



Planning Training Programs

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OF CHAPTER LEARNING OBJECTIVES

As a result of satisfactory completion of this chapter, readers will be able to:

1. Define the term *training*, note its benefits, and discuss common obstacles to and myths about training.
2. Recognize basic learning principles that influence how training programs should be planned and implemented.
3. State characteristics that are important for an effective trainer.
4. Explain procedures required for use in the first seven steps in a formal training process:

Define training needs

Conduct a position analysis

Define training objectives

Develop training plans

Develop training lessons

Develop a training handbook (file)

Prepare trainees



Impact on Human Resources Management

Training is important for all hospitality personnel because it is the best way to assure that staff members can make maximum contributions to the organization's success. This is critical because, in the labor-intensive hospitality industry, staff members are an organization's most important asset. Training is also important because managers have an obligation to help their employees achieve pride in their work and to enjoy doing so. These human concerns are met in a culture of respect that begins with training experiences that yield staff members who have the knowledge and skills necessary to be successful on the job.

Introduction to Training

1. Define the term *training*, note its benefits, and discuss common obstacles to and myths about training.

Hospitality operations are labor intensive. While technology has reduced the need for staff in departments such as accounting and the front office, it has not generally affected the number of employees required to produce and deliver the products and services that guests desire. Recently employed staff must acquire the knowledge and skills needed to become proficient in their positions. Their more-experienced peers must obtain new knowledge and skills to keep up with an ever-changing workplace. Effective training is critical to attain these goals.

Training: The process of developing a staff member's knowledge, skills, and attitudes necessary to perform tasks required for a position.

Performance-based (training): A systematic way of organizing training in efforts to help trainees learn the tasks considered essential for effective on-job performance.

Competent: A description that means the staff member has been appropriately trained and is able to contribute to the achievement of desired results.

WHAT IS TRAINING?

Training is a process that provides new and currently employed staff with the short- and longer-term knowledge and skills required to perform successfully on the job.

Hospitality managers are busy, and numerous responsibilities and tasks demand their ongoing attention. Those responsible for training are confronted with a dilemma: should nice-to-know or, alternatively, only need-to-know information and skills be emphasized? This question is best addressed by remembering that effective training is **performance-based**. It should be planned and delivered systematically to help trainees become more **competent** in the tasks that are essential for on-job performance. Then the success of training can



Performance-Based Training

The need for training to be performance-based can create a significant hurdle, because the following is required to do so:

- All **tasks** in a position must be identified. *Note:* A task is an observable work activity performed within a limited time period that leads to a product, service, or decision.
- The specific knowledge and skills required to perform each task must be known.
- Training that addresses all of the knowledge and skills required for each task must be developed.
- **Competencies** (standards of knowledge, skills, and abilities required for successful performance) must be known in advance. These should be shared with the trainees to help them understand what the training program will accomplish.
- A formalized evaluation process is needed. The worth of training represents the difference between what trainees know and can do before and after the training.

Task: A specific and observable work activity that is one component of a position and that has a definite beginning and end. For example, one task performed by a cook may be to prepare sandwiches using a standardized recipe.

Competency: Standards of knowledge, skills, and abilities required for successful job performance.

Cost effective: A term that indicates that something such as training is worth more than it costs to provide it.

Feedback: Response provided to a question or larger-scale inquiry such as a customer survey.

be demonstrated by considering the extent to which knowledge and skills improve as a result of the training.

Training must also be **cost effective:** the improved performance gained as a result of training must be greater than the costs of training.

Typically, performance-based training is best delivered at the job site in one-on-one interactions between the trainer and trainee. Conceptually, this is much better than group training. Why? The trainer can focus on what the individual must learn, **feedback** can be immediate, and training can be delivered at the best pace for the individual trainee.

BENEFITS OF TRAINING

Numerous benefits to effective training include:

- *Improved performance.* Trainees learn knowledge and skills to perform required tasks more effectively, and their on-job performance can be improved. They become **value-added** employees who can consistently achieve desired results.
- *Reduced operating costs.* Improved job performance helps reduce errors and rework, and associated costs can be reduced. Persons performing the job



Does Training Affect Attitudes?

At the beginning of this section, training was defined as “the process of developing a staff member’s knowledge, skills, and attitudes necessary to perform tasks required for a position.” Can a good trainer modify an employee’s **attitudes** as a result of training? Maybe so, but maybe not! The **morale** of staff members generally improves when they recognize their employer’s interest in helping them to work in a way that best serves the organization and its guests. Many staff members are also impressed with an employer’s ongoing commitment to provide training that will allow advancement to more responsible, higher-paying positions. In these and related ways, training can have a positive impact on attitudes.

Now consider someone who does not care about his or her organization and/or position. In this instance, it is unlikely that training will yield improved work methods. Here’s an example: Assume a training program is developed with the goal of ensuring that food safety (sanitation) concerns are a priority for food production personnel. Aspects of the training related to knowledge (why this is important) and how food safety concerns can be incorporated into the position (physical skills required to produce food) are included in the training. A knowledge assessment that requires the trainee to answer questions and a skills test to allow him or her to demonstrate proper practices can help evaluate whether knowledge and skill objectives were successful. However, will the cook consistently incorporate the safe food handling practices that he or she has learned and can now perform as a result of the training? If the trainee wants to do so (has a positive attitude), the training will be successful. If, however, the trainee is not motivated to do so (has a less-than-positive attitude), then the training will not be successful even though the why and how aspects of training were learned.

Value-added: The concept that something is worth more than it costs, that output is consistently correct, and that behavior or the product is changed. Value-added training occurs when it is cost effective, because desired output (service and/or products) is acceptable and better than without the training.

correctly will be more productive, fewer staff and/or labor hours will become necessary, and this, in turn, can help reduce labor costs.

- *More satisfied guests.* Training can yield staff members who are more service-oriented and who will know what their guests desire and require.
- *Reduced work stress.* Persons who can correctly perform the activities that are part of their positions will likely feel better about doing the job. Stress created by interactions with supervisors who are upset about improper work outputs, with peers who must take the time to do rework created by the employee’s errors, and/or with frustrated guests about service and/or quality defects will be reduced.



Can Training Address Everything?

Effective training programs address the knowledge and skills needed to perform basic job tasks. However, they cannot consider everything that may confront employees on the job. Unique requests may be made of employees with guest service responsibilities. They and their peers in other positions may be confronted with unanticipated issues related to employee interactions, safety, or other atypical operating concerns not addressed in training. One's on-job experience may provide appropriate responses to these situations, as can common sense (a great personal attribute that is difficult to assess at the time of selection and during formal training).

Another tactic, problem solving, can be critical in these situations, and its basics can be taught. What are examples of times when one's supervisor should be alerted, and when is it permissible for an employee to solve a problem without supervisory assistance? Trainers teach trainees how to think on their own when they teach the basics and emphasize standards and the need to please guests. They also allow experienced staff to have some discretion, and provide an ongoing invitation to seek assistance whenever the employee recognizes the need to do so.

Attitude: Positive or negative feelings, beliefs, and values about something that influence a person to act in certain ways.

Morale: The total of one's feelings about his or her employer, work environment, peers, and other aspects of the employment.

Turnover rate: The number of employees who leave an organization each year expressed as a percentage of the average number of workers employed by the organization.

- *Increased job advancement opportunities.* Who is most likely to be promoted to a more responsible and higher-paying position: a competent or an incompetent employee? Training can assist staff in attaining their promotion goals.
- *Improved staff relationships.* Persons who can do their jobs are more likely to work in a team effort, and all will do their fair share of required work in the correct way. Staff members who are trained to perform tasks beyond the scope of their normal position can also help peers in other positions.
- *More professional staff.* Professionals want to do their job as best they can, and this is only possible with appropriate training.
- *Fewer operating problems.* Busy managers can focus on priority concerns, and they will not need to address routine operating problems caused by inappropriate training.
- *Lower turnover rates.* Labor shortages confront most hospitality operators. Fewer new staff members become necessary as **turnover rates** decrease. Those who are properly trained and rewarded for successful performance are less likely to leave, and managers have less need to recruit new employees in increasingly tight labor markets.
- *Increased morale.* Training can help staff members feel good about themselves and their employers. These positive attitudes can have a significant influence on one's overall perceptions of the workplace.

Employer of choice:

An organization with a reputation of offering a desirable place to work and with recruiting efforts made easier because of this perception.

- *Higher levels of work quality.* Effective training identifies quality standards that help define acceptable product and service outputs. Trained staff members are more interested in operating equipment correctly, in preparing the right products, and in properly interacting with guests.
- *Easier to recruit new staff.* Satisfied staff tell their family and friends about their positive work experiences, and their contacts may become candidates for position vacancies that arise. Hospitality operations that emphasize training can evolve into **employers of choice** that provide first choice rather than last choice employment opportunities.
- *Increased profits.* It makes sense that, if guests are more satisfied and revenues increase and, if labor and other operating costs are reduced, there is a significant potential for increased profits. In the long run, training must be value-added. In other words, it must be worth more than it costs. This can be measured by the difference between the increased profits and the added training costs. While this measurement is not easy to make, most



IT'S THE LAW!

