate format for meeting training needs, and taking advantage of different training methods.

#### Stage 4 - Application of training in the court environment

This stage of the training cycle is concerned with ensuring that all learning outcomes are applied and reinforced in practice within the court environment. This stage will help those who monitor the development of individual learners and review their progress.

#### Stage 5 - Evaluation of training solutions

This stage of the training cycle deals with the collection, analysis and presentation of information to establish the improvement in performance that results from this. This stage will help those who evaluate learning programmes, or who respond to developments in learning, or plan and introduce improvements in learning interventions.

#### 2.4 Staff training in hotel industry

Now days in every hospitality business, it is all about competence in employee, and especially the employee's qualities. Quality of service depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to a hotel's survival and development. Therefore staff

training is essential in many ways which increases productivity while employees are armed with professional knowledge, experienced skills and valid thoughts; staff training also motivates and inspires workers by providing employees all needed information in work as well as help them to recognize how important their jobs are. Training and development can be seen as a key instrument in the implementation of HRM practices and policies. (Nickson, 2007) "Successful hotels always include staff training as their important development strategy".

#### 2.5 Importance of staff training

Current changes in the working environment made the Human Resource Development's -role doubly essential in helping businesses being competitive and prepared for any future obstacles that may emerge (Goldstein and Gilliam, 1990). According to Bellizzi and Pointkowski (1990) and Lee (1991) due to the technological development the workforce in every company needs training, and being more precise, it needs more improved skills in order to overcome any problems and barriers occurring. The demands of global competition also modifies the way organizations function and provide quality management and customer service training in an attempt to carry on with increasing customer prospects. Additionally, in order to keep ahead in an extremely competitive atmosphere, it has been recommended that the training role has to promote a continuous learning culture (Martocchio and Baldwin, 1997). Additionally, companies offer training in order to guide employees on how to achieve their purpose. In addition they want to advance their employees' performance, by becoming more productive, and prepare them for upcoming changes in techniques or technology in their job (Fisher, 1999).

In order to identify what methods are used in the EAC and which one is more appropriate to be used, so as to improve the existing training system, an analysis of the training types had to take place.

To increase the commitment level of employees and growth in quality movement (concepts of HRM), senior management team is now increasing the role of training. Such concepts of HRM require careful planning as well as greater emphasis on employee development and long term education. Training is now the important tool of Human Resource Management to control the attrition rate because it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction, etc. As a result training is given on a variety of skill development and covers a multitude of courses. Training of work tasks is one of the main aspects of staff training, including principles at work, professional knowledge and skills, by offering employees these essentials, staff training helps personal abilities match with business requirements. (Train 01,2009.). Training could be enormously demanding and should be in-depth; lack of training or poor training brings out high employee turnover and the delivery of substandard products and services (Sommerville, 2007).

Staff training is a significant part as well as the key function of Human Resource Management and Development; it is the crucial path of motivating employees and increasing productivity in the business (Mcclelland, 2002). Staff training is the key task to help everyone in the company to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the company trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process.

#### 2.5.1 Benefits of staff training for individual and teams:

Training plays a very important role in human resource development. The major benefits of training for individual and team are as follows: Training helps to increase the knowledge and skills of an employee

in the performance of a particular job which helps to increase the productivity. It improves both quality and quantity of output. A well trained employee is self - confidence in his work as he knows what to do & how to do the work. Under such situation there is less need of supervision. Trained employee will be able to make better and economic use of materials & equipment which avoid wastage. In addition the rate of accidents and damages to the machines and equipment will be minimum as they know how to use them. Thus it helps in economic operation. Training helps the employees in various ways. Employee can acquire knowledge and job skills which provide feeling of confidence. The profession of useful skills enhances their value to their employer, increase earning power. Training may also qualify them for promotion to be more responsible towards their job. Training increases the skill, knowledge and talent in the employees. They can make themselves capable of occupying vacancies at the higher level. In this way the needs for manpower can be fulfilled from the organization.

#### 2.5.2 Benefits of training for organizations

(ASTD-American Society for Training and Development)

Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson, 2001). The picture changes among companies recognized for their commitment to training. Specifically, the majority of organizations recognized by ASTD for innovative training programs measure training impact at some level of organizational effectiveness (Rivera& Paradise, 2006). Typical organizational performance measures in this latter sample include productivity improvement, sales or revenue, and <sup>j</sup> overall profitability. Overall, research regarding organizational-level benefits is^not nearly as abundant as the literature on individual- and team-level benefits. Not only have there been relatively few empirical studies showing organizational-level impact, but those studies that have been done typically use self report data and unclear causal helink back to training activities (Tharenou, 2007). Nevertheless, we review this literature organized into two areas: benefits related to organizational performance and other benefits.

#### 2.5.3 Benefits of training for the society

Most of the research on the relationship between training activities and their benefits for society has been conducted by economists; the focal dependent variable is national economic performance .Overall, this body of literature leads to the conclusion that training efforts produce improvements in the quality of the labor force, which in turn is one of the most important contributors to national economic growth (Becker, 1962 and 1964). Economists coined the terms "human capital" and "capital formation in people" in referring mainly to schooling and on-the-job training (Wang et al. 2002). An illustration of this type of analysis is a study by Van Leeuwen & van Praag, (2002), who calculated the costs associated with on-the job training and the impact of such training on country-level macroeconomic variables.

In addition to economic growth and other related financial outcomes, training activities have the potential to produce benefits such as the inclusion of the country in powerful economic blocks (e.g., European Union). This is because some of the requirements imposed on countries to be part of these blocks include human capital development. Accordingly, in reorganization of the benefits of training at the societal level, many countries encourage national scale training and development projects as a matter of national policy (Cho & McLean, 2004).

#### 2.5.4 Benefits for the employee

Benefits the employees, increases job satisfaction and recognition is an important part. During the training, employees will be introduced what is the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work. After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided. Employees gained not only professional knowledge and skills during training, training also broads their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime. Training helps the employee become an effective problem solver. Practical experience can be taught and guided in the training; employees will learn the methods of solving problem or complaints during training. It make the employee to become productive more quickly .By training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity.

#### 2.5.5 Benefits for the management:

People who are responsible for training will find out those employees during training, who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen, therefore, better results will be acquired so it helps to aid in evaluating employee performance. Within the training, employees will be introduced to the principles and standards of hotel together with the policies and procedures hence hotels can sustain its own system with the help of training. During the training, employees" abilities and personalities will be easily identified by experienced trainers, or some employees are more suitable for other positions, hotels can adjust and make best use of employees" knowledge and abilities. Armstrong, (1999) states that there are some principles of effective training which if applied can lead to several benefits within the organization. Namely, by minimizing training expenses, developing individual and team performance, in terms of productivity, quality and speed. Operational flexibility can also be improved by expanding the variety of skills possessed by employees and can therefore influence positively the effectiveness of training. Additionally, through the attraction of high quality workforce by offering them knowledge and growth prospects, raising their levels of capability and enhancing their skills can have as a consequence the development of the feeling of job satisfaction. Furthermore, it is essential to encourage employees to identify the real mission of the firm and help them to adjust to changes by providing them with the appropriate knowledge and skills (Armstrong, 1999).

