



# Delivering and Evaluating Training Programs

## CHAPTER

## OUTLINE

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## CHECKLIST

## OF CHAPTER LEARNING OBJECTIVES

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

1. Provide an overview of the individual on-job training process.
2. Explain steps that are important in the four-step individual (on-job) training method:

*Preparation*

*Presentation*

*Trainee practice and demonstration*

*Follow-up coaching*

3. Explain additional on-job training approaches.
4. Provide an overview of the group training process.
5. Review specific procedures to prepare for group training:

*Determining group training room requirements*

*Selecting audiovisual requirements*

6. Discuss procedures to facilitate group training:

*Presenting group training*

*Interacting with group participants*

*Conducting group training exercises*

*Managing special training issues*

7. Discuss the training evaluation process:

*Reasons for evaluation*

*Levels of evaluation*

*Methods of evaluation*

## Introduction to Individual On-Job Training

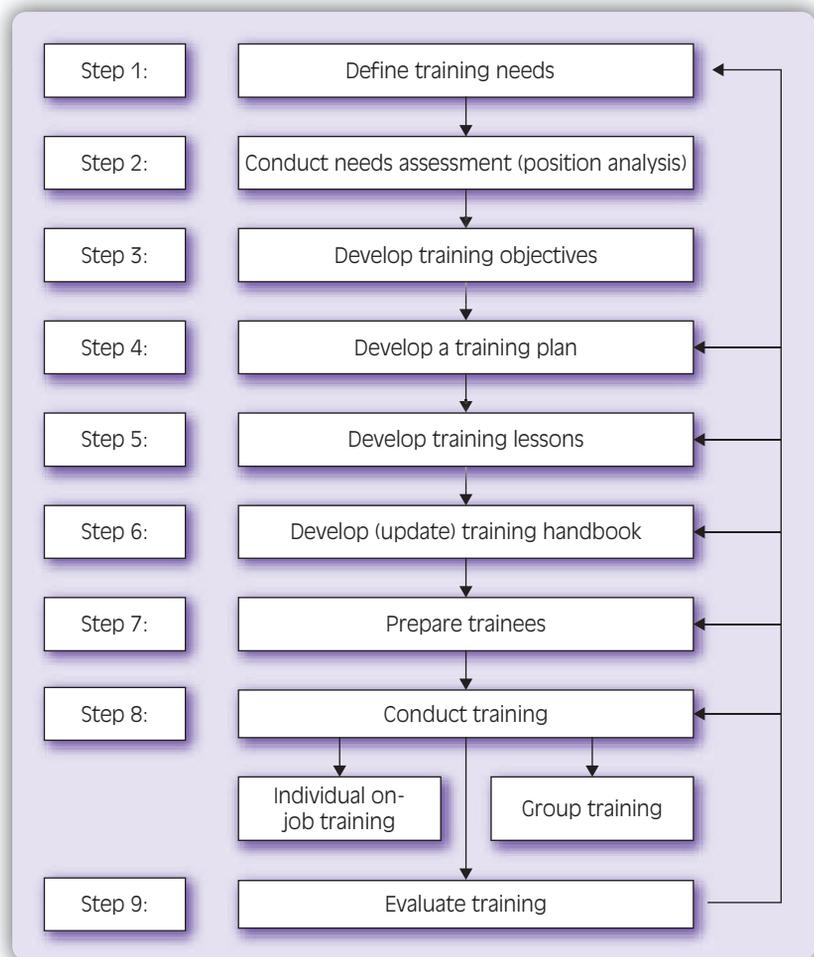
1. Provide an overview of the individual on-job training process.

Figure 7.1 (previously shown in Chapter 6) indicates our progress in learning about training. Chapter 6 presented basic information applicable to the first seven steps. This chapter begins with a detailed discussion of the two basic



### Impact on Human Resources Management

In Chapter 6 you learned about the importance of effective training. Its advantages were discussed in terms of the good things that can occur when training is done correctly and the bad things that typically arise when training is done improperly. It does no good to carefully plan the training process (Chapter 6) if the concern for effective training is not carried through when it is delivered. In addition, all resources, including time, money, and creative energies of managers, are in limited supply. It is, therefore, important to use these limited resources wisely. Training evaluation that occurs before, during, and after training is absolutely critical to ensure that the expenditure of training resources represent their best use. Revisions to training identified as part of the evaluation process allow the operation to continue on its journey of improvement. It also helps ensure that staff members at all organizational levels are fulfilling their work responsibilities in the best way possible.



**FIGURE 7.1:** Overview of Training Process

methods that can be used to conduct training (individual and group), and it concludes with a discussion of the final step in training: evaluation.

**On-job training:** An individualized (one-on-one) training approach in which a knowledgeable and skilled trainer teaches a less-experienced staff member how to perform tasks required for a position.

**On-job training** is commonly used in tourism and hospitality organizations. With this method, the trainer teaches job skills and knowledge to one trainee, primarily at the work station. Theoretically, it is the best type of training because it incorporates many of the learning and training principles explained in Chapter 6.

In practice, however, on-job training is frequently not done well. As suggested by other commonly used names (e.g., tag-along training, shadow training, and buddy system training), some supervisors erroneously believe that trainees can learn simply by watching and helping a more-experienced peer. Unfortunately, this approach ignores all or most of the important planning steps. Trainers who have not learned



## On-Job Training: Not All or Nothing

The primary purposes of on-job training are to provide staff members with necessary knowledge and skills. The method is useful for new staff members who must learn all tasks, and for their experienced peers who must acquire new knowledge or skills to perform an existing task in a different way or new tasks resulting from work revisions.

On-job training can be supplemented by group training, and this tactic is especially useful when an operating problem affecting several staff members in a position must be addressed. Assume all front desk clerks or hospital cooks must learn how to operate a new piece of equipment. Because demonstration is likely to be an important tactic in this training, an individualized training method to address some tasks can be followed by a group training method for other tasks.



## Is On-Job Training Best Because It Is Easy, Fast, and Inexpensive?

Some supervisors who prefer on-job training do so for the wrong reasons. They believe it to be easy, fast, and inexpensive because, "All you have to do is allow a trainee to follow along with an experienced staff member who can teach the trainee everything he or she needs to know to do the job."

This perception of on-job training is incorrect. The need to define training requirements; conduct a position analysis; develop training objectives, training plans, and training lessons; and retain materials in a training handbook is just as important for individualized training as for group training. Trainees must be prepared for the training, and this involves much more than a tag-along training tactic.

On-job training can be easy. The steps involved in its planning and delivery are not complicated. However, the process does take time, and a commitment of financial resources is required to effectively plan and deliver it.

how to train, who must do so as an add-on to their existing responsibilities, and who have been taught from equally unskilled trainers are not likely to be effective.