Hospitality managers may be legally mandated to provide training on some topics in many states. Examples include responsible service of alcoholic beverages and food safety (sanitation) training as a prerequisite to obtaining food handlers' permits. Other training including the avoidance of sexual or other harassment is required by the insurers of many hospitality operations.

Numerous other common practices in the hospitality industry are impacted by laws and regulations that require training to ensure compliance. Examples include room occupancy limits established by fire safety codes, dishwasher washing temperatures required by applicable food codes, and guest nonsmoking areas mandated by local governing agencies.

Employee training is absolutely critical to minimize the possibility of lawsuits that can arise when staff members are not trained or are improperly trained. Consider, for example, the potential legal liabilities if employees are not trained to properly operate dangerous equipment, to handle dangerous chemicals, and to follow safe work practices mandated by Occupational Safety and Health Administration (OSHA) regulations.

Lawsuits filed by guests can also arise when they have been harmed by untrained employees. Consider examples of foodborne illness caused by food preparation personnel without appropriate food safety training, and preventable slips and falls caused by untrained maintenance or housekeeping staff who improperly (and unsafely) clean floors and sidewalks in public areas.

industry observers believe that, if training is done correctly, it will always win in the comparison.

OBSTACLES TO TRAINING

Despite the stated benefits, training does not always receive the proper priority in many hospitality operations. Numerous obstacles to effective training can include:

- *Insufficient time* for managers, supervisors, and/or trainers to plan for and deliver the training
- *Too much time* for trainees to be away from their positions to participate in the training
- *Lack of financial resources* to compensate for the trainer's and trainees' time and to acquire necessary training resources
- *Insufficient trainers' knowledge and skills.* Persons must be taught how to train, just as they must be taught to perform any other unfamiliar task. Formal train-the-trainer programs are not provided by many hospitality organizations.
- *Lack of quality resources available for training.* No manager or supervisor has the time, knowledge, and ability to develop training videos and/or to prepare extensive or sophisticated training resources or training evaluation tools. If these materials can't be developed in-house, are they available **off-the-shelf**? Resources addressing generic topics such as supervision tactics, sanitation, and safety can be purchased. However, excellent trainers are creative, and they would never elect to not train because supplemental resources were unavailable. The alternative is to take time to develop several basic training tools, including those described later in this chapter.
- *Scheduling conflicts.* When can front desk agents meet to learn a new way to perform a task? When can dining room servers be brought together for a group training session on guest service?
- *Turnover.* In many hospitality operations, some staff members leave within a few months (or less) of initial employment. Managers may think, "Why train employees if they don't remain on the job long enough to use what they have learned?" In fact, as noted previously, effective training can reduce turnover rates, and property managers who do not train are likely contributing to their unacceptably high turnover rate.
- *Insufficient lead time between one's hire date and the time when he or she must be on the job.* Hopefully, a **warm-body syndrome** is never used as a recruitment and/or selection tactic. Instead, staff are trained for expanded position duties, and recruitment tactics begin for new employees before an incumbent leaves and a position vacancy has occurred.
- *Difficulty in maintaining training consistency.* When individual trainers plan and deliver training activities based on what they think staff must know, the what and how of training will likely be inconsistent. Then those who train

Off-the-shelf: Generic training materials, typically addressing general topics of concern to many trainers, that are available for use if company-specific resources are not available.

Hire date: The effective date that a new staff member begins work.

Warm-body syndrome: The selection error that involves hiring the first person who applies for a position vacancy.

Although scheduling can be a challenge, effective managers find time for staff training sessions.

*Courtesy
Purestock*



may begin to think that “We tried to train, and it hasn’t worked very well. There must be a better problem resolution alternative than training. What else can we do?”

- *Trainer apathy.* There should be reasons for trainers to want to train. Benefits for successful training duties can include special privileges, compensation increases, advancement consideration, educational opportunities, and/or recognition. By contrast, when trainers must assume these duties in addition to other tasks, if they do not receive train-the-trainer training and/or if there is no (or little) support for training, why should trainers want to do so?

TRAINING MYTHS

Myths (untruths) about training can create obstacles. Examples include:

- *Training is easy.* In fact, when training only involves a trainee tagging along with a more-experienced staff member, it is easy. However, the lack of planning and the increased possibility that basic training principles will be disregarded increases the likelihood that this type of training will be ineffective.
- *Training costs too much.* Hospitality operations with a history of inadequate training that has yielded unsatisfactory results are unlikely to invest the resources required to plan and deliver more effective training. “Been there; done that; let’s try something else” is a philosophy that can easily evolve.

Professional development programs:

Planned educational and/or training activities to prepare one for successively more responsible positions in an organization or industry.

- *Training is a staff function.* Staff positions are manned by technical specialists who provide advice to, but do not make decisions for, people in chain-of-command line positions. Training is a line function that is too important to delegate to staff human resources personnel, if available, who may assist with recruitment, selection, and orientation tasks.
- *Only new staff need training.* New employees do need training, but so do their more-experienced peers when, for example, operating procedures are revised because of technology or when new equipment is purchased. Employees with a wide range of experience may also want to participate in **professional development programs**.
- *There is no time for training.* Many priorities compete for the limited time available to hospitality managers. In this context, training is often deemphasized, and available time is allocated to other tasks.



Human Resources MANAGEMENT ISSUES

(6.1)

“I don’t understand it,” said Ralph. “What’s the big deal about training? Maybe you and I are smarter than the kids coming to work at the hotel today. But I remember watching and listening and following along with people who taught me everything I needed to know about the job.”

Ralph and Lorine were supervisors who were talking about the hotel department staff meeting they had just attended. The department head had announced that all staff would be expected to participate in two training programs: one on guest service and the other on technology updates.

“You’re right about what was done in the past, Ralph,” said Lorine. “But you and I can cite a million (or more!) problems at our hotel. I wonder if proper training would reduce their occurrence? I wonder if things do need to change to remain competitive and to make sure we keep our good employees?”

“It’s easy to keep the employees; just pay them more,” replied Ralph. “You and I are good employees, and we became good by learning and watching. I think that’s good enough today because it was good enough yesterday.”

QUESTIONS

1. What are your reactions to Ralph’s thoughts about training?
2. What role do you think effective training can play in remaining competitive and retaining employees?
3. What do you think about Ralph’s comments regarding compensation and employee turnover?

When you consider the many training obstacles and myths just noted, a picture of training in many hospitality properties begins to emerge. Top-level managers may not commit resources to training because they are unaware of its benefits and/or because they have had previous negative training experiences. Lack of resources, training knowledge, and training plans work against training priorities and/or minimize its effectiveness when it is offered. Employee resistance can also arise when training must occur within the already limited time frame available to perform required work.

Learning Principles Drive Training Principles

2. Recognize basic learning principles that influence how training programs should be planned and implemented.

Those who believe in the numerous benefits of training share an old saying: “An organization pays for training even if it doesn’t offer it!” They recognize that developing and delivering training takes time to do well, and costs are incurred to do so. However, they also know that, in the absence of training, wasted time and money occurs because of errors and rework. Without effective training, guests are less likely to receive the proper quality of required products and services.

If one accepts the idea that managers will, one way or another, pay for training, it makes good business sense to implement effective training that returns benefits exceeding costs. A first step is to recognize that several basic learning principles should be considered as programs are planned and implemented. Their application puts the trainee at the forefront of the process and, in so doing, lays the foundation for successful training. Basic learning principles include:

Learning Principle 1: Trainees Must Want to Learn and Need Motivation to Do So

The old adage, “You can lead a horse to water, but you can’t make it drink,” applies here. Trainees must want to learn and, for this to occur, they must recognize its worth. “Because the boss says it is necessary” is not a meaningful reason from the perspectives of most staff. By contrast, noting that “This training is a step in a career-long professional development program to help you become eligible for promotion” will be of interest to many trainees.

Learning Principle 2: Training Should Consider the Trainees’ Life and Professional Experiences

Many hospitality employees are adults with many useful personal and work-related experiences. Good trainers establish a benchmark of what trainees already know and can do and build on this foundation of knowledge and skills. They maximize the worth of training by emphasizing the most important subject matter with which the trainee is unfamiliar.

Fortunately, one-on-one training is frequently the training method of choice, and it allows a skilled trainer to focus on what the trainee doesn't know instead of repeating what he or she does know.

Learning Principle 3: Trainees Require Time to Learn

Training takes time. This principle, while seemingly obvious, is sometimes violated. Consider, for example, that some managers expect a new staff member to learn necessary tasks by tagging along with an experienced peer. What happens when there is no dedicated training time and, instead, both parties are continually interrupted by ongoing operational demands?

Learning Principle 4: Trainees Should Know the Training Requirements

Experienced trainers often use a preview, present, and review sequence. They tell the trainees what they are going to say (preview), they tell them the information (present), and they tell them once again (review). This tactic helps minimize surprises and reduces trainee apprehension.

Learning Principle 5: Training Should Consider the Trainees' Attention Spans

Several short training sessions are generally better than one long session. When planning an entire program, consider the complete range of subject matter to be presented. Then break the total training requirement down into manageable (short) parts to be facilitated in a single session.