In general, the advantages of training employees have already been recorded in the literature (Schultz, 1961; Lucas, 1988). The key forces that make training so crucial in any company's operations are worldwide competition, rapid improvements in technology, future prospects increasing the need for rearranging the formation and function of firms and the need for better skilled labour force. Even further, due to the fact that there is a tendency to make training more realistic and relevant to employees' jobs, innovative training plans are developed (Derouen and Kleiner, 1994).

#### 2.6 Training Methods

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an

integrated whole. Training methods could be classified as cognitive and behavioural approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the-job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard and Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired ^skills, provide an opportunity for active participation the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods, 1995).

#### 2.6.1 Off-the-job training methods:

Training which takes place in environment other than actual workplace is called off-the - job training. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods.

#### 2.6.1.1 Lecture method

The lecture is best used to create a general understanding of a topic or to influence attitudes through education about a topic. Perhaps the most common form of off-the-job training is the oral presentation of information to an audience (Blanchard and Thacker, 1999). By using lecture method, large amount of information can be delivered in a relatively short period of time to a large number of people. A major concern about lecture method is that no allowance is made during the lectures for clarifying the levels of understanding among participants. Trainees do not actively involve training process and they may forget muchr~ information when it is presented orally. When the only training objective is to gather specific factual information, learning can be accomplished by putting information into the text material (Drummond, 1999)

#### 2.6.1.2 Computer based training

Computer based training can be defined as any training that occurs through the use of computer. Many companies are implementing computer based training as an alternative to classroom based training. Some of the reason for this thinking is; reduces trainee learning time, reduces the cost of training, provides instructional consistency, affords privacy of learning, trainees can study only what they need to know, increases access to training, allows trainee to master learning, that is the best way to keep interest and motivation high (Jerris, 1999). Perhaps the most important advantage of computer based training is its control over the content of the material, method of presentation, and movement of the trainee through sequentially structured learning episodes based on previous trainee responses (Kearsly, 1984). On the other hand, companies have to realize that although E- learning provides a more cost-effective method of knowledge dissemination, there are drawbacks to this type of delivery. Primarily, predictions of others behavior and reactions is impossible. E-learning should never replace in-person

training, but should reinforce company values and provide foundations for learning. There is a totally different dimension in dealing with human problems and behaviors; important dimensions that can never be fully conveyed through computer based training (Lee, 2000).

#### 2.6.1.3 Games and simulation

Training games and simulations are designed to reproduce or simulate processes, events, and circumstances that occur in the trainee's job. Trainees can experience these events in a controlled setting area, where they can develop their skills or discover concepts that will improve their performance. Many organizations also develop games that are designed to introduce or reinforce important concepts. These games often involve group participation, so that the team members working in harmony are required to make decisions or formulate a course of action that will help resolve a particular problem or create opportunity for the organization. The most important part of this training is not the activities in which the participants engage, but processing the results when the game is completed (Newman and Hodgets, 1998). Vestibule training, business games, in basket''' exercises, case studies, role plays, sensitivity training and behavior modelling are the methods used in games and simulations. Vestibule Training involves the virtual duplication of work environment in an off-site setting.

In Case Study method, detail of series of events, either real or hypothetical, takes place in a business environment. When this method of training used, participants asked to sort through data provided in the case to identify the principal issues and then propose solutions to these issues (Woods, 1995). The learning objective is to have trainees apply known concepts and principles and discover new ones. A variation of case study is the incident process, in which trainees are given only a brief description of the problem and must gather- additional information from the trainer by asking specific questions (Pigor and Pigor, 1987). In -Basket Exercises are form of simulation in which participants are asked to prioritize problems, messages, reports, and other items that might be found in manager's in-basket (Jerris, 1999). As a training tool, in basket exercises aim to clarify; how to identify which issues require the most immediate response, to teach participants how to delegate those problems which do not require personal attention and to instruct employees how to work on several problems simultaneously (Woods, 1995). This means, in basket technique focuses primarily on decision making and allows an opportunity for both assessing and developing decision making knowledge, skills and attitudes. In-basket is best at developing procedural and strategic knowledge (Blanchard and Thacker, 1998). The purpose of Role Playing method is to give participants a chance to experience such situations in a controlled setting. Trainees are provided with a description of the context usually a topic area, a general description of a situation, a description of their roles, and the problem they each face. Once the participants have read their role descriptions, they act their roles by interacting with one another. Structured role play provides trainees with more detail about the situation as well as more detailed description of each character's attitudes, needs, and opinions. This type of role play is used generally to develop interpersonal skills such as communication, conflict resolution and group decision making. Spontaneous role plays are loosely constructed interactions in which one of the participants plays him/her self while the others play people with whom the first trainee has interact in the past (Goldstein, 1993). Behavior modeling gives participants a chance to actually see how a model would act in a certain situation, rather than simply be told how to act. Behavioral modeling uses natural tendency for people to observe to learn how to do something new. This technique generally used in combination of others (Woods, 1995). Behavior modeling differs from both role plays and simulations by first providing the trainee with an understanding of what the desired skill level looks like (Goldstein, 1993). Behavioral modeling gives emphasis on doing rather than telling. Managers can be shown how to delegate, communicate, conduct meeting, interview an applicant or discipline an employee. It is useful for almost any type of skill training. It has been used for training in interpersonal skills, sales training, interviewee and interviewer training, safety training and many others areas (Decker and Naten, 1985). This form of training is an excellent source for managers and supervisors. Sensitivity Training method often used to develop interpersonal skills. It is also called-as laboratory training. It helps make participants more aware of their own behaviors as well as their behavior towards others. Laboratory training can supplement and provide a cost effective alternative to portions of the classroom and on-the-job training programs. Sensitivity training allows participants to see how others see them in a constructive way. The principal disadvantage is that the process can sometimes become dangerously personal for the employee (DOE handbook, 1995). When all these methods are analyzed, we can say which each of these methods are appropriate in under what circumstances, such as: Vestibule training obviously is best at teaching people how to work with equipment. Business games are best for developing business decision-making skills and for exploring and solving complex problems. The in- basket technique is best suited to development of strategic knowledge used in making day-to-day decisions. Case studies are most appropriate for developing analytic skills, and complex problem-solving strategies. Because trainees do not actually implement their decision or solution, its focus is more on the "what to do" (strategic knowledge) than on the "how to get it done" (skills). Role plays provide a good vehicle for developing interpersonal skills and personal insight, allowing trainees to practice interacting with others and receiving feedback.

#### 2.6.2 On-the-job training methods

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Job Instruction Training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern. The technique uses behavioural strategy with a focus on skill development, but there are usually some factual and procedural knowledge objectives as well. This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up (Blandchard and Thacker, 1999). Job Rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simply staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Woods, 1995). Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes individuals more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively. One of the possible problems with the rotation programs is the cost, because job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees. Job rotation may be especially valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within (Jerris, 1999). Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support (DOE Handbookl074, 1995). Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or where new skills are required. Coaching assumes that you are fine but could be even better (Kirwan, 2002). Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft. The apprentice worked with a recognized master (McNamara, 2000).

Blanchard and Thacker (1999), discuss various training methods to address different knowledge, skills, and attitudes learning objectives which are shown in Table 1. This table represents a general guide for the effectiveness of training models.