There are several advantages to on-job training:

- *It incorporates basic adult learning principles.* Training should focus on those being trained. Trainers should consider the trainees' backgrounds, and training should be organized and, when possible, informal. Trainees should be allowed to practice; their individual attention spans and learning speeds should be considered; and appropriate training tactics should be used.
- *It provides maximum realism.* Training must focus on real problems, and these are encountered in the workplace.
- *It provides immediate feedback.* On-job training allows a trainee to demonstrate (practice) what has been learned as soon as he or she has been taught. As the trainer observes this trial performance, he or she can recognize proper performance (the training has been successful) or address improper performance. In both instances, correct performance can be encouraged.
- *It can be used to train new and experienced staff.* On-job training can teach new staff members all of the tasks they must perform and experienced staff about revised work methods for just one or a few specific tasks.
- *It is frequently delivered by peers who regularly perform the task.* Trainees will not be intimidated by a higher-level manager or by an outside person such as a trainer from the human resources department. The trainer can be a role model and, in the process, teamwork can be encouraged, and a corporate culture that encourages cooperation and mutual assistance can be fostered.
- *It is well accepted by trainees.* This is an easy-to-understand point because it focuses on what's best for the trainee.

Group training is most effective when trainees can ask questions and receive immediate feedback and encouragement from the trainer.

*Courtesy  
Purestock*



Done correctly, there are few, if any, disadvantages to on-job training. Practiced the way it is in some tourism and hospitality organizations, however, several potential disadvantages can be cited:

- *Experienced staff members who have not learned how to train can make numerous errors while talking about and demonstrating proper performance.*
- *Training can be unorganized.* Effective training should present a step-by-step approach. This is difficult when a trainee follows (shadows) an experienced peer and, instead, learns tasks out of the sequence in which they should be done. Consider a cook trainee who should sequentially learn each step in a standard recipe. Instead, a disorganized approach may be used when the experienced staff member (trainer) performs one or two steps in the recipe, and is then interrupted to do other things before resuming preparation.
- *It can ignore the correct way to perform a task.* When task breakdowns are not available or used, the trainer may teach the trainee how he or she does the work. This may be a modification of how the trainer learned the task from another trainer (who, in turn, modified the task from how he or she learned it!). This evolution of task performance can hinder attainment of quality and quantity standards.
- *It can create inappropriate work attitudes.* Experienced staff members who know how and want to do their jobs correctly but do not know how to train can become frustrated with training responsibilities. This problem is compounded when the trainer must perform other required work while training.



## Is On-Job Training the Least Expensive Method?

**T**his question, or its corollary, “What will this training cost?”, is frequently considered when training is planned. This question is not, however, always the best one to address. For example, the least expensive training alternative is to do *no* training. Unfortunately, some poorly run organizations use this approach, at least with some staff members.

A better question relates to “Is the training cost-effective?” This can only be answered by studying factors specific to the training situation. However, most training professionals agree that on-job training is best to teach physical skills such as operating a piece of equipment and the performance of a task such as following a standard recipe. By contrast, group training is likely to be the best approach when several staff members must learn basic knowledge such as principles of guest relations or the basics of a new benefits package.

Improperly planned and delivered training will not be cost effective because the desired result (a staff member who can perform tasks meeting performance standards) is not likely to be attained. It will be even less effective if it results in frustrated trainers and trainees who have not received the organizational support they require. This, in turn, can yield high employee turnover rates and/or disgruntled employees.

## Steps in On-Job Training

### 2. Explain steps that are important in the four-step individual (on-job) training method:

**Preparation**

**Presentation**

**Trainee practice and demonstration**

**Follow-up coaching**

As noted in Figure 7.2, there are four steps in the individual on-job training method.

As you'll note in Figure 7.2, the first step in on-job training involves **preparation** activities, and the second step is the actual presentation of the training. The third step allows practice and demonstration by the trainee, and a final step involves various **coaching** and related activities that are the trainer's responsibility. In this section, we will explain important aspects of each of these steps.

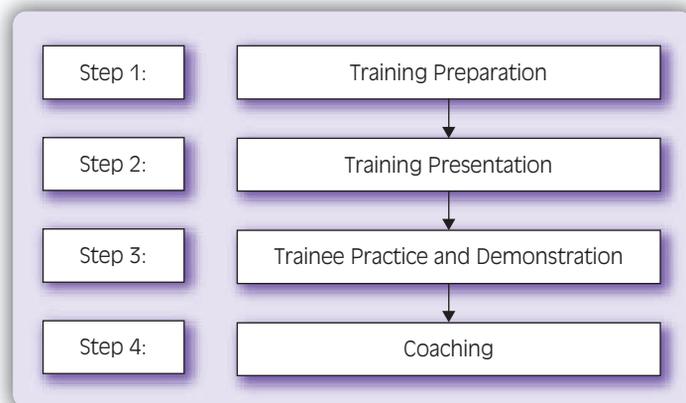
**Preparation:** The first step in individualized (on-job) training, preparation involves all activities that must be done prior to the delivery of training.

**Coaching:** A training and supervisory tactic that involves informal on-job conversations and demonstrations designed to encourage proper behavior and to discourage improper behavior.

### STEP 1: PREPARATION

The following principles are useful when preparing for on-job training. Each will have already been addressed if the earlier steps in the training process noted in Chapter 6 were implemented.

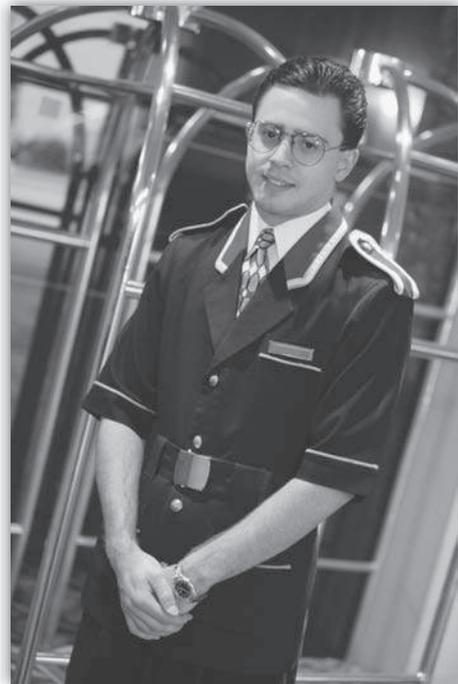
- *State training objectives.* Training objectives for the entire training program must be available in the training plan and for each segment of the training in training lessons. Assume that a training lesson addresses a single step in a task: how to prepare one dessert of several on a menu. The objective for that specific training session will be available in the applicable lesson in the training



**FIGURE 7.2:** Steps in Individual On-Job Training Method

handbook. In this example, the trainer will know that the training objective is to “Prepare baked fruit pies according to the applicable standard recipes.”