Learning Principle 6: Learning Should Be Paced

Closely aligned with the previous principle, paced learning allows trainees to practice and improve on basic skills in a focused way. They can concentrate on one or several skills rather than on all skills and, in the process, better learn the correct way to perform all of them.

Learning Principle 7: Learning Speed Varies for Trainees

Individualized training allows the trainer to incorporate what the trainee knows into and to exclude what the trainee doesn't know from the training process. The pace of training can then be individualized.

Application of these fundamental learning concepts allows those planning training to focus on the trainees as programs are planned and implemented. It then becomes important to consider some training-specific concepts to best assure that the trainees (not the training content) continue to remain the focal point of the activity. Several training principles apply to the largest and smallest hospitality operations regardless of location, type of guests served, or financial objectives being pursued.

Training Principle 1: Trainers Must Know How to Train

Who trains in most hospitality properties? Frequently, it is a supervisor and/or a peer of a new staff member being trained. In the former case, the supervisor may have been a good employee who is rewarded for effective performance by a promotion. Supervisors, however, must perform many tasks

that are not part of their previous position, and one of these is often training. A serious problem is that one does not become an effective trainer by default. Instead, a person must be taught how to train, and train-the-trainer programs are needed to provide necessary knowledge and skills.

This principle also applies equally to an entry-level employee's peer who will conduct training. If training fails because the trainer doesn't know how to do it properly, the problem rests with the manager, not the trainer. Why? Because the manager did not recognize that effective training requires more than just one's willingness to do so.

Training Principle 2: Training Must Focus on Real Problems

Frequently, problems (challenges) are encountered that must be resolved, and training is a useful tactic to do so. It would seem that this principle is frequently used, but think about the content of some training programs such as detailed motivational theories in a supervisory session. Effective trainers constantly consider whether and to what extent training should address nice-to-know or need-to-know issues. While the latter topics must be included in the training, the former may (or may not) be needed. Trainers must consider and address these issues in the context of the specific training program being planned.

Training Principle 3: Training Must Emphasize Application

Most people learn best by doing. For example, hands-on training using an individualized training program is typically the best way to teach an entry-level housekeeper to properly perform guest room cleaning duties.

You have learned that most training should be performance-based. However, training can also be used to present information that extends beyond one's position or department. For example, shouldn't all staff members learn about their property's values, vision, and mission? How much, if any, of the organization's long-range plan should be explained? What about the organization's philosophy and policies relative to guest service? Perhaps these topics are addressed during orientation. Ongoing formal and informal training opportunities to consider these issues may be planned for more experienced staff. Fortunately, basic training principles apply to these situations as well as to more traditional task-focused activities.

Training Principle 4: Training Should Be Informal

To the extent possible, training should be personalized, conducted in the workplace, and allow the trainer to interact with the trainee. It should be designed for delivery at the pace that is best for the trainee and should address the trainee's specific questions and needs as they arise during the training. Individualized training methods make it easier to personalize the process.

Training Principle 5: Training Should Employ a Variety of Training Methods

Do employees learn when a trainer quickly shows them how to do something but doesn't allow them to practice immediately after the training? By contrast, training that allows for demonstration, practice, and

comparison of written information (e.g., standards or procedures) with how tasks are actually done is more likely to be effective. Group training that uses case studies, small group interaction, video followed by discussion, and other interactive techniques will likely be better received by trainees than will a lecture-only format.

Training Principle 6: Training Focus Should Be on Trainees

Good trainers want to address trainees' needs. Trainers do not try to impress trainees with their knowledge or skills, nor do they make training more difficult than necessary because everyone should "learn it the hard way." Failure to teach a training point "because everyone should know it" is another error that trainers should avoid. Using difficult language including **jargon** can create problems, as can teaching advanced before basic skills. Addressing the question, "How would I like to be trained?" often reveals suggestions about tactics that should (and should not) be used.

Training Principle 7: Trainers Should Allow Trainees to Practice

Hospitality staff in every department and position must have significant knowledge and skills. Few skills can be learned by reading a book, listening to someone talk through a task, or watching someone else do it. Rather, skills are typically learned by observing how something is done and then by practicing the activity in a step-by-step sequence. After the task is learned, time and repetition are often required to enable the trainee to perform the task at the appropriate speed.

Jargon: Terminology used by and commonly known only to persons who are familiar with a topic.

It is just as important for service staff to receive training that addresses the needs of these residents in a retirement center as it is for those serving guests in a commercial restaurant.
Courtesy Photo-Disc/Getty Images



Training Principle 8: Trainers Require Time to Train

Assume that four employees are needed for a specific shift, and a new person must be trained. Can the four experienced staff do their work and, additionally, train the new person? Even worse: what happens when the four persons are reduced to three because of unexpected turnover? Can they do the work of four peers and still train another person? Training takes time that must be scheduled, and the resources required for it must be allocated.

Training Principle 9: Training Environment Must Be Positive

The stress created in the previous situation provides an example of a training environment that is *not* positive. Another example: consider someone given training responsibilities who does not enjoy the task (perhaps because there is no incentive to be a good trainer). These issues can quickly lead to a hostile environment that lacks the interpersonal respect that is another prerequisite for effective training.

Training Principle 10: Trainees Should Be Treated as Professionals

Experienced staff training their peers should recognize that they will be peers with the trainees after the training is completed, and their responsibility is to use their training skills to help trainees learn.

Training Principle 11: Trainees Need Encouragement and Positive Feedback

Most employees want ongoing input about how their boss feels about their work. Trainees typically feel the same way: they want to know how the trainer evaluates their performance during and, especially, after training is completed.

Training Principle 12: Trainees Should Not Compete Against Each Other

Contests in which, for example, one trainee wins and other trainees lose do not encourage the teamwork that is required for a successful hospitality operation. An alternative is to develop contests in which all trainees who attain specified standards can win.

Training Principle 13: Trainees Should Be Taught the Correct Way to Perform a Task

It does little good for a trainer to show a trainee how something should *not* be done. Unfortunately, this can occur when a trainer notes that “Here’s how many employees do it, even though it’s the wrong way to do it.” Instead, tasks should be taught using the correct work methods on a step-by-step basis, with trainer presentation followed by trainee demonstration.

Training Principle 14: Train One Task at a Time

Hospitality employees must typically perform many tasks in their positions. Tasks should be taught separately, and each should be broken into steps taught in proper sequence.

Training Principle 15: Train Each Task Using a Step-by-Step Plan

Consider the task of checking in a hotel guest. The trainer may begin by demonstrating the proper way to perform the task for one type of guest (such

as airline crew). Then, beginning with the first step in the task, the trainer presents correct procedures, and the trainee is encouraged to demonstrate the procedures. Trainer feedback helps the trainee identify where performance improvements could be helpful. After the trainee successfully demonstrates the step, this process is repeated until all steps are presented to and successfully demonstrated by the trainee. The trainer demonstrates the correct way to do the entire task again, and the trainee repeats the correct procedures. He or she then practices each step as necessary to yield the appropriate speed for task performance.



Human Resources MANAGEMENT ISSUES

(6.2)

“It’s been a long day,” said Ralph to Lorine as they walked to the hotel’s parking lot. They had just participated in a two-hour rollout program about customer service training that would soon begin for entry-level staff.

“You’re right, Ralph,” replied Lorine. “It was a long day because we basically had to do everything expected of us during a regular shift and, in addition, participate in the training. I like the content of the program, and I think there were lots of great ideas,” she continued. “I also hope it will be a lot different than today’s session, however: too much lecture, little chance for our input, long periods between very short breaks, and the unavailability of some training materials.”

“Remember our conversation last week, Lorine, when we talked about the old days of training?” asked Ralph. “Why can’t we just remind our staff to be nice to guests, give them some examples of how to do so, and then let the staff do their jobs?”

“I don’t have the answers to that question, Ralph,” said Lorine. “However, I have learned that it is one thing to develop great training content, and it’s another thing to effectively deliver it.”

QUESTIONS

1. What training principles appear to have been violated in today’s session attended by Ralph and Lorine?
2. Assume the content of the training program was developed by a training content supplier (it is an off-the-shelf program) or by corporate-level trainers (if the hotel is part of a multiunit organization). What kind of train-the-trainer support is needed in this property to help supervisors like Ralph and Lorine become effective trainers?

Focus on the Trainer

3. State characteristics that are important for an effective trainer.

A new maintenance person has just been employed by a private club. Who should provide the training? Sometimes this question is easily answered by asking a few questions: Who is available? Who wants to do it? Who has the time? Who will complain the least if he or she is given the assignment? Who is a good people person who will be able to interact with the new staff member? All of these and related factors are important but, unfortunately, they are not among the most important.

Instead, here are twelve characteristics that are important for every good trainer:

- *Have the desire to train.* Good trainers want to train. There are several reasons why a trainer might desire to do so, including an interest in helping others, internal recognition for a job well done, and the knowledge that effective trainers are frequently promoted to higher-level positions within the department.

Unfortunately, there are also reasons why training might not be an attractive assignment, including the expectation that the trainer must complete all regularly assigned tasks and also conduct training. Also, a trainer might want to do a good job but not be able to do so. This occurs when the staff member has not been taught how to train and/or because there is insufficient time, equipment, money, or other resources required to do so. Regardless of the reason, the resulting stress is a disincentive for the training assignment.