#### 2.7 Measuring the effectiveness of training

Since organisations have started investing in training, evaluation became an essential part of the process. It seems vital for a business to evaluate its training efforts (Koning, 2007). According to Philips (1991) and Grove and Ostroff (1991), a company can have numerous benefits through the evaluation of training effectiveness. For instance, it can be used as a diagnostic method in order to meet certain goals and objectives. Measuring the training effectiveness should be an important asset for the organizations. There are some criteria for measuring the success of training; direct cost, indirect cost, efficiency, performance to schedule, reactions, learning, behavior change, performance change (Sheppard C, 1999).

#### **2.8 Measurement Models**

#### 2.8.1 The Kirkpatrick's Four Level Approach

Beginning with World War II, evaluation research has developed as a result of substantive support by the U.S. federal government in training and evaluation activities. It provides answers to the questions of do we implement or repeat a program or not?" and "if so, what modifications should be made? (Stone and Watson, 1999). In order to classify areas of evaluation, the first one would be Kirkpatrick Four Levels of Evaluation. It was created by Donald Kirkpatrick in 1959, at the time; he was a professor of marketing at the University of Wisconsin. It is still one of the most widely used approach (For summarise see appendix I, table - 1).

Kirkpatrick model is now nearly 45 years old. Its elegant simplicity has caused it to be the most widely used methods of evaluation training programs. ASTD's (American Society for Training Development) survey, which reports feedback from almost 300 Human Resource executives and managers, revealed that 67% of organizations that conduct evaluations use the Kirkpatrick model (Stone J and Watson V, 1999).

#### 2.8.2 Kirkpatrick Four Levels of Evaluation:

His four level of evaluation are: reaction - a measure of satisfaction, learning - a measure of learning, behavior - a measure of behavior change and results- a measure of results (Phillips J, 1997). (See for summarise, see Appendix -I, table - 2)

Reaction evaluation is how the delegates felt, and their personal reactions to the training or learning experience, for example: Did the trainees like and enjoy the training? Did they consider the training relevant?

Learning evaluation is the measurement of the increase in knowledge or intellectual capability from before to after the learning experience: Did the trainees learn what intended to be taught? Did the trainee experience what was intended for them to experience?

Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour, and this can be immediately and several months after the training, depending on the situation: Did the trainees put their learning into effect when back on the job?

Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee - it is the acid test. Measures would typically be business or organisational key performance indicators, such as: Volumes, values, percentages, timescales, return on investment, and other quantifiable aspects of organisational performance, for instance; numbers of complaints, staff turnover, attrition, failures, and wastage.

#### 2.8.3 Kaufman's five level of evaluation

Some researchers, recognizing some shortcomings of Kirkpatrick's four level approaches, have attempted to modify and add to this basic framework. Kaufman offers one such presentation. As shown in Table 3, Kaufman has expanded the definition of Level 1 and added a fifth level addressing societal issues (Philips, 1997).

At level 1, the factor of the concept enabling the addresses the availability of various resource inputs necessary for a successful intervention. At Level 5 is the evaluation of societal and client responsiveness, and consequences in payoff. This moves evaluation beyond the organization, and examines the extent to which the performance improvement program has enhanced society and environment surrounding the organization. (For summarise see appendix -1, table -3)

#### 2.8.4 CIRO (Context, Input, Reaction, Outcome) Approach

Another four-level approach originally developed by Warr, Bird, and Rackham, is a rather unique way to classify evaluation processes. Originally used in Europe, this framework has much broader scope than the traditional use of the term "evaluation" in the United States. As with other approaches, four general categories of evaluation are described, which form the letters CIRO (Context, Input, Reaction, Outcome) (Phillips, 1997). Context evaluation includes obtaining and using information about the recent operational conditions or context to determine training needs and objectives. Input evaluation includes gathering and using information about possible training resources to select between alternative inputs to training process. Reaction evaluation includes obtaining and using information about the learner's reactions to improve the training process. Outcome evaluation includes gathering and using information is of training, and generally regarded as the most important part of the evaluation. If outcome evaluation is to be successful, it needs careful preparation before training program begins (Phillips, 1997).

#### 2.8.5 The five level return on investment framework

Return on Investment (ROI) is a measure of the monetary benefits obtained by an organization over a specified time period in return for a given investment in a training program. Looking it another way, ROI is the extent to which the outputs of training exceed the inputs. ROI can be used both to justify a planned investment and to evaluate the extent <sup>r</sup> to which desired return was achieved. However, it

cannot measure all the aspects of training success: whether the learners liked the training or not, the numbers of learners participating in the training, the extents to which learner's personal "objectives were" accomplished (Shepperd, 1999) (For summarise see Appendix-I, table - 4)

ROI adds the fifth level to the Kirkpatrick for some reason. There are some pros and cons of calculating ROI of a training program. The costs of training are known and expressed in monetary terms, but the benefits are often soft, subjective, and difficult to quantify and convert into the monetary terms. Costs are known up front, before training, but benefits may accrue slowly over time. But on the other hand, course objectives and content will become more lean, relevant, and behavioral with focus on monetary results rather than on the acquisition of information. And by calculating ROI on the courses where it is possible, it is more apt to be trusted on the ones cannot evaluate at four levels (Parry, S, 1996).

#### 2.8.6 Best Practices in the Evaluation of Training

Rae (2002) illustrates a range of ways where by training can be assessed for effectiveness and value. He covers the whole training procedure from the point of recognition, that there is a need for learning, through the design of a relevant programme, to validating and testing its effects. Then evaluation examines the clarity and effectiveness of training courses. Additionally, the skills, knowledge and abilities gained from the programme should be measured. In order to evaluate a training course, the objectives themselves should be taken into consideration, and moreover to enquire whether they are still the right ones, and if so whether they have been met (Rae, 2002). Through this system, there should be an evaluation not only of what people learn, but also of the ways in which they learn. Successful evaluation can be done by providing questionnaires and asking about the business, the managers, the effectiveness of the training programmes, the trainers and delegates (Rowe, 1996). Additionally, through the examination of the impact of training on the company problems, the training needs can be evaluated (Berge, 2008). Furthermore, the measurements that can be used for the evaluation of training can be individual interviews, group discussion, a report from trainees, tests monitoring progress and an observation for behavioural change (Reid, Barrington and Kenney, 1992).

#### 3. Methodology

#### **3.1 Introduction**

The purpose of this chapter is to explain the research methodology and the specific methods used in this study, the sampling procedures and response rates, the way in which the data was analysed, and how the limitations and barriers that arose throughout the conduct of the research were overcome. As explained in the introduction<sup>^</sup> the main aim of this research was to assess the importance of training in hospitality industry of Hilton hotel employees. Keeping this research objective in view, I choose to undertake a survey by using questionnaires, so that quantitative method appeared more appropriate than the qualitative. The rationale of choosing this method has been analyzed below based on advantages of qualitative and quantitative research.

#### 3.2 Introducing the Case Hotel & Company

Relax, unwind and rejuvenate in the Cypriot sun at the Hilton Cyprus hotel. Stay productive with a 24hour business center, high-speed internet access and work desk in every room. Each of the Hilton Cyprus hotel's 294 bright and airy guest rooms comes with a comfortable easy chair and your own private balcony. If you require a little extra space, the hotel's Executive Rooms and Suites offer the perfect solution. These provide access to the Executive Lounge which serves complimentary breakfast and refreshments. Hilton hotel has received the 2013 TripAdvisor Certificate of Excellence Award. This honor is awarded to establishments that achieve outstanding traveler reviews on TripAdvisor, the world's largest travel site. Our staff takes great pride in consistently offering an exceptional experience to our guests

Hilton Hotels & Resorts (formerly known as Hilton Hotels) is an international hotel chain which includes many luxury hotels and resorts as well as selects service hotels in worldwide. It was founded by Conrad Hilton and now owned by Hilton. Worldwide Hilton hotels are owned by, managed by, or franchised to independent operators by Hilton Worldwide. Hilton Hotels became the first coast-to-coast hotel chain of the United States in 1943. Hilton Worldwide (formerly, Hilton Hotels Corporation) is a global hospitality company. It is owned by the Blackstone Group, a private equity firm. As of July 2011 Hilton brands encompass 3,750 hotels with over 600,000 rooms in 84 countries. Hilton is ranked as the 36th largest private company in the United States.