- *Use/revise applicable task breakdown.* A task breakdown explains how a task should be performed. The trainer who will teach a vending commissary cook how to prepare a baked dessert item should review the applicable task breakdown and recipe in the training handbook. While doing so, he or she can duplicate a copy of both for the trainee’s use during the training.
- *Consider the training schedule.* The training plan should indicate how long the training activity will require, as well as where in the overall training sequence that dessert preparation training should occur. Experience may suggest that training for one bakery recipe normally takes 25 minutes. This can occur any time after workplace safety and equipment operation has been taught, so the trainer has flexibility in determining the training schedule. The best time to conduct training is when production volume is low, when employees who are normally in the area are working elsewhere or on a break, and when the trainer has adequate time to facilitate the training.
- *Select training location.* When practical, training should occur at the actual work station where the task will be performed. Training in dessert preparation is planned for the bake shop area.
- *Assemble training materials/equipment.* The training lesson and supporting standard recipe should be in the training handbook. These files will indicate



The training location for this new Uniformed Services Attendant is the entire hotel as he applies what he has learned to assisting guests.

*Courtesy  
PhotoDisc/Getty Images*

needed materials and equipment. The trainer may also duplicate a copy of the standard recipe for the trainee's use; ensure that all equipment is available; and confirm that all tools, supplies, and ingredients are assembled.

- *Set up work station.* The trainer should ensure that the work station is relatively free of anything that might detract from the training.
- *Prepare the trainee.* A new staff member should know the purpose of initial training: to provide the knowledge and skills required to perform all tasks required for the position. Experienced staff receiving on-job training should understand that the training purpose is to provide the knowledge and skills needed to perform a task in a different way, or to learn a new task that was not part of the original task list. Trainees should be told how their training (in the training lesson) relates to their overall training experience (in the training plan).
- *Determine what the trainee already knows.* Assume a specific item of equipment must be operated. If the trainee claims to have this skill, he or she can demonstrate it. If successfully done, no further training is necessary. If the trainee cannot correctly operate the equipment, training will be needed. The trainer can maximize available training time on activities where training is most needed. When the trainee knows that part of the training has been mastered, he or she will know that the remaining training requirements are achievable.

Figure 7.3 reviews activities that are important when preparing individual training programs.

### STEP 1: PREPARATION

#### The Trainer Should:

- 1. Develop a schedule that considers the time allocated for a specific training lesson and the sequence in the training plan when it should be taught.
- 2. Use a task breakdown to identify how a task should be done.
- 3. Have all necessary equipment, tools, and materials ready for the training session.
- 4. Select and properly arrange the appropriate training location.
- 5. Know *precisely* how to begin the training process.
- 6. Identify the tasks that the trainee must learn.
- 7. Put the trainee at ease.
- 8. Find out what the trainee already knows about the task.
- 9. Explain what the trainee should expect to learn in the session.
- 10. Set a good example for the trainee.
- 11. Explain what's in it for the trainee.

**FIGURE 7.3:** Checklist for On-Job Training Preparation

## STEP 2: PRESENTATION

Preparation activities already completed will make this step much easier. Completion of Steps 1 to 7 in the training process (see Figure 7.1) provides a solid foundation of planning tools that can be implemented. In addition to the training lesson (Step 5 in Figure 7.1), task breakdowns completed during position analysis (Step 2 in Figure 7.1) will be helpful as the training is presented.

To review appropriate training presentation procedures, let's consider how a trainer might train a new staff member to conduct a physical inventory in a restaurant storeroom. A copy of the applicable position description is provided to confirm that the inventory task is integral to the trainee's position, and the importance of the task is explained.

The training lesson suggests that the training should occur in the storeroom, and begins with an overview of how the task should be performed. Then applicable activities are demonstrated. For example, the trainer shows the trainee how the storage area is organized and reviews how the inventory worksheet is completed. Procedures about how to count (e.g., whether **broken cases** are counted) are reviewed.

The training lesson used is well-developed, so the task is divided into separate, teachable steps. The trainer explains the first step in the task, answers questions posed by the trainee, and then allows the trainee to repeat, practice, and/or demonstrate the step. If necessary, the sequence of steps can be repeated so the trainee can learn all of the steps in the task.

As the presentation process evolves, the trainer follows several principles:

- Speak in simple terms and do not use jargon.
- When possible, present easier tasks before more complex activities. For example, the trainer teaches how to conduct a physical count before analysis of data from computer printouts is considered.
- Explain and demonstrate tasks slowly and clearly.
- Use a questioning process to help assure trainee comprehension. The trainer does not use a **closed-ended question**: "Do you understand what I am doing?" Instead, an open-ended question is used: "Why do you think it is important to count full cases before opened cases?"
- Emphasize the task breakdown as the training evolves. The trainer suggests that the trainee follow along using the task breakdown provided at the beginning of the training session.
- Provide clear and well-thought-out instructions for each task. The trainer indicates why each step is necessary and why it should be done in a specific sequence.
- Ask questions to help ensure that the trainee understands and to suggest when additional information, practice, or demonstration can be helpful.

Figure 7.4 provides a review of important training points that are helpful when on-job training is presented.

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**Broken case:** A shipping container such as a case that contains less than the complete number of issue units (e.g., cans or bottles).

**Closed-ended question:** A question that can be answered with a "yes" or "no" response. Example: Do you like your job?

**STEP 2: PRESENTATION****The Trainer Should:**

- 1. Explain tasks and steps.
- 2. Demonstrate tasks and steps.
- 3. Assure that the trainee understands each task.
- 4. Encourage the trainee to ask questions.
- 5. Respond appropriately to questions.
- 6. Check for understanding by asking open-ended questions.
- 7. Provide information about and demonstrate only one task or step at a time.
- 8. Follow an orderly sequence using the training lesson as a guide.
- 9. Maintain a patient and appropriate pace throughout the training session.
- 10. Provide only the amount of information or instruction that can be mastered during one session.
- 11. Assure that the training session is interesting.
- 12. Assure that all instruction is clear, concise, complete, and accurate.
- 13. Provide an applicable task breakdown.

**FIGURE 7.4:** Checklist for On-Job Training: Presentation**STEP 3: TRAINEE PRACTICE AND DEMONSTRATION**

As indicated in Figure 7.2, the third step in on-job training allows the trainee to practice and demonstrate what has been taught. During this step, several principles become important:

- *The trainee should be asked to repeat or explain key points.*
- *The trainee should be allowed to demonstrate and/or practice the task.* If practical, he or she should practice each step in the task a sufficient number of times to learn its basics before training continues. This allows the trainer to confirm that the trainee can perform the task and that the trainee understands what successful performance of the task involves. Typically, steps are taught by the trainer and practiced or demonstrated by the trainee in the proper sequence.
- *The trainer can use tactics to coach the trainee to reinforce positive performance (e.g., “Joe, you did that task flawlessly”) and to correct improper performance (e.g., “Andrew, you shouldn’t have to look for the next item to be counted in the inventory because it is listed on the inventory sheet according to its store-room location”).*
- *Trainers should recognize that, especially when the task and/or steps are difficult, initial progress may be slow.* Then the trainee will require more repetition to build speed and to more consistently and correctly perform the task or step.