- *Have the proper attitude about the employer, peers, position, and the training assignment.* Hospitality organizations that emphasize the importance of staff members and that provide quality training opportunities to all employees at all levels will likely increase the morale of their trainers. Conversely, when training is just another and not-so-important responsibility, a less-than-willing attitude is likely.
- *Possess the necessary knowledge and ability (skills) to do the job for which training is needed.* Effective trainers must be knowledgeable about and have the skills necessary to perform the work tasks for which they will train others.
- *Utilize effective communication skills.* Trainers are effective communicators when they (1) speak in a language that is understandable to the trainee, (2) recognize that **body language** is a method of communication, (3) use a questioning process to learn the extent to which a trainee has learned, and (4) speak to communicate rather than to impress. For example, they don't use unfamiliar jargon, and they teach new staff members the meaning of unusual but commonly used terms.
- *Know how to train.* The importance of train-the-trainer programs should be obvious but often is overlooked.

Body language: The gestures, mannerisms, expressions, and other nonverbal methods that people use to communicate with each other.

- *Have patience.* Few trainees learn everything they must know or be able to do during their first exposure to training. Effective trainers have patience and understand that training steps must sometimes be repeated several times in different ways. They know that the goal is not to complete the training quickly; rather, it is to provide the knowledge and skills the trainee needs to be successful.
- *Exhibit humor.* Use of humor in good taste often provides a subtle message to a trainee: “I am enjoying the opportunity to provide training, and I hope you enjoy it as well. Learning can be fun, because the process is enjoyable.”
- *Have time to train.* Effective training takes time, and it must be scheduled for the trainer and for the trainees.
- *Show genuine respect for the trainees.* This characteristic is driven by the need to treat trainees as professionals. You’ll likely find that those whom you respect will also respect you. This mutual respect allows training to be more effective.
- *Be enthusiastic.* Newly employed staff members want reinforcement that their decision to join the organization was a good one. Initial experiences with an enthusiastic trainer help develop the foundation for successful training and for employees’ long-term commitment. Trainers can reinforce the philosophy of more senior staff: “This is a good place to work; let’s make it a better place to work, and this training will help us to do so.”
- *Celebrate the trainees’ success.* Have you ever heard the saying that “If a trainee hasn’t learned, it is because the trainer hasn’t trained?” A successful trainer is one who has successfully trained, and the reverse is also true: trainers have not

These area managers learning about a new initiative from corporate headquarters may not be aware of the wide variety of tactics this trainer is using to make the training as effective as it can be.

*Courtesy
Purestock*



been successful when their trainees have not learned. Take time to celebrate when learning occurs.

- *Value diversity.* Increasingly, hospitality organizations employ persons with a variety of backgrounds and cultures, and the property is strengthened because of the different perceptions that provide input into decision making. All staff share the need to be well-trained. An effective trainer accepts the challenge to develop all trainees to the fullest extent possible, even though training tactics might differ based on the trainees' cultural backgrounds. For example, group trainers may need to actively solicit question responses from trainees who don't readily participate in discussions, and trainees from some cultures may be embarrassed to participate in role-play exercises.

Use a Formal Training Process

4. Explain procedures required for use in the first seven steps in a formal training process:

Define training needs

Conduct a position analysis

Define training objectives

Develop training plans

Develop training lessons

Develop a training handbook (file)

Prepare trainees

Traditional tag-along, shadowing, and follow-the-trainer programs typically do not work because they lack an organized and well-thought-out approach to determining training content and delivery. By contrast, the training model shown in Figure 6.1 identifies a sequence of activities that helps assure that training attains planned results.

The first seven steps identified in Figure 6.1 will be explored in the remainder of this chapter. Steps 8 and 9 are discussed in Chapter 7. *Note:* The training steps outlined in Figure 6.1 are universal. They can be used when training recently hired staff members in all tasks required for their new position, and for training experienced employees in revised job tasks, for ongoing training, and for problem resolution purposes.

STEP 1: DEFINE TRAINING NEEDS

Some hospitality managers might question why there should be an emphasis on defining training needs. Isn't the challenge to determine what training needs should be the priority? In fact, it is important to ensure that the dollars budgeted for training are spent on the most important priorities.

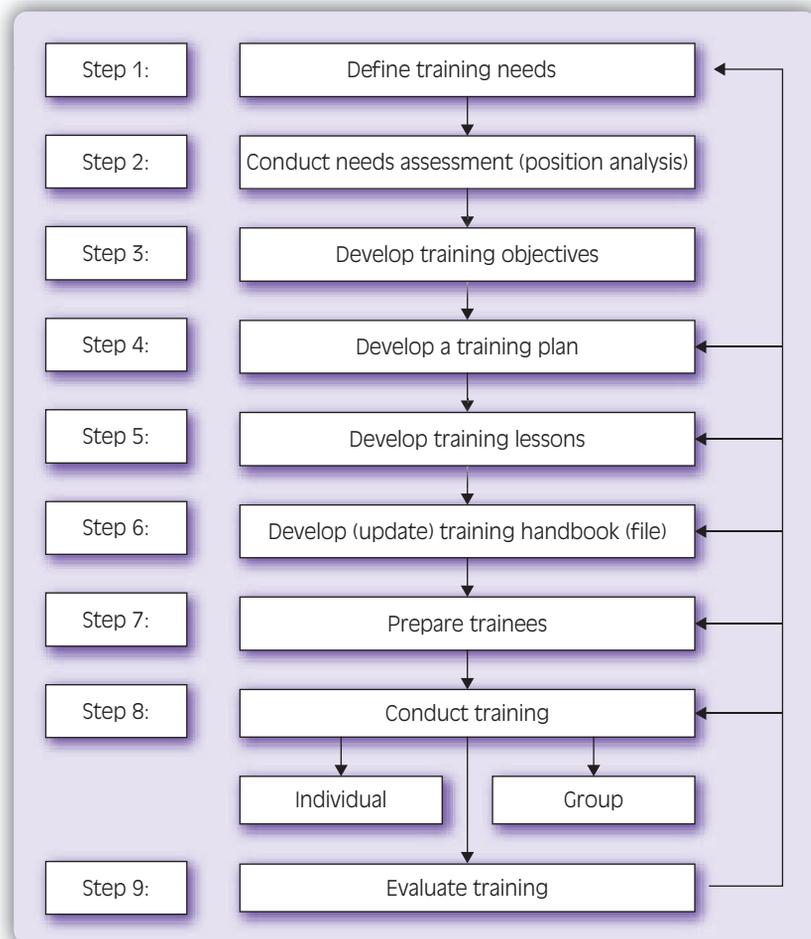


FIGURE 6.1: Overview of Training Process

These are typically long- and short-term training priorities. Examples of the former include:

- New staff members must be trained to perform all tasks in their new positions. While this appears to be a short-term training need, it really is not. Why? Training programs must be developed for those persons being recruited today and in the future.
- After planners identify necessary long-term courses of action, the role of training in attaining them can be considered.
- What are the staff's professional development needs? Hopefully, the corporate culture of the organization promotes education and training opportunities for those who are proficient in their current positions.



Training Never Ends!

There are numerous examples of short-term operating and other concerns that can be addressed by training programs. In the fast-paced hospitality industry, change is inevitable, and employee retraining is (almost) ongoing. New work methods, purchase of new equipment or technology, and/or implementation of cost-reduction processes may be continually necessary to enable the hospitality operation to do more with less. There may also be the need for more or different products and services to meet guests' needs.

Tactics to Identify Training Needs

Training needs can be determined in several ways:

- *Observation of work performance.* Those who manage by walking around may note work procedures that deviate from required standard operating procedures. *Note:* Hopefully, the required procedures were taught in applicable training sessions!
- *Input from guests.* Successful managers attempt to learn about their guests' needs and the extent to which they are met. Surveys can help identify problems, and ongoing interactions with guests can also be helpful.
- *Input from staff members.* Some managers use suggestion boxes, open-door policies, and frank input from performance appraisals and coaching sessions to identify problems that can be resolved with training.
- *Inspections.* Formal inspections such as those related to safety and informal inspections made by supervisors and others before, during, and after work shifts can suggest revisions in work processes that lend themselves to training.
- *Failure to meet performance standards.* Consider, for example, unacceptable scores on visits by franchisor's representatives. Will training help address these concerns?
- *Analysis of financial data.* Differences between budget plans and actual operating data may suggest negative variances traceable to problems with training implications. Consider the many reasons that labor or other costs can be excessive. After problems are identified, corrective actions including training may be implemented.
- *Performance/skills assessments.* Post-training evaluation may suggest that the training provided has not been successful and that additional (or, at least, different) training is needed.

- *Exit interviews.* Formal or informal discussions with those who have resigned may identify training topics to help reduce turnover rates and to improve operations.

STEP 2: CONDUCT A POSITION ANALYSIS

Position analysis: A process that identifies each task that is part of a position and explains how it should be done with a focus on knowledge and skills.

Task list: A list of all tasks that constitute a position.

Task breakdown: A description of how one task in a task list should be performed.

Performance standards: Measurable quality and/or quantity indicators that tell when a staff member is working correctly.