The Hilton Hotels brand remains one of the company's flagship brands and one of the most powerful and recognizable hotel brands in the world. The company places marketing emphasis on both business travel and leisure travel with locations in major city centres, near airports, convention centres, and a number of vacation resorts and leisure-oriented hotels in popular vacation destinations around the world.

The company's Hilton HHonors guest loyalty program is one of the largest of its kind and has numerous partnerships with airlines and car rental companies. Most Hilton Hotels feature an Executive Level lounge for HHonors Gold and Diamond members; the lounge is normally located on the highest floor of the hotel building and is normally also available to other guests for an additional upgrade cost. In addition to Hilton Hotels, the Hilton HHonors membership can also be used at all other Hilton Worldwide brands.

The U.S. branch of Hilton hotels was reunited with the international properties after more than 40 years in February 2006, when United States-based HiltorFHotels Corporation" purchased the hotels division of United Kingdom-based Hilton Group pic, which had acquired Hilton's International operations in 1987 (the companies had been separated originally in 1964).

Sources: <u>www.Outlet-Hotels.com</u> - Discount Hotels - Reservations Hilton-Cyprus

# **3.3 Research Methods Used:**

Research methods refer to the different ways in which data can be collected and analysed (Collis and Hussey, 2003). The research involved the collection of both primary data comprising of interviews and questionnaires, and secondary data, being information from journals, books and company data. The secondary data included published information, and helped in understanding various concepts, definitions, and methods of training, and also how to evaluate training programmes more effectively. It also included company reports and documents.

#### **3.4 Quantitative method:**

Quantitative research is a formal objective (Bums and Grove, 1991). Research can be defined as the search for knowledge, or as any systematic investigation, with an open mind, to establish facts, solve new or existing problems, prove new ideas, or develop new theories. The primary purposes of basic research (as opposed to applied research) are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. Quantitative

research involves counting and measuring of events and performing the statistical analysis of a body of numerical data (Smith, 1988). The assumption behind the positivist paradigm is that there is an objective truth existing in the world that can be measured and explained scientifically.

Quantitative methods are research techniques that are used together quantitative data information dealing with numbers and anything that is measurable. Being deductive and particularistic, quantitative research is based upon formulating the research hypothesis and verifying them empirically on a specific set of data (Frankfort Nachmias & Nachmias, 1992). Scientific hypotheses are value- free, the researcher's own-values, biases and subjective preferences have no place in the quantitative approach. Research can view the communication process as concrete and tangible and can analyze it without contacting actual people involved in communication (Ting-Toomey, 1984).

The strengths of the quantitative methods are as follows:

Stating the research problem in very specific and set terms, testing and validating already constructed theories about how and why phenomena occur, testing hypotheses that are constructed before the data are collected, conclusions, testing hypothesis, determining the issues of causality, achieving high levels of reliability of gathered data due to controlled observations, laboratory experiments, mass surveys or other form of research manipulations (Balsley, 1970). Eliminating of minimizing subjectivity of judgement (Kealey & Orithetie,1996). Allowing for longitudinal measures of subsequent performance of research subjects. It is useful for studying large numbers of people.

The weaknesses of the quantitative method are as follows:

The researcher's categories that are used might not reflect local constituencies' understandings. The researcher might miss out on phenomena occurring because of the focus on theory. Inability to control the environment were the respondents provide the answers to the questions in the survey.

In this way, quantitative method is useful for scientific study, verifying the hypotheses empirically on a specific set of data. The researcher's own values, biases and subjective preferences have no place in this approach. Let's compare it with qualitative method.

#### 3.5 Qualitative method

Qualitative research involves the use of qualitative data, such as participation of observed data, social phenomenon, interviews and so on.."As a term given to data which is based on its meaning, which are expressed through words and languages (Anderson, 2004)". The qualitative approach allows subjects being studied to give much richer answers to questions put to them by researchers. Qualitative methods provide results that are usually rich and detailed, offering many ideas and concepts to inform the program. Qualitative methods can predicts how people feel and what they think but cannot telfyou how many-of your audience feel or think that way.

Qualitative researchers aim to gather an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Hence, smaller but focused samples are more often needed than large sample Qualitative research in general is more likely to take place in a natural setting (Marshall & Rossman, 1989). It means that focusing for study, focuses on everyday activity as defined, enacted, smoothed, and made problematic by persons going about their normal routines.

The strengths of qualitative method include;

It is relatively free of observer bias. It can establish frequencies, and is strong on objective measures which involve low inference on the part of the observer. Reliability can be strong. Where teams of

researchers have used this approach, 80% reliability has been established among them. Once you have devised your instrument, large samples can be covered. It is precise. There is no 'hanging around' or 'muddling through'. It provides a structure for the research.

The weaknesses of the qualitative method include:

There is a measure of unreliability. Qualitative material might be misrepresented through the use of measurement techniques. It usually ignores the temporal and spatial context in which the data is collected.

#### 3.6 Case study method

Different forms of qualitative traditions exist and the design of research within each has distinct features (Cresswell, 98). Case study is but one qualitative methodology, the output of which is the case study. A case study is a holistic inquiry that investigates a contemporary phenomenon within its natural setting. Specifying particular terms in greater detail:

-The phenomenon can be many different things: a program, an event, an activity, a problem or an individual(s).

-The natural setting is the context within which this phenomenon appears. Context is included because contextual conditions are considered highly pertinent to the phenomenon being studied either because many factors in the setting impinge on the phenomenon or because the separation between the phenomenon and the context is not clearly evident.

-The phenomenon and setting are a bound system; that is, there are limits on what is considered relevant or workable. The boundaries are set in terms of time, place, events, and processes.

-Holistic inquiry involves collection of in-depth and detailed data that are rich in content and involve multiple sources of information including direct observation, participant observations, interviews, audio-visual material, documents, reports and physical artifacts. The multiple sources of information provide the wide array of information needed to provide an in-depth picture.

Case studies can deal with either single or multiple cases. There are two types of single case study: the intrinsic and the instrumental. The intrinsic case study is done to learn about a unique phenomenon which the study focuses on. The researcher needs to be able to define the uniqueness of this phenomenon which distinguishes it from all others; possibly based on a collection of features or the sequence of events. The instrumental case study is done to provide a general understanding of a phenomenon using a particular case. The case chosen can be a typical case although an unusual case may help illustrate matters overlooked in a typical case because they are subtler there. Thus a good instrumental case does not depend on the researcher being able to defend its typicality though the researcher needs to provide a rationale for using a particular case.