## IT'S THE LAW!

Numerous legal issues could be addressed in on-job training for persons in selected positions. Should front desk staff loudly announce the room number of a check-in guest, or should a housekeeper let a guest who says he “lost his key” into a guest room? Of course not, and these staff members must be taught about these safety concerns during training. Should food and beverage servers indicate that there is no monosodium glutamate (MSG) in menu items if they don’t know for certain whether there is (this ingredient can be very harmful to some people)? Can a server indicate that a steak is “USDA Prime” when it is not? Of course not, and on-job training should address these and related concerns that, if not addressed, can lead to lawsuits.

Franchisees sign agreements with franchisors about what they will and will not do. Many of these organizations require owners and/or managers to attend management training programs when properties become affiliated with the organizations. They may also require that entry-level employees in some positions complete guest relations programs.

Staff members in many positions perform their responsibilities within the restraints of legal considerations all the time. Bar managers must know about safety codes relating to occupancy levels in the lounge; preparation staff must know about health and safety requirements applicable to spraying pesticides in the kitchen; and housekeepers must know what they should and should not do if they suspect the use of controlled substances in guest rooms.

Employees of contract management companies may work in outlets on military bases. They have access to information such as troop movements that is not to be shared with anyone. Vending route drivers must obey traffic laws, and staff members in many organizations must comply with Occupational Safety Health Act requirements. Persons in these and in numerous other situations must comply with the law at all times, and this is more likely to occur when they acquire needed knowledge in training.

### **Sandwich method (performance appraisal):**

A tactic that involves praising an employee, suggesting an improvement tactic, and thanking the staff member for improvements made.

- *Trainers must realize that some trainees learn faster than others.* Within reason, training can be presented at the pace judged best for the individual trainee. The time allowed for trainee demonstration can also be varied.
- *Correct performance should be acknowledged before addressing performance problems.* Some trainers refer to this as the **sandwich method** of appraisal. Just as a sandwich has two slices of bread with a filling between them, the sandwich method uses an introductory phrase (e.g., “Phyllis, you have mastered almost all parts of this task”), followed by problem identification (e.g., “All you need to do is ensure that the scale is set to zero before weighing the products”), and finally a concluding phrase (e.g., “I’m glad you are learning how to conduct the physical inventory count, and you will do it well.”).

**STEP 3: PRACTICE AND DEMONSTRATION****The Trainer Should:**

- 1. Request that the trainee perform the step after it is presented.
- 2. Ask the trainee to explain the how's and why's of each task or step.
- 3. Correct all improper (substandard) performance.
- 4. Assure that the trainee understands each step by asking open-ended questions.
- 5. Complement the trainee when he or she correctly performs a task or step.
- 6. Point out errors made during practice and demonstration to help the trainee learn from mistakes.
- 7. Allow the trainee time to practice and build confidence and speed.

**FIGURE 7.5:** Checklist for On-Job Training: Practice and Demonstration

- *Trainees should be praised for proper performance.* Everyone likes to be thanked for a job well done, to be told how important and special they are, and to receive immediate input about their performance. Trainers should frequently reward trainees for success by noting it and by thanking the trainees for it.

Figure 7.5 reviews some tactics that are helpful to implement the practice and demonstration step in on-job training.

**STEP 4: COACHING**

The coaching step includes activities to help ensure that the training will be effective; that is, that performance-based training objectives are attained. Useful coaching procedures include:

- At the end of the training session, the trainee should be asked to perform, in sequence, each step in the task or step.
- The trainer should encourage questions.
- The trainer should provide ongoing reinforcement about a trainee's positive attitude and when the trainee improves his or her skills and knowledge.
- Close supervision immediately after training, and occasional supervision after a task is mastered, can help ensure that the trainee consistently performs the task correctly.
- Trainers should request that the trainee always perform the task correctly. *Note:* The trainer may ask the trainee about suggestions for other ways to perform tasks after the staff member has gained experience on the job.
- Trainees should be asked to retain copies of training materials provided during the session for later referral, if warranted.

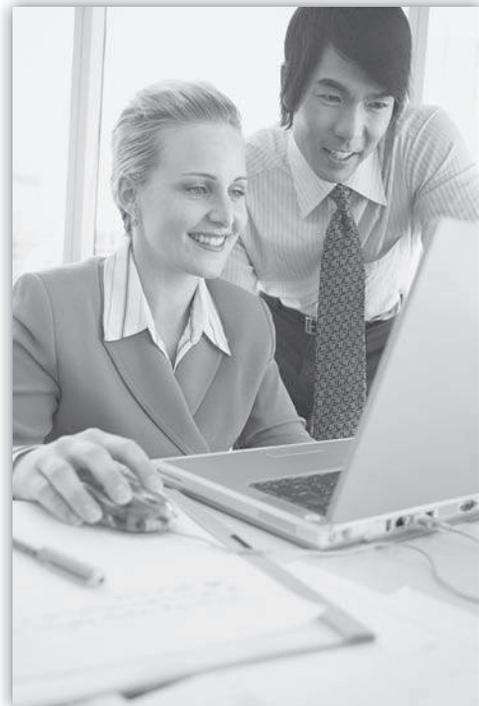
Figure 7.6 reviews principles for effective coaching during on-job training.

#### STEP 4: COACHING

##### The Trainer Should:

- 1. Encourage the trainee to seek assistance.
- 2. Tell the trainee who should be contacted if assistance is needed.
- 3. Check the trainee's performance frequently but unobtrusively.
- 4. Reinforce proper performance. Let the trainee know how he or she was doing.
- 5. Help the trainee to correct mistakes, if any.
- 6. Assure that mistakes, if any, are not repeated.
- 7. Ask the trainee about suggestions for better ways to do the task.
- 8. Encourage the trainee to improve on previous standards.
- 9. Compliment the trainee for successful demonstration.

**FIGURE 7.6:** Checklist for On-Job Training: Coaching



This employee is trying to do an excellent job, but coaching may still be needed to ensure that standards are consistently attained. *Courtesy Digital Vision*

## Other Individual Training Methods

### 3. Explain additional on-job training approaches.

#### Distance education:

An individual training method in which a staff member enrolls in a for-credit or not-for-credit program offered by a post-secondary educational facility or a professional association. Training can occur in a traditional manner, including use of hard-copy resources and examinations, or by more contemporary electronic education and training media.