Position description: A human resources tool that summarizes a position and lists the primary tasks that must be performed as part of it.

A **position analysis** identifies each task that is part of a position and explains how it should be done with a focus on knowledge and skills. As such, it becomes the foundation for developing training programs. *Note:* Position analysis (also called job analysis) is integral to many aspects of human resources management. For example, it defines job tasks that drive selection, training, ongoing work requirements, and performance evaluation. It is, therefore, a powerful tool that is critical to design and implementation of training and all other human resources functions.

Position analysis can also be done to study one task that requires revision because of changes created by new equipment or several tasks that are creating operating or guest-related problems. Training new persons in all tasks and experienced staff in new work methods becomes possible after position analysis activities are completed.

There are four basic steps in the position analysis process: (1) prepare a **task list**, (2) develop a **task breakdown**, (3) consider **performance standards**, and (4) write a **position description**. The sequence of these four components is illustrated in Figure 6.2 and discussed in the remainder of this section.

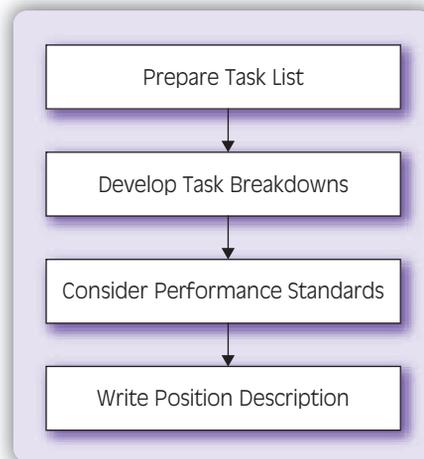


FIGURE 6.2: Components of Position Analysis Process

Prepare a Task List

A task list indicates all tasks included in a position. It focuses on how-to activities that a successful staff member must be able to do. Persons working in each position must perform several (or more) tasks that, in turn, typically require numerous **steps**.

Consider, for example, a dishwasher in a college and university foodservices operation. The tasks in this position are numerous and probably include those related to operating the dishwashing machine and washing dishes. To successfully wash dishes, the employee must complete several steps, including rinsing soil from plates, properly placing dishes in a rack, and removing and placing clean dishes in mobile carts after washing.

What is the complete list of tasks that the dishwasher must perform? The answer to this question is indicated in a detailed task list.

Procedures to develop a task list include:

- Obtain interview input from the supervisors of and several experienced workers in the position being analyzed. Good interview questions are **open-ended** (e.g., “Describe what you do in a normal work shift starting with when you begin work until you complete your shift.”). More detailed interviews can include questions about the time spent on specific tasks, position responsibilities, instances of interaction with other staff, and the importance, frequency, and difficulty of performing specific tasks.
- Use available written information. Examples include position descriptions that provide a summary and an overview of tasks, existing task lists, and training materials used to teach new staff about their jobs.
- Use a simple questionnaire that asks, “What do you and others in your position do as part of your job?”
- Observe staff members as they work in their positions; compare what they actually do to the tasks they identified when questioned about their position responsibilities.
- If practical, work in the position(s) for which a task list is being developed.

Typically, the best approach to generate input for a task list is to use all of these procedures. After input and analysis of information from these sources, one can develop an extensive list of tasks, and a validation process can finalize the list. This will likely involve (1) condensing/combining similar tasks, (2) clarifying other tasks to ensure accuracy, and (3) clearly identifying factors such as work shift or production volume that impact task responsibilities.

A format for a task list is shown in Figure 6.3.

Once developed, the scope of training requirements for a specific position is known. New trainees must be taught how to correctly perform each task in their new position. The definition of correct performance is addressed in the task breakdown.

Step: One element in a task. For example, to prepare sandwiches (a task), a cook must know how to portion ingredients required by standard recipes using proper portion control tools (one step in the task).

Open-ended (question): A question that allows the respondent to elaborate on his or her response (e.g., “What do you like about your job?”).

POSITION: _____

STAFF WORKING IN THIS POSITION MUST BE ABLE TO PERFORM THE FOLLOWING TASKS:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Notes: _____

Date of last review: _____

Task list approved by: _____

FIGURE 6.3: Task List

Develop a Task Breakdown

A task breakdown indicates how each task identified in the task list should be performed. It recognizes that each task requires a series of steps for completion. For example, one task for a dishwasher may be “to properly operate a dishwashing machine.” The task involves several steps, including loading the machine, monitoring its operation, and adding additional detergent, wetting agents, and/or other chemicals.

Benefits of task breakdowns include:

- They indicate the correct way to perform a task to best ensure that performance standards are attained.
- Trainees benefit from written instructions. A trainer can review a task breakdown with a trainee, who can then demonstrate it using the task breakdown

as a guide. Another benefit is that trainees can practice each step and then compare procedures used with those noted in the task breakdown.

Even uncomplicated task steps can be done more than one way. For example, a room service attendant could push or pull a food cart as it is rolled from a hotel elevator. Which way is the best (safest)? Why? Written communication in a task breakdown is more precise than spoken words. Properly done, there is less chance that information will be misinterpreted when it is written.

How are task breakdowns written? A simple answer is, “Use the same basic process that yielded the task list.” Experienced staff can be interviewed, available information (e.g., existing task breakdowns and/or existing training documents) can be studied, and/or employees can be asked to write, in sequence, the steps needed to perform a task. They can also be observed, and brainstorming sessions can be used.

Writing a task breakdown does not need to be complicated or time consuming and, properly done, can be cost effective. Consider a simple process such as when the manager or trainer:

- Watches an experienced staff member perform a task.
- Records each activity (step) in sequence.
- Asks the experienced staff member to review the information to confirm its accuracy.
- Shares the task analysis information with other experienced staff members and their supervisors.
- Makes modifications, if necessary, to yield the agreed-upon work method.
- Reviews the task worksheet with the staff member’s supervisor and the employee.
- Validates the agreed-upon task breakdown by observing an experienced person performing the task using the identified procedures.

Figure 6.4 illustrates the format for a task breakdown worksheet.

Consider Performance Standards

Quality: The essential characteristics consistently required for a product or service to meet the appropriate standard(s); a product or service attains necessary quality standards when the product or service is suitable for its intended purpose.

Performance standards specify required **quality** and quantity outputs for each task. For example, the proper quality of a dessert prepared in a hotel’s bakery is that expected when the applicable standard recipe is followed. The quantity of work output expected of a front desk agent in a hotel considers the number of guests to be checked in during a shift. Quality requirements cannot be sacrificed as quantity requirements are attained.

It is important that proper performance be clearly defined. Then staff members will know what is expected of them, and managers will know when performance is acceptable. The goal of training must be to teach a trainee how to correctly perform a task, and the definition of correct refers to both quality and quantity dimensions.

POSITION: _____	DATE OF OBSERVATION: _____		
TASK: _____	EMPLOYEE NAME: _____		
	OBSERVER: _____		
TASK STEP	WHAT IS DONE	TOOLS/EQUIPMENT	COMMENTS
GENERAL COMMENTS:			

FIGURE 6.4: Task Breakdown Worksheet

Performance standards for a task should be reasonable (challenging but achievable). Staff should be trained in procedures specified by task breakdowns, and they must be given the tools and equipment needed to attain the performance standards.

Performance standards must also be specific so that they can be measured. Which of the following standards is better stated: “The front desk agent should be able to check in guests as quickly as possible” or “The front desk agent should be able to check in guests using the procedures specified in the task breakdown?” The latter standard is best because it can be objectively measured.

Write a Position Description

You have learned that a position description summarizes a position and lists the major tasks that constitute it. Some persons think about position descriptions during recruitment because they are used to provide applicants with an overview of a position. However, a position description also serves other purposes. First, it summarizes the breadth of training requirements. A new staff member must learn everything required to perform the job as summarized in the position description. From the perspective of the trainer, it provides an overview of what the training must address and accomplish. Position descriptions also help with supervision, because staff members should normally perform only those tasks noted in them. As well, they can be used for performance evaluation activities that consider the extent to which staff adequately perform the tasks in the position.

STEP 3: DEFINE TRAINING OBJECTIVES

Training objectives are used for two purposes:

- *To help the trainer connect the purpose(s) of the training program with its content.* Specific reasons for training become clear when training needs are



A Position Analysis Is Comprehensive

When the position analysis process is correctly completed, tasks in each position (task list), how each task should be done (task breakdown), and quantitative and/or qualitative ways to determine if tasks are being done correctly (performance standards) will be known. As well, position descriptions will provide a handy way to reference and review the outputs of the position analysis process for managers, trainers, and staff.



Human Resources MANAGEMENT ISSUES

(6.3)

“This just isn’t practical,” Ralph said to Lorine. “We’re too busy to do extra paperwork, to talk to our staff, and to observe them for such a silly purpose.”

Ralph was referring to his department head’s request that supervisors help develop new position descriptions. (The current ones had not been revised for many years.) The recommended approach was to ask employees in selected positions and their supervisors to list tasks normally performed as part of the job. Two supervisors and two employees would then review the list and develop a final document. “I wish I knew what was going on around here,” said Ralph. “When are we supposed to get our work done?”