The collective case study is done to provide a general understanding using a number of instrumental case studies that either occur on the same site or come from multiple sites. Yin (1999) has described these as analytical generalizations as opposed to statistical generalizations. When multiple cases are used, a typical format is to provide detailed description of each case and then present the themes within the case (within case analysis) followed by thematic analysis across cases (cross-case analysis). In the final interpretative phase, the researcher reports the lessons learned from the analysis. When using multiple cases, the question of how many arises. Too few and generalization is impossible; too many and depth of understanding difficult to achieve. Again the researcher needs to provide a rationale for the cases used. Whether the study performed is a single case study or a collective case study depends on the type of case that is most promising and useful for the purpose of the research.

This thesis deals with single case study in order to provide a general understanding of a phenomena using a particular case.

#### 3.7 Sample or Data collection

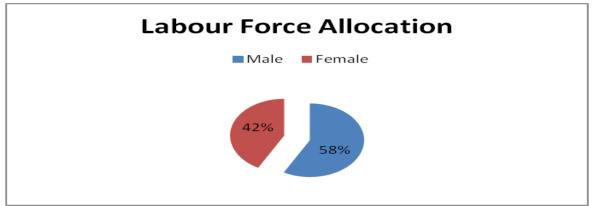
The employees of the Hilton Hotel involved, (as previous employer). Questionnaires were distributed by me in different department, before distribute the questionnaires the relevant department was consulted having appointment with the manager and supervisors. Most of the questionnaires was distributed one by one those who were my acquaintance, and rest was through the Head chef, Bar manager, Banquet manager, housekeeping manager and maintenance supervisor and so on. The sample was collected from different department or sections of the Hotel, here is more than 100 employees involving in their job. Between those employees 70 employees were sampled, out of 70 samples, I got only 50 respondents among them it means the only71.42% was received.

#### 4. Analysis and interpretation of data

The aim of this study was to assess importance of training in hospitality industry. The questionnaire of the survey was divided into three parts. The first part is related to the demographic and background information of the respondents, the second part dealt with effectiveness of training programmes held in the Hilton Hotel and the third part represented the respondent's general feelings about the training.

#### 4.1Profile of the respondents

In the analysis of the results, respondents were separated in groups according to their, sex, years of work experience and educational back ground, training courses, purpose of training course



#### **Pie chart-1: Labour force allocation**

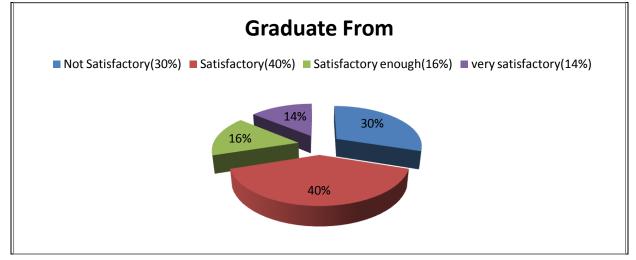
The above exploded pie chart 1 shows the percentage of respondent's age group. Out of 50 respondents, 29 male and 21 female, changing in percentage is 58% male and 42% female respondents. This chart indicates that more percentage of man is involving in the job. In comparisons of gender more male employees are willing to work in the hospitality industry.

# 4.2 Graduate from

The second question is to get to know about employees" Graduated from so that some relationship between Graduated group and trainings can be found. From the below pie chart 2, clearly seeing that in 50 respondents, 0% of doctorate in the Hilton hotel, and most of them are engaging job after the high school, it's 62%, the second highest is university under graduated 23%, and third university post graduated 15% from the 50 respondents. Here is not even single employee working in working in

Hilton Hotel who has" doctorate.

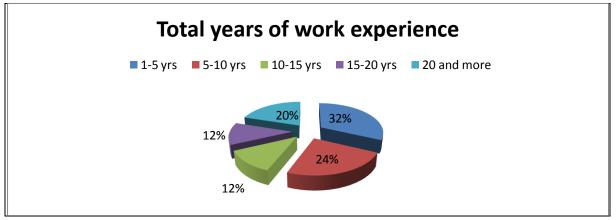




# 4.3 Years of experience

Pie chart 3, this question is to find out employees" previous related working experience in the industry, the purpose of this question is to investigate the need of training according to their related working experience. The results can be seen in Pie chart 3 below, here is more than 30% employees has got 1-5 years working experiences and the study shows employee turnover is not so big.

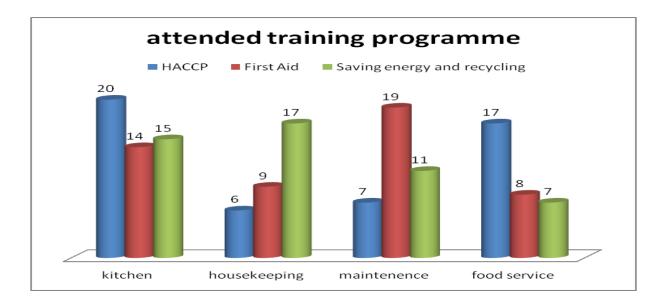
Pie chart 3: Total years of work experience



# 4.4 Attending training programme

(HACCP - Hazard Analysis Critical Control Point)

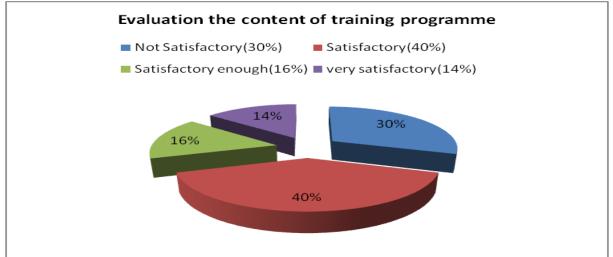
Clustered cylinder chart 4: attending training program me



From the above Clustered cylinder chart 4, indicating that different department employees are involving for the different training during the last year. This chart is showing that in Hilton Hotel Kitchen staffs is attending higher percentage than other department. Kitchen staff in HACCP training attending in 40%, first aid 28%, saving energy and recycling 30% attending in the training. Though maintenance and kitchen department is very risky so the more employees are attending the first aid training. However, adequate trainings before the work help employees get used to the environment and work tasks very quickly and avoid the obstacles and possible accidents during work. Adequate trainings before work lead to the better attitudes towards their work, as a result, better services will be offered to customers.

# 4.5 Evaluation the content of training programme

Pie chart 5: evaluate the content of training programmes

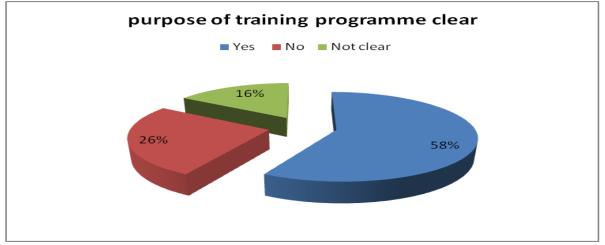


This question is about employees" evaluation of the kind of training they have taken part in, the results help the author to know the employees" attitude towards the training held in the hotel. From the above pie chart 5, 40% employees are satisfied with the training courses provided in their organization and 14% are very satisfied. However, 30% of 50 respondents are not satisfied. According to employee's responses which indicate that more employees are satisfied with the training courses provided because the trainings are well planned and organized, employees were feel happy in participating, and they are

improved through these training courses. On the contrary, training still needs improvements and adjustments, in order to become more appealing and effective.