The four-step training approach is the most frequently used individual training method, but other individualized training processes can be used alone or with another method, including the following:

- *Self-study.* Trainees can enroll in **distance education** programs offered by a post-secondary educational institution or a professional association. Self-study in a broader sense also occurs when interested staff members, perhaps following the advice of a supervisor or mentor, enroll in a college course, read a recommended book, or view videos in the human resources department's library.
- *Structured work experiences.* A staff member may be assigned a specific project under the guidance of a mentor or more-experienced staff member to both learn and to assist the employer (e.g., when a hotel designs a new menu, plans a very special catered event, or revises procedures for guest room cleaning).
- **Cross-training.** This training method includes general activities that allow staff to learn tasks in another position. Some staff members may be assigned fast-track status and, in this capacity, they may learn and perform numerous tasks in different positions. This may be done at a staff member's request



## Human Resources Management: CURRENT EVENTS 7.1

**M**any observers believe that computers will increasingly be used for hospitality training. Benefits include the advantages of individualized learning and opportunities to provide quality training in small organizations without training departments or in multiunit organizations. Properties with high turnover and with seasonal staffing needs might also benefit from providing e-courses.

E-learning trainees use a computer rather than attending training sessions or reading correspondence course manuals. Tests and pre- and post-course evaluations help assess learning, and these tests can be electronically tabulated, with results made available to managers. Courses can be customized to deliver specific information for individual employees, who can participate in the courses on a 24/7 basis. Content can be changed quickly, and updates can be put in place almost immediately.

Today's generation of new staff members frequently are familiar with computers and use them for many purposes. Now, learning how to better perform their tourism and hospitality industry-related jobs may be one of these purposes.



## Performance Appraisal and Job Enrichment

One opportunity for using job enrichment as a training tactic occurs during the performance appraisal process. A staff member who is currently performing all tasks in his or her present position might agree to learn a new task in a position at a higher organizational level. This assignment would be agreed upon during the performance appraisal session. The extent to which the employee can perform the new task by the next performance appraisal would be part of the second evaluation. In turn, additional job enrichment assignments and compensation increases could be based on that performance.

**Cross-training:** A training tactic that allows employees to learn tasks in another position.

**Underemployed (job status):** The condition that arises when a staff member is capable of working in a position with greater responsibilities than the position he or she currently occupies.

(e.g., to add variety if one is **underemployed**) or to help someone gain knowledge and skills that will be helpful when he or she assumes another position.

- **Job enrichment.** Job enrichment occurs when a trainee learns tasks that are traditionally performed at a higher organizational level. This is sometimes called vertical job expansion. As with other methods of individualized instruction, job enrichment can benefit both the staff member (trainee) and the organization. It can be used to make a job more challenging and rewarding by adding more employee control and responsibility. It is also useful when a manager must take on additional responsibilities and, to do so, must *delegate* some duties.
- **Job enlargement.** This training opportunity occurs when additional tasks that are part of a position at one organizational level are added to another position at the same level. This is sometimes called horizontal job expansion. Assume that the position of cook is at the same organizational level as the position of baker. Job enrichment could occur as the cook learns baking tasks and as the baker learns cooking tasks.



## More About Job Enrichment and Job Enlargement

You have just learned that job enrichment and job enlargement tactics can be used for training. However, they are really multidimensional tools that can be used to address organizational issues such as managing positions with nonchallenging tasks in efforts to reduce turnover and reducing positions by combining tasks. Effective managers consider and use these alternatives as an integral part of their position analysis efforts (see Chapter 6), and as part of their ongoing training activities.



## Human Resources MANAGEMENT ISSUES (7.1)

“I know a trainer must be patient,” said Bernice, “but I can’t get my own work done while I’m training Lovi-Ann.” Bernice was talking to her supervisor in the coin room of the vending company about her experiences with a new staff member.

“Tell me what’s going on, Bernice,” said the supervisor. “You’ve trained lots of people before with no problem. What’s happening this time?”

“Well,” said Bernice, “it’s as if there was a perfect storm of factors working against me. First, I haven’t trained anyone in the past six months, and you know my duties have expanded during that time. Second, we’ve had lots of problems with some of our coin-counting equipment, and it’s difficult to teach equipment operation when the equipment doesn’t operate. Also, we’re short two employees since Wilma left and Rita went on sick-leave. I haven’t been feeling well, and I can’t locate some of the training materials I’ve used in the past, and Lovi-Ann wants to do such a good job that she is slow to admit that she can do something before we can move on to the next step. Also, remember that we’ve gotten some new equipment and have changed some operating procedures recently.”

“There are some problems,” responded Bernice’s supervisor. “I’d like to help you, but I’m just swamped with other things. Let’s just get through this training issue, and then we’ll have time to improve the training experience for you and the next trainee.”

### QUESTIONS

1. What is the real problem here, and who might be causing the most trouble?
2. What types of training resources would best help Bernice as she attempts to train Lovi-Ann?
3. What, if anything, can Bernice’s supervisor do to provide more time for Bernice to conduct training?
4. What short-term tactics can help provide Bernice with more time to train? How, over the longer term, can Bernice learn how to be a more effective trainer?

- **Job rotation.** This training method involves the temporary assignment of persons to different tasks to provide work variety or experience. Like other individualized work methods, job rotation benefits the staff member and helps create backup expertise within the organization.

## Introduction to Group Training

4. **Provide an overview of the group training process.**

**Group training** is used to teach the same job-related information to more than one trainee at the same time, and it can be done at or away from the worksite. Advantages include:

**Job enrichment:**

This individual training method involves adding tasks to a position that are traditionally performed at a higher organizational level; also called vertical job expansion.

**Job enlargement:**

This individual training method occurs when additional tasks that are part of a position at the same organizational level are added to another position; also called horizontal job expansion.

**Job rotation:** The temporary assignment of persons to different positions or tasks to provide work variety or experience while creating backup expertise within the organization.

**Group training:** A training method that involves presenting the same job-related information to more than one trainee at the same time.

- It can be time- and cost-effective when more than one staff member must receive the same information (e.g., when several dietary assistants must learn how to complete a new dietary intake form).
- A large amount of information can be provided in a relatively short amount of time.

Disadvantages of group training typically relate to the difficulty of or inability to incorporate the individual differences of trainees into the training. Group training does not typically allow the trainer to focus on a specific trainee's knowledge and experience, speed of learning, or desire to receive immediate and individualized feedback.

Fortunately, the advantages of both individual and group training can often be incorporated into one training program. This occurs when all new staff members learn general information about the tourism or hospitality organization in a group orientation program. This can be followed up with individualized training to enable each trainee to learn specific tasks required for the position.

Two popular group training methods are used in tourism and hospitality organizations:

- **Lecture.** The trainer talks and may use audiovisual equipment or **handouts** to facilitate the session. Question-and-answer components may also be included. This method provides much information quickly, but it does not typically allow active trainee participation.
- **Demonstration.** The trainer physically shows trainees how to perform position tasks. Trainees can hear and see how something is done, often in the actual work environment. A potential disadvantage is that, without immediate and frequent repetition, trainees may forget all but the basics of the information



## Trainers Should Use a Variety of Training Methods

**E**ffective trainers consider the best way to deliver required content as they develop training lessons for individualized (on-job) and group training programs. For example, sessions in an individualized training program could include demonstration, review of handout materials, a question-and-answer session, the viewing of a video, and an on-job project. A training lesson for group training might involve all of these tactics along with class discussions, exercises including role-plays and case studies, and **breakout** group activities.