“You’re right on this one, Ralph,” said Lorine. “I’m not sure what’s going on.”

QUESTIONS

1. What is the communication problem that appears to cause Ralph and Lorine to feel as they do?
2. If you were Ralph’s and Lorine’s department manager, how would you solicit their cooperation in revising position descriptions?
3. What process suggestions can you make to ensure that the position description revision task is practical?

defined (Step 1 in Figure 6.1), and when the content of the training program is known after position analysis (Step 2 in Figure 6.1) is undertaken.

- *To help evaluate training* (Step 9 in Figure 6.1)

After training objectives are developed, training plans can be created to provide an overview of the entire program. They are essential to ensure that the property’s limited time, financial, and other resources are best used to develop and deliver training focused on achieving planned objectives.

Training objectives specify what trainees should know and be able to do when they have successfully completed the training. Those who plan training programs must know what the training is to accomplish, and training objectives help planners to consistently do this. You have learned that effective training is performance-based and must help trainees learn essential tasks. Competent staff are those who have been trained and are able to contribute to the achievement of desired results.

Training objectives are critical to training evaluation, and they should describe the expected results of the training rather than the training process itself. Consider the following objectives:

As a result of satisfactory completion of the training session, the trainee will:

Objective 1: Study the process to properly operate a dishwashing machine.

Objective 2: Properly operate a dishwashing machine.

The first objective is not performance-based because it emphasizes the training process (“study”). The performance expected if the training is successful is described in objective 2 (“properly operate a dishwashing machine”). The skills taught in training can be evaluated, because the trainer can compare how the trainee operates a dishwashing machine with the procedures that were taught during the training.

Figure 6.5 illustrates the importance of training objectives.

Figure 6.5 indicates that the knowledge and skills required for effective work performance drive training objectives. They, in turn, drive the content of the training program, which also impacts the training process that is implemented and the tactics that are used for training evaluation. Figure 6.5 also suggests that training evaluation can address the extent to which content was mastered and the usefulness of the training process.

To be useful, objectives must be reasonable (attainable) and measurable. Objectives are *not* reasonable when they are too difficult or too easy to attain. For example, the following objective for a supervisory training program is not likely to be attained:

As a result of successful training, there will be a zero turnover rate except for natural attrition beginning with staff members employed after 1/1/2xxx.

By contrast, an objective stating that “The turnover rate for the Hilo Restaurant will be reduced by 20 percent within 12 months of training,” may be reasonable.

Training objectives should incorporate an element of stretch. Assume that the Anytown Hotel is currently receiving numerous guest complaints each month. Reducing the complaint rate to zero immediately after training is likely to be overly optimistic. By contrast, the objective of reducing the complaint rate by one per month after a six-month period required for process revision and implementation

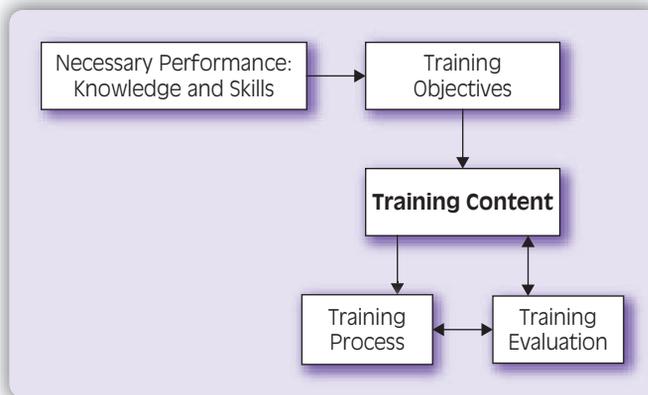


FIGURE 6.5: Training Objectives Are Important



Human Resources Management: CURRENT EVENTS 6.1

WHAT ABOUT ONLINE TRAINING?

Costs are an important consideration in determining whether and to what extent training programs can be offered. Those who train are not available to do other work, and those who are being trained may have responsibilities that cannot be deferred for training at a specified time.

Online training (also called e-learning) provides a self-paced alternative to traditional face-to-face training. Courses can be available on the Internet for use by trainees at any time from their work, home, or elsewhere. Programs are self-paced, and trainees can learn what is relevant and skip unnecessary or already known information. Feedback is possible because employees can e-mail questions to and receive responses from the responsible trainer.

WHAT ABOUT COMPUTER ACCESS?

Some employees have access to computers with Internet connections at their workstations; others have computers at home; many employees, however, may not. Some properties can make training computers available in a spare office or, for example, even at a dedicated desk in an occupied office area.

E-learning can also be used to pretest employees for placement in on-site training programs and provide background content information to expedite traditional training.

may not be appropriate for the opposite reason: no or very little significant change in staff performance may be necessary to attain that objective. A better approach is when managers can assess common reasons for the complaints (Step 1 in the training process described in Figure 6.1). Then revised processes resulting from position analysis (Step 2 in Figure 6.1) can be developed to drive training content. Training objectives relating to the trainees' ability to master the revised process to reduce complaints can be developed, and the extent of reduction will be a measure of training effectiveness.

The concern that training objectives be measurable relates to their role in training evaluation. How can the effectiveness of a training program whose success would be measured by objectives such as the following be evaluated:

- Trainees will realize the importance of effective guest service.
- Trainees will understand the need to use a first-in, first-out (FIFO) inventory rotation system.
- Trainees will recognize the need to safely operate kitchen equipment.

Contrast these statements with objectives pertaining to the same topics that are measurable:

- Trainees will demonstrate a six-step method to manage guest complaints.
- Trainees will identify poor inventory rotation practices as they review a store-room with incorrectly arranged items.
- Trainees will operate kitchen equipment in a way that incorporates the manufacturers' safe operating instructions in the operating manual.

Training objectives typically use an action verb to tell what the trainee must demonstrate or apply after training. Examples of acceptable verbs include: *operate*, *calculate*, *explain*, and *assemble*. By contrast, verbs that are unacceptable because they cannot be measured include *know*, *appreciate*, *believe*, and *understand*.

STEP 4: DEVELOP TRAINING PLANS

Training plan: A description of the structure (overview) and sequence of the entire training program.

Training plans organize the training content, and they provide an overview of the structure and sequence of the entire training program. They show how individual training lessons should be sequenced to best allow trainees to learn required knowledge and skills.

Several factors should be considered to determine the sequence for subject matter in the training plan:

- Begin with an introduction explaining why the training is important and how it will benefit the trainees.
- Provide an overview of training content.
- Plan training lessons to progress from simple to complex. Simple information at the beginning of the training will allow trainees to feel comfortable more quickly in the learning situation. It will also give them the confidence needed to master the program.
- Build on the trainees' experiences. Combine unfamiliar information with familiar content to allow trainees to build on their experience.
- Present basic information before more detailed concepts are discussed.
- Progress from general to specific.
- Consider the need for nice-to-know and need-to-know information. Basics should be presented before other information, and it is generally best to address the whys before the hows.
- Use a logical order. What information is prerequisite to other information as knowledge is developed or as skills are attained?

Figure 6.6 illustrates a worksheet for a training plan.

Training plans allow trainers to (1) plan the dates and times for each training lesson, (2) consider the topic (lesson number and subject), (3) state the training location, (4) indicate the instructor(s) responsible for the training, and (5) determine the trainees for whom specific training lessons are applicable.

Assume a trainer is planning a training program for a new counter attendant in a hospital's dietary department who must learn how to correctly perform all tasks in the position. Perhaps some tasks can be taught in one training session. By contrast, several (or more) training sessions may be needed to teach just one other task. The training plan allows planners to think about what must be taught (training lessons) and the sequence and duration of each training lesson.

When a training plan is developed to teach all tasks to a new staff member, training dates and times must only consider the availability of the trainer and the employee. If the training concerns an issue impacting more than one employee, other tactics may be necessary. For example, each session might be planned for two (or more) alternate dates and times to accommodate all affected personnel. The training location could be the same for every session, or it could accommodate group training in a congregate setting and individual training in workstations. The trainees might include all staff members for some sessions and only selected staff members for other sessions.

STEP 5: DEVELOP TRAINING LESSONS

Training lesson: The information to be presented in a single session of the training plan. Each lesson contains one or more specific training objectives and indicates the content and methodology(ies) required to enable trainees to master the content.

A **training lesson** provides all of the information needed to present a single session that is part of a broader training plan. In effect, it is a turnkey module that tells the why, what, and how of a specific training session:

- Why? the objective(s) of the training session
- What? the content of the training session
- How? the method(s) used to present the training

A training lesson may be needed to teach new staff members how to perform a single task (e.g., how to operate a meat slicer), or it can be used to teach experienced staff new steps in a single task (e.g., steps in a hotel reservations task that are being revised to reduce costs and/or to increase quality).

Figure 6.7 reviews steps that can be used to develop training lessons.

Let's assume a training lesson on managing guest complaints has been developed and is shown in Figure 6.8.