#### 4.6 purpose of training programme clear

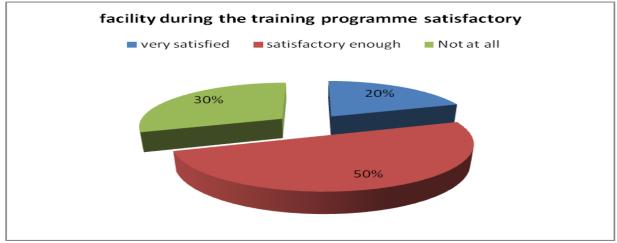
Pie chart 6: purpose of training programme clear



From the above pie chart 6, it can be seen that the purpose of training programmes in the organization is clear. Moreover in 50 responses 58% of the employees gave a positive answer, 16% employees said purpose of training courses given are not clear enough and finally, 26 % gave a negative answer and according to them they are just wasting their time in unless training.

#### 4.7 Facilities during the training programmes satisfactory

From the below pie chart 7, indicating that in 50 respondents of Hilton Hotel, 50% of employees are satisfied enough with the training programmes and they like to participate and gain the knowledge new things in the training period.

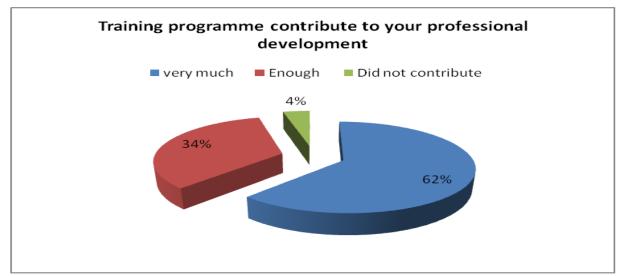


Pie chart 7: Facilities during the training programmes satisfactory

#### 4.8 Training programmes contribute to your professional development

The second part of the questionnaire was examining whether there are any effects of training programmes held in the Hilton Hotel.

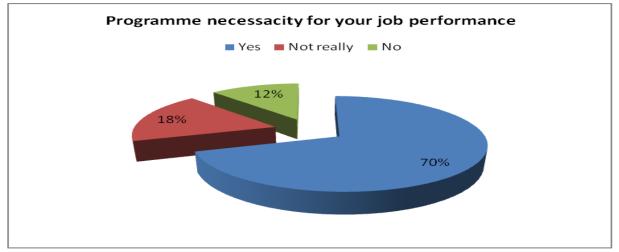
Pie chart 8: Training programmes contribute to your professional development



From the data gathered on pie chart 8, according to the employees' responses, they are willing to work in hospitality industry, whatever they learned in the training programme, they like to utilize, to build their career in this field and that means that they have a positive attitude towards the organisation. Those employees can be more productive and care for their future in the organisation.

#### 4.9 programmes necessary for your job performance

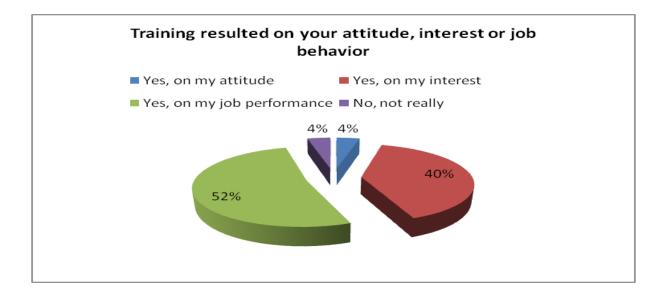
Pie chart 9: programmes necessary for your job performance



From the below pie chart 9, the question was about the necessity of the training programmes held in Hilton Hotel for the improvement of their job performance. From 50 respondents, 70% employees say that it's necessary for their better job performance, because it increases their abilities, and it helps them to perform more effectively and efficiently.

# 4.10 training resulted on your attitude, interest or job behavior

Pie chart 10: training resulted on your attitude, interest or job behavior

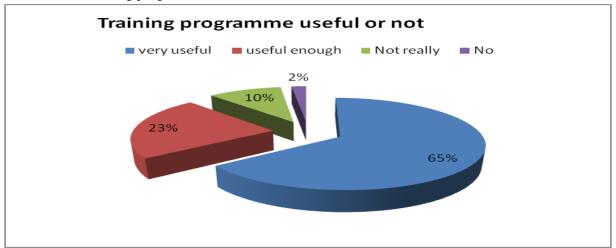


From the above pie chart 10, most of the respondents are showing positive attitude, they perform effectively in their job requires that they have understand a complete and up to date job description for their positions and most of them understand the job performance requirements and standards. By the data 40% employees are on their interest, 52% employees are on their job performance. 4% of employees are on both on their attitude and no, not really.

#### 4.11 Training programmes useful or not

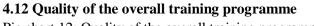
The third part of the questionnaire was about the general feeling of training programmes held in the Hilton Hotel

Pie chart 11: Training programmes useful or not

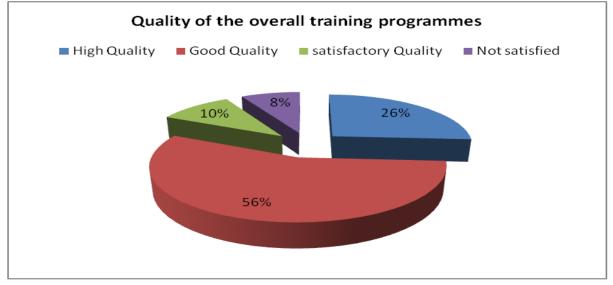


From the above pie chart 11, training programmes useful or not, in 50 respondents shows that 65% employees are saying very useful, we need the training programmes it means they have positive

answer. The least 2% respondent are saying no, probably they are not interested in their job or something else.



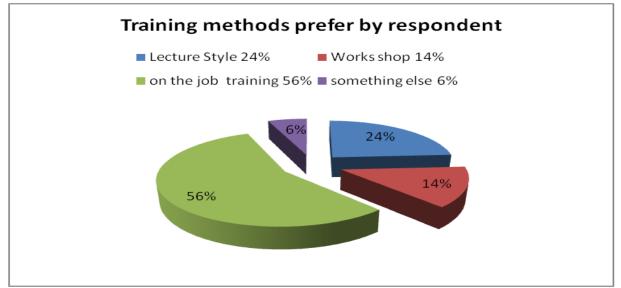
Pie chart 12: Quality of the overall training programme



According of the pie chart 12, Quality in hotel's training could be expressed by trainees satisfactory. By this level of trainees' satisfactory, training programs achieve the demands, ambitions and goals of trainees. In fact, quality of training is the best guarantee to develop quality of hotel services. Thus improving training leads to raise efficiency of training performance and then we will have a kind of integration between what trainee learns and what he indeed needs to develop his capability and performance. This pie chart shows us that most of the employees give a positive answer about the overall quality of the training held in the Hilton Hotel.

# 4.13 training methods prefer by respondents

Pie chart 13: training methods prefer by respondents

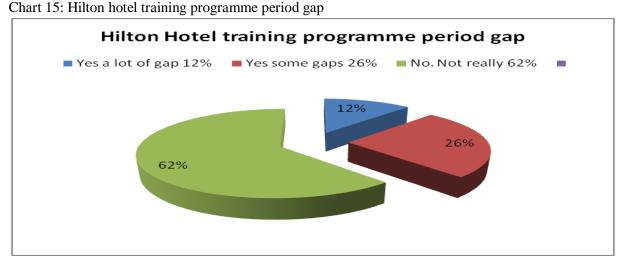


According of the pie chart 13, most of the employees like to attend on the job training methods. With on the job training, employees receive training whilst remaining in the workplace. Especially in this method trainer provide the different way to understand about the training to the trainee likewise instruction, coaching, job rotation, projects. Similarly 24% employee like a lecture style and 14% employee like to attend the workshop in 50 respondents because of excitement to learn fun with the co-workers.