Effective trainers are aware of alternative training delivery methods, know when they are best used, and vary the tactics used to deliver individualized and group training programs.

**Lecture (group training):** A spoken presentation or speech made by a trainer to instruct a group of trainees.

**Handouts:** Hard-copy information applicable to the training topic that is given to trainees to help them learn a training concept.

## Preparing for Group Training

**Demonstration (group training):** A training method in which the trainer shows trainees how to perform all or part of a task.

**Breakout (group training):** A group training method in which all trainees are divided into small groups to complete selected training exercises. Groups may use a separate room or space within a single training room to conduct their activity.

**Full-service hotel:** A lodging operation offering food and beverage services, including à la carte dining and banquet operations and, frequently, room service.

**Limited-service hotel:** A lodging property that offers no or limited food and beverage service. Many limited-service hotels offer a continental or other cold breakfast selection.

presented. The best group training methods often include some (but relatively little) lecture supplemented with other activities, such as demonstrations, question-and-answer sessions, *discussions*, role-plays, case study analysis, and project assignments. *Note:* Role-play and case study activities are discussed later in this chapter.

Other combinations of group training methods are possible. The challenge is for the trainer to consider the best way to deliver training content while maintaining the trainees' interest in the session.

### 5. Review specific procedures to prepare for group training:

**Determining group training room requirements**

**Selecting audiovisual requirements**

Experienced trainers know that the best training content does not automatically yield the best training program. Consider problems that can occur if the planning process does not address the training environment or the audiovisual tools needed to facilitate the training.

## TRAINING ROOM REQUIREMENTS

Training rooms should be clean, well-ventilated, free from noisy distractions, and provide controlled room temperature. Meeting facilities such as conference centers and lodging properties with significant meeting business consider these environmental factors as meeting spaces are planned. Unfortunately, in many tourism and hospitality organizations, dedicated space for meetings of any type, including training, is not available. Instead, trainers must use multipurpose space such as meeting rooms or staff dining areas, and sometimes must creatively find space in dining room or other public access areas. *Note:* Nearby lodging operations including **full-service** and **limited-service hotels** may have meeting space available at no or little cost, especially if food and beverage services for refreshment breaks and breakfasts or lunches are purchased.

Proper table and chair arrangements help facilitate training. Figure 7.7 illustrates popular training room set-ups. Front-of-room areas must allow space for all of the trainer's materials and equipment. This can include a table, **lectern**, **flip chart(s)**, laptop computer, and **digital projector** (if **PowerPoint overheads** will be used). Other equipment needed can include a television monitor, videocassette recorder (VCR) or digital video disc (DVD) player (frequently on a mobile cart), screen (unless wall- or ceiling-mounted), **overhead transparency projector**, and other items necessary for demonstrations, handouts, or other needs. Trainers

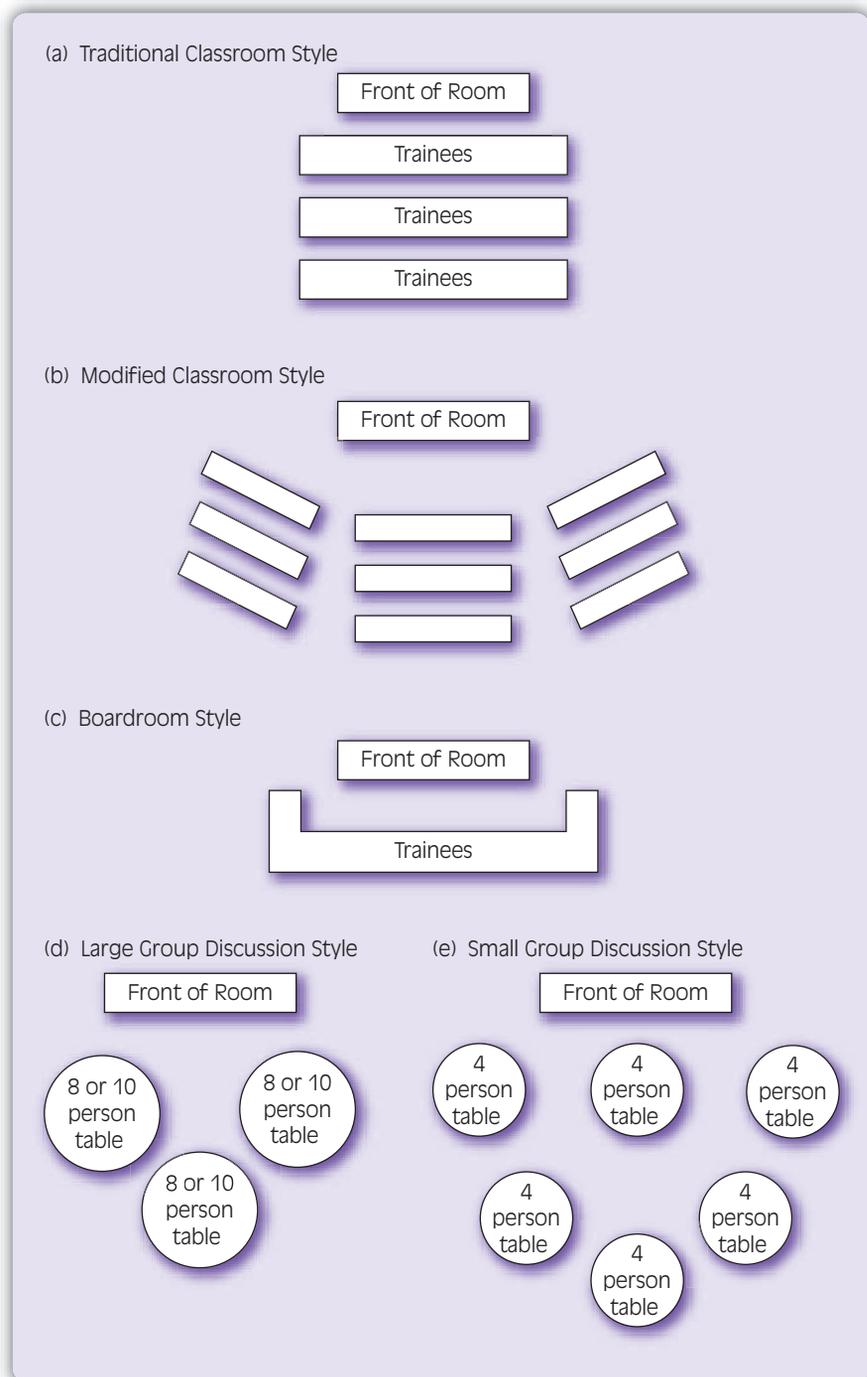


FIGURE 7.7: Training Room Set-ups

**Lectern:** A floor stand or tabletop unit, usually with a slanted top, used to hold the trainer's teaching materials.

**Flip chart:** A pad of large paper sheets placed on a tripod or other stand that allows a trainer to write helpful training information.