Let's see how the steps identified in Figure 6.7 were used to develop the training lesson:

- *Step 1: Develop lesson objective(s).* A training objective is stated: "As a result of successfully completing this lesson, trainees will be able to effectively manage guest complaints using a six-step service recovery process."
- *Step 2: Determine topics that represent the required knowledge/skills to attain the objective(s).* The trainer determines that a video will provide most of the subject matter necessary to attain the objective.
- *Step 3: Consider topic sequence.* The trainer uses an organized topic sequence that begins with an introduction, continues with the video, and then uses a

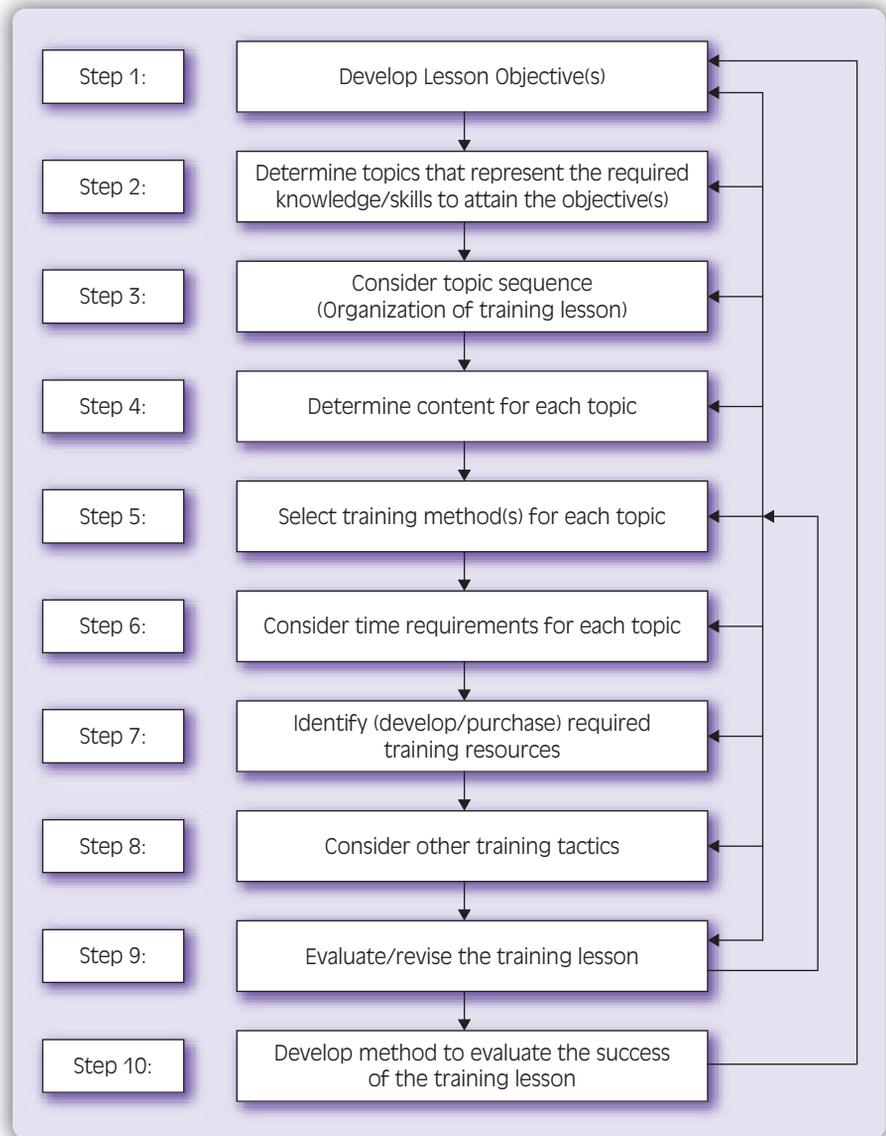


FIGURE 6.7: Steps to Develop a Training Lesson

PowerPoint presentation to review the video’s specific learning points. There will also be trainee discussion, a role-play exercise, and a review and evaluation.

- *Step 4: Determine content for each topic.* In this session, there is only one topic (managing guests’ complaints). A review of off-the-shelf training resources reinforces the decision that the video will be effective.

TRAINING PLAN: Customer Service for Hilotown Restaurant Service Staff

TRAINING TOPIC: Service Recovery

TRAINING OBJECTIVE: As a result of successfully completing this lesson, trainees will be able to effectively manage guest complaints using a six-step service recovery process.

LESSON DURATION: 50 MINUTES **TRAINING LOCATION:** CONFERENCE ROOM

TIME	ACTIVITY/METHOD	MATERIALS	COMMENTS
2 minutes	Introduction: Ask trainees for examples of customer complaints	None	Assure that examples come from several departments
8 minutes	Show video, "Customer Service Recovery Tactics"	Disc player, monitor, and video (from ACME Production Company)	Assure that video playback equipment is available and operative
5 minutes	Show PowerPoint overheads that review the video's six-step recovery process	Laptop computer, LCD projector, disc containing PowerPoint overheads	Assure laptop computer and projector are available and operative
5 minutes	Lead trainee discussion about a complaint noted in the session introduction and how it could be addressed using information in the video	Flipchart and pens	Relate discussion to video; note differences between the video and real world
15 minutes	Conduct role-play exercise and follow-up discussion service		Review role-play exercise procedures
5 minutes	Review six-step service recovery method		
10 minutes	Administer 10-question true/false review	Laptop, LCD projector, and overheads (two questions per overhead)	Show review on screen

FIGURE 6.8: Sample Training Lesson

- *Step 5: Select training method(s) for each topic.* A short (50-minute) lecture, video, PowerPoint overheads, trainee discussion, and a role-play exercise will be used.
- *Step 6: Consider time requirements for each topic.* The trainer knows that 30 minutes will be needed for the introduction, role-play, review, and evaluation. The video is eight minutes long. Five minutes is then allocated for video review and trainee discussion. The 43 minutes of formal contact time fit well into a planned 50-minute session.
- *Step 7: Identify (develop/purchase) required training resources.* The video and several PowerPoint overheads will be required.
- *Step 8: Consider other training tactics.* The trainer originally planned to facilitate the role-play after the video. Instead, he or she will facilitate trainee discussions before the exercise.
- *Step 9: Evaluate/revise the training lesson.* This should be done before the session is first conducted. Experience with previous training sessions, including this specific topic if it has previously been taught, help to plan an effective presentation.
- *Step 10: Develop a method to evaluate the success of the training session.* The trainer will use a 10-question true/false test.

Figure 6.7 also indicates the cyclical nature of training lesson development: evaluation/revision (Step 9) can lead to changes in any or all of the earlier steps in development. As well, the after-lesson evaluation in Step 10 helps the trainer to assess the extent to which the lesson objectives (Step 1) were attained.

Trainers can use a wide range of resources to develop training content including:

- Manufacturers' operating manuals for equipment
- Standard operating procedure manuals
- Task breakdowns for positions
- Applicable books and magazines including electronic editions
- Industry best practices
- Training resources from professional associations, such as the Education Foundation of the National Restaurant Association and the Education Institute of the American Hotel & Lodging Association
- Materials available from suppliers
- Ideas from other hospitality organizations
- Notes taken by the trainer at other training sessions
- The trainer's own experience

Training

handbook: A hard-copy or electronic manual (file) that contains the training plan and associated training lessons for a complete training program. The program can be comprehensive (e.g., to prepare a new staff member for a position) or more specific (e.g., to present training information on an ad hoc topic such as sanitation or customer service).

STEP 6: DEVELOP TRAINING HANDBOOK (FILE)

The task of developing training programs requires time and creativity. The process is cost effective when the training plans, lessons, and applicable resource materials are used for more than one training experience. A **training handbook** is a hard-copy or



Human Resources Management: CURRENT EVENTS 6.2

TRAINING AND RETURN ON INVESTMENT

It's easy to say, "Training must be worth more than it costs." However, it is not always easy to determine the cost of training or to quantify its benefits. Increasingly, and for good reason, hospitality managers must justify training by confirming that money spent for it cannot be better used for other purposes.

Hopefully, training objectives can assist with return on investment (ROI) assessment. Suggestive selling to increase check averages in the restaurant, upselling at the front desk to increase hotel room rates, and supervisory training to increase entry-level employee retention rates are examples of activities that can be assessed by studying pre- and post-training data. Costs for trainers and trainees' time and for materials can also be assessed, and a comparison of benefits can yield ROI conclusions.

Some training efforts such as those addressing how to clean a guest room and how to prepare food items can be evaluated (by, respectively, inspector's scores and adherence to standard recipes). However, these programs are more difficult to assess with an ROI emphasis: While training costs can be calculated, how does one quantify the training benefits?

In today's competitive hospitality industry, a hunch that training is good can be helpful. However, whenever possible, more objective measurements are needed.

electronic manual (file) containing the training plan and associated training lessons for a complete program. A wise trainer maintains this information in an organized fashion that allows, with revision as necessary, easy replication of training. It benefits managers because the time and money spent to develop training tools need not be replicated. After materials are initially developed, time can be spent on delivering rather than on planning the training activities. A training handbook or file also benefits the trainees, because they will have access to quality training programs that have been carefully planned rather than just thrown together.