# plan to do something as a result of training • Yes 78% • No, not really 22% • • • Yes 78% • No, not really 22% • •

From the above pie chart 14, in 50 respondents some of them gave a positive answer on the question about their plans to do anything resulted to the training. Additionally, some of them said that they will take more responsibilities and some will wait for a promotion. In general, 39% respondents are showing their willingness to do something new.

# 4.15 Hilton hotel training programme period gap



#### **4.14 plan to do anything as a result of the training** Pie chart 14: plan to do anything as a result of the training

From the above pie chart 15, according of 50 responses, 62% are saying that there aren't too many gaps on the training in Hilton Hotel, 12% says that there are a lot of gaps, and 26% says that there are some gaps. In order to fill these gaps, I suggest to the employer and management of the hotel to keep in updated with new ideas and technologies in the necessary department because the quality of employees and their development through training and education are major factors in determining long-term profitability of business. If you hire and keep good employees, it is good policy to invest in the development of their skills, so they can increase their productivity.

#### 5. Research findings

The main purpose of the research was to assess the importance of training in hospitality industry. In the same way, in order to survey the importance of training in Hilton Hotel, the questionnaire was divided into three parts. Regarding the analysis, Excel software program was used to test the data and the interpretation of it. All the data are interpreting in percentage on the base of 100% respondents.

In the case of Hilton Hotel, the management is very careful about the training. Most of the training is informed by the department supervisor, he is responsible for the staff training and time period of the training because-supervisor knows the training needs. From the kitchen department most of the employees attended training courses such as HACCP, First Aid, save energy and recycling, then housekeeping and food and service department employees have been attending in equal percentage. During the training period, most of respondents are satisfied with the training provided and most of them prefer to have on the job training, because it helps them to face any problems occurring in their job. Additionally, plenty of them find training helpful, well planned in long-term view and well implemented and also consider that these training courses express Hilton service spirit, and encourage them to perform better in their work fields.

#### Dissatisfactions from employees point of view:

Some participants suggested that training is part of their everyday work tasks which cost too much time and sometimes they have to work overtime due to the fact that they have spent time for training, and also that the training content is repeated. Three respondents claimed that training for beginners contain too much theory, which is distracting when sitting a long day in the training room. Moreover, some respondents indicate that more specific trainings should be organized, such as obtaining knowledge about wine and other language training besides English.

#### 6. Conclusion and recommendation

In order for a company to survive it must set the most efficient strategic goals, identify the needs for the implementation of those goals, train their employees and give them the appropriate knowledge and skills. In order for any organisation to have a successful training procedure, it should motivate employees to improve their skills, and reward their learning afterward (Boella, 1996). The thing that should come into mind is that people are different and they do not learn, and are not motivated in the same way. Additionally, even if the appropriate training takes place in the organisation, an evaluation process must also take place so as to appraise whether the training programmes held have positive results on employees' performance and professional development and whether the knowledge gained is applicable to their job. Even though Kirkpatrick (1959) developed a coherent evaluation strategy by constructing what was a hierarchy of evaluations divided into four levels which could identify the benefits of training, there is not enough literature regarding the most efficient ways of evaluating training. It is a great limitation in the process of training, because if companies do not know which is the best way to evaluate their training and to examine if they have met their objectives they cannot find

their weaknesses and make improvements. This was a great challenge for the implementation of this dissertation's research. For achieving the best results, the Management's and employees' opinions, through interviews and questionnaires respectively, were examined and analyzed.

#### 6.1 Key findings of this study

Whilst there is enduring demand for service staff in hospitality industry, and this demand is met by training providers, there is a considerable disjuncture between educational institutions and industry on the skills required of managers in a dynamic economy. This disjuncture is exacerbated by the diverging focus of educational institutions on the development of higher order conceptual skills amongst university students. The industry may well find itself challenged to provide meaningful careers for well-educated ambitious university graduates.

#### 6.2 Research limitations and how they were overcome

One of the most important obstacles in the survey was the time limit, as it appeared that the time allowed for the completion and return of the questionnaires was too short. As a result, an extension was given to the employees, which proved wise, given the eventual high response rate.

#### **6.3 Recommendations and Improvements**

Based on study results several recommendations and improvements are purposed which might be a significant contribution in an attempt of making hospitality industry an enjoyable place to work.

First of all management need to help employees to know staff training and understand the importance of it. Human resource department could explain to the employees about the objectives of training and employees will benefit from the training, meanwhile, the employees should be told that how can they use what they learnt from the trainings in the future.

Secondly, increase the communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings to get better outcomes. And trainers can observe while conducting trainings, some employees would not express themselves even though they do not feel satisfied with the trainings. Moreover, employees from human resource department could attend the trainings themselves to find the problems and how does it feel when they are trainees. To understand each other better will bring better results for the trainings.

Thirdly, guide employees to realize that improving themselves is the main aim of training. The main purpose of staff training in the case hotel is to improve employees" qualities in order to provide better customer service, but employees did not consider self development as the most important reason for trainings, therefore, they should be led to the right direction, which is to improve themselves and customer service but not for competition or promotion and other reasons.

Finally, from this study, the importance of staff training is discovered, in order to help human resource department of the case hotel to solve current problems in staff training as above discussed, possible suggestions are provided. To improve the recent situation needs time and it requires the co-operation of both management team and employees. I do hope this study have some value in helping the hotel's Human Resource Development.

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#### 8. Appendices

8.1 Appendix -1 Tables

Table 1: The Kirkpatrick's Four Level ApproachTraining Method Effectiveness at Meeting Knowledge, Skills, and Attitudes objectives:

| Goal of training             |             |          |           |         |               |          |
|------------------------------|-------------|----------|-----------|---------|---------------|----------|
|                              | Knowledge   |          |           | Skills  |               | Attitude |
| Training methods             | Declarative | Procedur | Strategic | Technic | Interpersonal |          |
|                              |             | al       |           | al      |               |          |
| Lecture                      | 3           | 2        | 1         | 1       | 1             | 3        |
| Computer based               | 5           | 4        | 3         | 2a      | 2             | 3        |
| Simulation                   |             |          |           |         |               |          |
| Equipment                    | 1           | 3        | 2         | 5       | 1             | 2        |
| Case study                   | 3           | 2        | 4         | 2       | 2             | 3        |
| Business game In -<br>basket | 2           | 3        | 5         | 2       | 2b            | 2        |
| Role play                    | 1           | 3        | 4         | 1       | 2c            | 2        |
| Behavioral Met.              | 1           | 2        | 2         | 2       | 4             | 5d       |
| OJT                          |             |          |           |         |               |          |
| ЛТ                           | 3           | 5        | 4         | 4       | 2             | 5        |
| Apprentice                   | 5           | 5        | 4         | 5       | 2             | 5        |
| Coaching                     | 3           | 5        | 4         | 4       | 4             | 5        |

Source: Blanchard, N. and Thacker J., (1999), Effective Training: Systems, Strategies and Practices, Prentice Hall, Upper Saddle River, p: 304.