**Digital projector:** A machine that converts image data from a computer or video source and projects it onto a screen for viewing.

**PowerPoint overheads:** Electronic overheads that are displayed on a screen with a digital projector using a disc or from a computer's hard drive.

**Overhead transparency projector:** A machine that projects light under clear plastic-type sheets containing images and projects the images onto a screen for viewing.

**Brainstorming (group training):** A method of group problem solving or alternative generation in which all group members suggest possible ideas.

also appreciate ice water or another beverage, so tabletop space for this purpose is also required.

Each of the room set-ups illustrated in Figure 7.7 is useful for a specific purpose. The traditional classroom style favors interaction between the trainer and the individual trainees. (Trainees should ideally be able to relocate their chairs for small-group activities.) The modified classroom style allows trainers to walk between trainee tables, and interactive trainee exercises are possible if chairs are relocated. The boardroom style encourages all trainees to interact with their peers and with the trainer. The large- and small-group discussion room styles allow, respectively, large or small groups of trainees to participate in interactive exercises. *Note:* In ideal training room set-ups such as in facilities with dedicated meeting space, a traditional classroom style can be used for lecture and large-group discussion, and one or more breakout rooms will be available for small-group discussions.

## AUDIOVISUAL REQUIREMENTS

Effective trainers use a variety of supplemental media to emphasize training points and to maintain the trainees' attention. Among the most popular audiovisual tools are flip charts, hard-copy overhead transparencies, videos, and PowerPoint overheads.

Many trainers use flip charts to illustrate training points. If they are used, trainers should:

- Assure that the charts are in full view of all trainees.
- Not talk to the flip chart; maintain eye contact with trainees.
- Assure that there is an ample supply of flip chart pages before the session begins.

Sometimes, especially in interactive sessions such as **brainstorming** with trainees, trainers use all of the space on a flip chart and must continue on a separate page. Trainers should consider where completed pages will be placed and how, if at all, they will be adhered to a wall to be in full view of all trainees.

## Handouts

Handouts can supplement and enhance training. Perhaps a handout contains a brief outline of the training or an exercise to be completed after applicable discussion. Alternatively, the trainer may wish to circulate a worksheet to be completed as a sequence of training points is addressed.

The best use of handouts occurs as the trainer:

- Assures that each handout enhances the opportunities for learning in a way that is more appropriate than other alternatives.

- Proofreads (more than once) to assure that there are no word processing or other errors.
- Assures that multiple handouts are in proper sequence.
- Confirms that handouts are brief, well-organized, and relevant to the training.
- Confirms that handout information corresponds to training points.
- Allows space for trainees to take notes, if desired.

Trainers should consider when handouts should be circulated (e.g., before or at the beginning of the training session, or when they are discussed).

### *Videos*

Trainers teaching relatively generic topics have an increasingly large variety of off-the-shelf videos available to them. Those employed by large tourism and hospitality organizations may additionally have customized videos. Before using these tools, trainers should be certain that a video is the most appropriate way to deliver training content. Off-the-shelf videos rarely explain a training concept exactly as the trainer desires. Some revision in training content is required or, alternatively, time is needed before and/or after the video is shown to explain differences between the training and video content.

Timing of the video activity is another concern. A video may be so short that its excellent quality is marginalized by the effort required to obtain and set up the equipment. (*Note:* This is especially so when, for example, video equipment must be rented.) Alternatively, longer-than-desired videos require the trainer to judge whether time should be taken from other training or whether only part of the video should be shown. The latter problem becomes more significant when a video must be stopped and restarted to eliminate unnecessary material.

Trainers should preview videos to determine the differences, if any, between their content and that desired for training. Further, if discussion materials supplement an off-the-shelf video, they may need revision to fit the trainer's objectives. Trainers should decide whether to show the video uninterrupted or to make training points as the video is shown.

Video equipment must be set up before the training begins, and the trainer must know how to use it. If the video must be cued to a starting point, this should also be done before the training begins. *Note:* New technology provides increased alternatives to show videos and, especially for less tech-savvy trainers, the possibility of equipment set-up problems also increases. For example, VCR and DVD players have traditionally been connected to television monitors, and it is relatively straightforward to do so. Today, equipment set-ups that connect VCR or DVD players to digital projectors used to display PowerPoint overheads on screens eliminate the need for television monitors. Many trainers also use their laptop computers to play DVDs directly through a digital projector and require no other video playback equipment. As always, wise trainers know how to use the video equipment, and they ensure that the system is working properly before the training begins.

### *PowerPoint Overheads*

PowerPoint overheads are increasingly used today. Technology makes them easy to develop, and they can have significant visual impact. Their basic purposes are the same as those of overhead transparencies: to supplement, emphasize, and facilitate lecture or discussion points. Many tactics applicable to developing overhead transparencies are also useful for PowerPoints. These include limiting the number of words, using a font style and size that is easy to read, and including appropriate and interesting graphics. Unfortunately, some trainers incorporate design features into their PowerPoints that are annoying and can even distract from training presentations. Examples include word or phrase dropdown features, animated graphics, and computer-generated noises. There are literally thousands of Internet Web sites providing information about PowerPoint development and presentation techniques.<sup>1</sup>

Savvy trainers who use PowerPoints allow appropriate time to connect their computer to the LED projector, and they understand that details are important. Hospitality operations that generate significant meeting business typically have audiovisual technicians to set up the equipment and to manage the technical difficulties that can occur. Unfortunately, trainers in other organizations do not typically have technical expertise available. The best suggestion is to allow ample time for



Training room set-up and presentation style can be varied depending on available resources and training goals to create an ideal training program.  
*Courtesy Digital Vision*

equipment set-up and have a backup plan such as the availability of hard-copy overhead transparencies.

Trainers often provide hard-copy handouts of their PowerPoint overheads on formats that include two or three images per page, with additional space available for trainees to record notes. This provides an organized way for trainees to take notes, minimizes the number of notes that need to be taken, and provides convenient resources for trainees' use after the training is completed.

## Facilitating Group Training Sessions

### 6. Discuss procedures to facilitate group training:

**Presenting group training**

**Interacting with group participants**

**Conducting group training exercises**

**Managing special training issues**

Effective trainers must be good communicators. This is important when an on-job training method is used, but it is especially critical for group training. Trainers have fewer opportunities to solicit feedback and to determine whether training content is understood.

## TRAINER PRESENTATION SKILLS

Many group trainers are excellent public speakers who can keep their trainees' attention. One does not need to be a professional speaker to be an effective group trainer. What is required is a planned, organized, and practiced approach to training delivery that avoids common public speaking mistakes. Trainers who have this foundation of public speaking skills will likely deliver an effective training session.

Let's discuss the three steps identified in Figure 7.8.

Step 1 indicates that the training should begin with an *introduction*:

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### Ice breaker

**(training):** A brief exercise facilitated at the beginning of a training session that allows trainees to meet each other, provides a transition from the job to the training environment, and generates enthusiasm about the training.