A handbook (file) used to train a new person for all tasks in a position may include:

- An introduction
- A current position description
- A copy of the position's task list
- Copies of all task breakdowns
- Training lessons for each task breakdown including evaluation processes
- Training lessons for generic subject matter such as guest service and safety basics



Human Resources Management: CURRENT EVENTS 6.3

THE PORTABLE TRAINER!

It wasn't too many years ago that training videos (films) were very large (and heavy) reel-to-reel videotapes about the size of a large deep-dish pizza. These were replaced by 35mm slides that fit into circular carousels about the size of a pie plate. Alternatively, trainers used transparency overheads that fit into notebook folders; a sufficient quantity for a full-day program might require space about the size of a small telephone book.

Today's trainers use laptop or notebook computers that are a must-have for other purposes as well. PowerPoint overheads can be transferred to the computer's hard drive or can be placed on a compact disc (CD). These CDs can also be used for training videos, and the World Wide Web allows trainees to view other training resources on the computer screen (for individualized training) or on a larger screen (for group training).

What's next in the technology of training? Futurists can best answer this question, but hospitality managers and trainers will likely have an increasing number of ways to deliver high-quality training content in the future.

STEP 7: PREPARE TRAINEES

The need to focus on the trainees is an obvious step that is often overlooked and/or done incorrectly. Providing training materials and activities will not necessarily yield more knowledgeable and skilled staff members. Instead, this goal can only be attained when the trainees want to learn.

Implementing training programs is easier when trainees have provided input into their development. This can occur when staff members provide suggestions about process revisions, and as task lists and task breakdowns are developed.

Additional ways to motivate trainees to benefit from training include:

- *Tell trainees what to expect.* The who, what, when, and where of training should be provided, specific questions should be addressed, and opportunities for group discussions about the training should be provided.
- *Explain why the training is needed.* Whenever possible, state this in terms of what's in it for the trainees, rather than how it will benefit the property.
- *Provide time for the training.* Effective training cannot be rushed, and it cannot be done during peak business times or whenever time is available. Dedicated time must be considered as schedules for trainers and trainees are developed.

- *Address trainees' concerns.* For example, persons with language or reading problems and those wanting to know about the relationship, if any, between training and advancement opportunities have concerns to be addressed before the training begins.
- *Emphasize the importance of training.* This factor is easy to accomplish in a property that supports training.
- *Explain that training will be directly related to the trainee's work.* Coupled with a discussion about how trainees will directly benefit from the training, this will provide a powerful motivator for training acceptance.
- *Stress that the training will be enjoyable and worthwhile.* This tactic should be easy to implement when the trainees have had positive experiences with past training efforts.
- *Tell the trainees how they will be evaluated.* New staff will be looking for assurance that their employment decision was a good one. Experienced staff will know about the track record of their employer relative to the importance of training and the benefits derived from it.

After trainees are prepared for training, the program can be conducted. This topic, along with training evaluation, is addressed in Chapter 8.

HUMAN RESOURCES TERMS

The following terms were defined in this chapter:

Training	Task
Cost effective	Body language
Performance-based	Jargon
Competent	Position analysis
Feedback	Task list
Attitude	Task breakdown
Morale	Performance standards
Value-added	Position description
Turnover	Step (in task)
Employer of choice	Open-ended (question)
Off-the-shelf	Quality
Hire date	Training plan
Warm-body syndrome	Training lesson
Professional development programs	Training handbook

FOR YOUR CONSIDERATION

1. List some training activities in which you have participated that were beneficial to you. Why did you enjoy them? How did they help you to learn? What training principles noted in this chapter were incorporated in these activities?
2. List some training experiences in which you have participated that you did not enjoy. Why did you not like them? How did they hinder your learning experience? What training principles noted in this chapter did they violate?
3. If possible, interview a hospitality manager or supervisor and determine the following:
 - a. What are the benefits of training?
 - b. What are the most significant obstacles to training in the operation?
 - c. How, if at all, could training for entry-level employees be improved in the operation?
 - d. If the operation is part of a multiunit company, what, if any, training resources are provided by the company? How helpful are these resources? What types of training are mandated by the company? How much discretion does a unit manager have in determining content for training in the unit?
4. Select a common operating problem, such as excessive dish breakage in a restaurant or hotel dining room, low inspector's scores for guest room bath areas, or guest complaints about slow check-in times at the front desk. Then:
 - a. Indicate the steps you would use to develop a task breakdown that addressed the problem.
 - b. Explain how you would develop a training lesson for the topic.

CASE STUDY: HUMAN RESOURCES MANAGEMENT IN ACTION

Leilani has been a successful manager in quick-service restaurants for 10 years. She recently became an area manager for Good Food, a newer company with 35 units, and she reports to one of two regional managers. She accepted the position because of lessened travel requirements and the professional challenges presented by an opportunity to help grow this young organization.

The Good Food organization markets to nutrition-conscious guests and offers a variety of fresh vegetable and fruit salads, soups, and sandwiches. It is a tough market because, as many restaurant owners and managers know, the public's expressed interest in nutrition doesn't always translate to dining-out decisions.

Leilani has been with the company about three months, and she is impressed with the amount of operating and production support provided by headquarters. There are detailed standard recipes, food purchase specifications, nutritional information for interested guests, and even a nutrition training program that is mandatory for all staff.

In contrast, Leilani quickly noticed that many of the operating problems encountered by other restaurants also affected her units. Examples included high employee turnover that placed a continuing management emphasis on recruiting staff, cost control issues, and some opportunities for employee theft of products and money.

Her boss is aware of these concerns because they apply to units throughout his region. He explained that the company's owners also knew about the problems but considered them to be part of the business, and top management was currently more concerned about expanding the business than addressing these issues.

"Well, should we just go with the flow and ignore the problems, should we campaign for change in the organization's emphasis, or should we just dictate policies and procedures to control cost and theft problems?" Leilani asked. "Also, won't we increase our turnover rate even more if we create a more dictatorial atmosphere?"

"I'm also concerned about these issues, Leilani, and I have another option," replied the regional manager. "There is another area manager who shares your concerns. We all know the correct procedures that should be used, and a major problem is that they are not being used. What is needed, in part, is a training program for our supervisors to help them learn how to teach our staff to do things correctly. Perhaps the three of us can team up and address these problems. Let's assume I can talk headquarters into funding a pilot program to train our supervisors," he continued. "I know they will want proof that the expenditure of these funds is cost effective, and as professionals we want that as well."

"I came here because I wanted to confront challenges in a small and growing organization," said Leilani. "This is really a challenge. Let's do it, and I hope we're up to the task."

Dimension: Supervision

1. What tactics should Leilani use with her unit managers and supervisors to reinforce the renewed emphasis on training at the units?
2. How, if at all, should Leilani utilize input from her unit managers, supervisors, and staff to develop and implement training programs?
3. What, if any, types of rewards/incentives can Leilani and her unit managers use to encourage staff to maximize their participation in the training?

Dimension: Planning for Training

Assume that the regional manager, Leilani, and the other area manager initially meet to determine how to begin the training effort and to determine who should do what and when.

1. Develop a list of the most important initial decisions that must be made, suggest tasks that should be undertaken, and propose a list of intended

accomplishments for the first six months. (Recall that these three managers must also run the business.)

2. What, if any, identified tasks might be delegated to unit managers?

Dimension: Strategy

Assume that the planning team decides that the project will go more smoothly (and additional funding will be forthcoming) if a project yielding a quick and easy success is implemented.

1. Plan a simple project addressing an issue that can be developed and implemented quickly, such as reducing food cost by portion control, improved inventory management, or implementing more effective procedures for product receiving.
2. Outline the steps that you would use to develop and implement a training program that addresses this simple task. Also, describe how you might provide some quantitative ROI data to help justify the worth of training.

INTERNET ACTIVITIES

1. Numerous organizations offer off-the-shelf training resources. Enter “hospitality training” into your favorite search engine, review several sites, and answer the following questions:
 - a. How, if at all, would you evaluate the worth of the training resources being advertised related to their cost?
 - b. Do the materials offered seem to address real-world and practical training concerns?
 - c. What factors would you consider as you evaluated resources from alternative suppliers?
2. Many hospitality training consultants advertise on the Internet. Type the phrase “hospitality training consultants” into your favorite search engine, and view some sites. Answer the following questions:
 - a. What common themes are noted on the Web sites?
 - b. How do the consultants differentiate their companies from competitors?
 - c. What primary types of services are offered?
 - d. How helpful are the testimonials, suggestions, and general information provided?
 - e. What factors would be most important if you were considering use of an external training consultant?
 - f. How helpful would review of the Web sites be in retaining a training consultant?
3. Many professional hospitality associations provide helpful training resources. Check out the Web sites for the following organizations to review the types

of training materials, resources, and information that the industry makes available:

- The Educational Institute, American Hotel & Lodging Foundation: *www.ei-ahla.org*
- National Restaurant Association Educational Foundation: *www.nraef.org*
- Club Managers Association of America: *www.cmaa.org*
- National Association of College & University Foodservices: *www.nacufs.org*
- Dietary Managers Association: *www.dmaonline.org*
- National Automatic Merchandisers Association: *www.vending.org*
- American Dietetics Association: *www.eatright.org*

Comment on the following statement: Because these training materials are developed by and for those working in the hospitality industry, topics and content will be timely and relevant.