Scale: 1= not effective, 2= mildly effective, 3= moderately effective 4= effective, 5= very effective, a This rating is for general technical skills. For some specific skills the rating would be 5. b If the business game is designed for interpersonal skills, this would be 4. c If multiple in-baskets were used this rating would be 3. d Specifically role reversal.

# Table: 2 Kirkpatrick Four Levels of Evaluation

| Level 1: Reaction                 | Were the participants pleased?   |
|-----------------------------------|--|
|                                   | What do they plan to do with what they learned?                          |
| Level 2 : Learning                | What skills, knowledge, or attitudes have change? By how much?           |
|                                   |  |
| Level 3: Behavior                 | Did the participants change their behaviour based on what was learned in |
|                                   | program?   |
| Level 4: Results                  | Did the change in behavior positively affect the organization?           |
| Source: Stone J. and <sup>T</sup> | Watson V., 1999, Evaluate Table 3: Kaufman' Five Level of                |
| Evaluation                        |  |

# Table: 3 Kaufmans five level of evaluation

| Level | Evaluation            | Focus  |
|-------|-----------------------|--|
| 5     | Societal Outcomes     | Societal and client responsiveness, consequences and payoffs.              |
| 4     | Organizational Output | Organizational contributions and payoffs.                                  |
| 3     | Application           | Individual and small group (product) utilization within the organization   |
| 2     | Acquisition           | Individual and small group mastery and competency                          |
| Lb    | Reaction              | Methods', means' and processes' acceptability and<br>Efficiency            |
| La    | Enabling              | Availability and quality of human, financial, and physical resources input |

Source: Phillips, J. Handbook of Training Evaluation and Measurement Methods, 1997, Houston Gulf, p.41

Table: 4 The Five Level Returns on Investment Framework

| Level | Evaluation | Focus |
|-------|------------|-------|
|       |            |       |

| 1 | Reaction & Planned Action | Measures participant's reaction to the program and outlines specific plans for implementation               |
|---|---------------------------|---|
| 2 | Learning                  | Measures skills, knowledge, or attitude changes   |
| 3 | Job Applications          | Measure change in behavior on the job and specific application of the training material                     |
| 4 | Business Results          | Measures business impact of the program   |
| 5 | Return on Investment      | Measures the monetary value of the results and cost for<br>the programme, usually expressed as a percentage |

Source: Phillips, J. 1997, Handbook of Training Evaluation and Measurement Methods, Houston Gulf, p.43.

# 8.2 Appendix 2

Questionnaires for Employees:

My name is Shamim Ahammad, I' am master's student of Södertörns Högskola. I am currently writing my master's thesis in this field of, "Importance of training in the hospitality industry" I would be grateful if you could kindly complete this questionnaires.

It is part of an evaluation study of training in the Hotel industry of Cyprus. Your honest opinion will help me to implement this dissertation.

Please note that:

- □ All your answers are completely confidential
- □ No employee or the Management will see your individual answers

Thank you for taking part

Part-1:

1. Gender: □ Male

 $\square$  Female

| <ul><li>2. Graduate from:</li><li>□ High School</li></ul>  | □University<br>(Undergraduate)  | -                       | Doctorate |  |  |  |
|--|---|-------------------------|-----------|--|--|--|
| 3. Total years of ex<br>□ 1-5<br>□ 5-10<br>□ 10-15   | xperience:<br>□ 15-20<br>□ 20 and more  |                         |           |  |  |  |
| <ul> <li>4. Who identifies your training needs?</li> <li>□ Senior managers</li> <li>□ Supervisor</li> <li>□ Employees</li> </ul>                                       |   |                         |           |  |  |  |
| 5. What training pr  | ogrammes have you a   | ttend during last year? |           |  |  |  |
| · · · · · · · · · · · · · · · · · · ·  |   |                         |           |  |  |  |
| -  | <ul> <li>6. How would you evaluate the content of the training prgramme?</li> <li>□ Not satisfactory</li> <li>□ Satisfactory enough</li> <li>□ Very satisfactory</li> </ul> |                         |           |  |  |  |
| <ul> <li>7. was the purpose of the training courses clear?</li> <li>□ Yes</li> <li>□ No</li> <li>□ Not clear enough</li> </ul>   |   |                         |           |  |  |  |
| <ul> <li>8. were the training programme well organized?</li> <li>Yes</li> <li>No</li> <li>Not very organized</li> </ul>  |   |                         |           |  |  |  |
| <ul> <li>9. did the trainer know the subject well?</li> <li>□ Yes</li> <li>□ No</li> <li>□ Not very well</li> </ul>  |   |                         |           |  |  |  |
| <ul> <li>10. Were the facilities during training programmes satisfactory?</li> <li>□ Very satisfactory</li> <li>□ Satisfactory enough</li> <li>□ Not at all</li> </ul> |   |                         |           |  |  |  |

#### Part-2 the effects of training programmes held in the Hilton Hotel

1. How much did the training programmes contribute to your personel development?

□ Very much

 $\Box$  Enough

□ Did not contribute

2. To what extent is the knowledge you gained directly applicable to your knowledge?

| □ To a very great extent    | $\Box$ a little      |
|-----------------------------|----------------------|
| $\square$ To a great extent | $\square$ Not at all |

□ Enough

 3. Did you find those programme necessary for your job performance?

 □ Yes
 □ Not Really
 □ No

4. Did those programmes increase your understanding of innovative method or technique?

| $\Box$ Yes very much | □ Not enough             |
|----------------------|--------------------------|
| □ Enough             | $\square$ No, not really |

| 5. Did those programmes increase your of ways to enhance your effectiveness? |                          |  |
|--|--------------------------|--|
| $\Box$ Yes, very much  | □ Not enough             |  |
| □ Enough   | $\square$ No, not really |  |

6. Did training resulted on your attitude, interest or job behavior?

- $\Box$  Yes, on my attitude
- $\Box$  Yes, on my interest
- □ Yes, on my job performance
- $\Box$  All the above
- $\square$  No, not really

7. Did you meet your personel goals through this training course?

 $\hfill\square$  Yes All of them

 $\hfill\square$  Most of them

 $\square \ Not \ Yet$ 

#### Part-3 General feeling about training

1. Did you find the training programmes held in the Hilton Hotel useful?

□ Very useful

 $\square$  Not really

□ Useful enough

 $\square \ No$ 

2. What do you think about the overall quality of those programmes?

□ High quality

□ Satisfactory quality

□ Good quality

 $\hfill\square$  Not satisfied

3. Do you think that training programmes held in the Hilton Hotel were well designed and widely shared training policy in the company?

 $\Box$  Yes

□ Not really

 $\square$  No

4. What training programme do you prefer?

□ Lecture style

□ Workshop

 $\Box$  on the job training

□ Something else

5. Do you plan to do anything directly as a result of training?

 $\square \ Yes$ 

 $\square$  No, not really

6. Do you think that Hilton Hotel training has gap?

 $\Box$  yes a lot of gaps

 $\Box$  yes some gaps

 $\square$  No, not really

7. If your last answer was 'Yes a lot of gaps' or 'Yes some gaps', what do you suggest as future training plans in order to fill in these gaps?

 .....

Note: please feel free to contact me if you need any clarity regarding the questionnaire. Email- <a href="mailto:shamimahammad1@gmail.com">shamimahammad1@gmail.com</a>

Thank you very much for your kind co-operation.