- Use a warm and genuine introduction. If necessary, the trainer should introduce him or herself and allow the trainees to introduce themselves. The introduction should focus on what's in it from the perspective of the trainees.
- The training session can be previewed. Training goals can be noted, and trainees can be informed about training tactics.
- Establish training requirements, including those about restroom and coffee breaks, cell phone usage, trainee participation, and related issues.
- If applicable, use an **ice breaker** to help trainees transition into the session.
- Indicate whether questions should be asked when they arise during the session or, alternatively, whether they should be held for discussion at its end.
- Gain the trainees' attention. Ask for trainee anecdotes or tell one's own stories about situations related to the training topic.

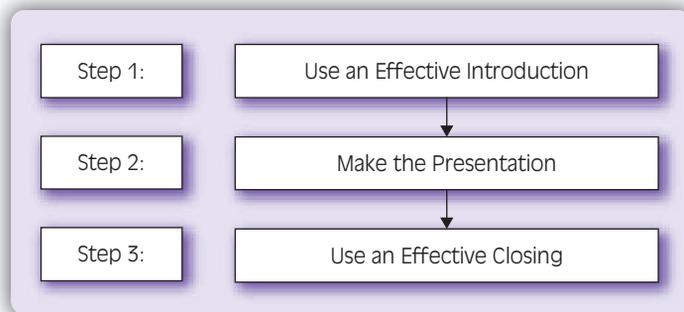


## A Note About Public Speaking

**N**umerous surveys over many years have queried the general public about their greatest fears. Surprisingly (at least to professional trainers!), a fear of public speaking is near the top of the list of many survey respondents. While fears about public speaking might be greatest when one addresses an audience of strangers, it can also be a concern to some trainers who interact with trainees with whom the trainer works every day.

Trainers who are competent in the subject matter, who have properly prepared for the session, and who recognize that the goal of training is to improve on-job performance (not to impress the trainees!) will likely have reduced public speaking anxieties. Over time, they will be able to speak to large or small groups without stress, and public speaking activities will become an enjoyable part of their experience.

Effective public speaking begins with a well-planned training lesson that identifies the main and subpoints to be addressed. Chapter 6 explained the role of a training lesson in organizing training sessions, identifying the need for handouts or other supplements, and specifying allowable time for the entire session and for the training points within it. Figure 7.8 shows the three basic steps in presenting a group training session.



**FIGURE 7.8:** Three Steps to a Successful Group Training Session

A note about humor: many trainers begin a training session by telling a humorous story. This can gain the trainees' attention, transition them from the workplace to the training, and provide a subconscious message that the training will be enjoyable. However, inappropriate humor can hinder the training, and many topics that were socially acceptable in the past are totally inappropriate today. In a workplace that is becoming more culturally diverse, it is increasingly difficult to anticipate how a humorous story will be viewed by all of the trainees.

Step 2 in Figure 7.8 also addresses *training delivery*:

- Limit the number of training points. This is easy when an effectively developed training lesson provides the presentation outline.
- Discuss topics in the same sequence as they are noted in the introduction.
- Use transitions between main points (e.g., “Now that you know how to assemble the equipment, let’s learn how to safely operate it.”).
- Conclude each main point with a summary (e.g., “To this point, you have learned that the equipment must be operated according to the manufacturer’s instructions. Now let’s learn how to use it for some specialty items.”).
- Manage questions effectively. Suggestions include repeating the question, providing a response, or, alternatively, asking other trainees to provide a suggested response.
- Be aware of nonverbal communication. Body language can frequently tell the trainees more than the trainer can say. Facial expressions can suggest that the trainer is frustrated with the trainees’ inability to learn, or pacing back and forth may suggest that the trainer is bored.
- Use an outline to stay organized. A well-developed training lesson is, in part, an outline of the training points.

Experienced trainers keep trainees tuned in to the session by providing methods for their active involvement and by asking open-ended questions of all trainees (not just of those who volunteer). They speak at the appropriate volume and pace. Trainers should avoid slang terms and jargon that hinder communication effectiveness. This is frequently a challenge because of the diverse group of employees in many organizations. Effective trainers pronounce words correctly, change voice tones, and avoid public speaking errors such as the frequent use of stalling expressions (e.g., “you know,” “let’s see,” “ahhhhh,” and “like, you know”).

Step 3 in Figure 7.8 indicates the need for an *effective closing*. Summarize main points and refer to something noted during the introduction: “When we began the training, I indicated that you would learn how to safely operate the equipment.” It should also involve a call to action about what the trainees should do: “Now that you’ve learned how to safely operate the equipment, please do so all the time. The right way is the safe way, and there should be no compromise in this standard.”

Group training will not automatically be effective if the trainer is a good public speaker, but training cannot be effective if the trainer is not a good communicator. Fortunately, this skill can be enhanced through experience and when the trainer has an interest in improving communication skills.

## INTERACTING WITH GROUP PARTICIPANTS

A lecture-only presentation is often an ineffective way to facilitate a group training session. Trainers must attempt to get the trainees involved in their own learning process. One effective way is to ask questions and lead discussions.



## Human Resources Management: CURRENT EVENTS 7.2

**O**n-job training may be the best approach to teach new employees the skills required to perform physical tasks in the workplace. However, a 2002 study by the American Society for Training and Development (ASTD) found that more than 70 percent of organizations consider classroom training the best choice.\* Reasons for classroom instruction preferences included allowing employees to concentrate on learning, taking them away from the workplace, and access to experienced and knowledgeable trainers. Trainees could also interact with others and learn from those with diverse backgrounds. Opportunities to interact with capable instructors and interested peers is seen as the best way for trainees to acquire the competencies needed to move ahead in their careers and help their companies move forward.

\*Reported in “Training for Today’s Business Needs: An AMA White Paper.” Retrieved from [www.amanet.org](http://www.amanet.org) on May 27, 2006.

Some trainers discuss a training point, ask for questions, and facilitate a discussion stemming from the questions before continuing to the next point. Others ask questions more frequently throughout the training session. Effective trainers do not lecture extensively, read from lecture notes, stray from an organized sequence of training points, or move on when they sense trainees do not understand concepts being presented.

What should trainers do if it appears that only one or a few trainees do not understand the material? When redundancy is not necessary for the majority of trainees, it is generally best to continue the training. Then the trainer can initiate a discussion with applicable trainees about troublesome concepts outside of the training session.

Basic principles can help trainers guide discussions:

- *Have an attitude of openness.* Trainers should not be defensive and have to sell a training point. They should solicit questions, consider discussion feedback, and use it as a benchmark for assessing comprehension. Trainees who note, “When I tried that, it didn’t work,” are providing excellent comments to direct the trainer’s responses and improve the training.
- *Treat trainees as professionals (not subordinates).* Successful tourism and hospitality organizations promote teamwork, and this is as important during training as at any other time.
- *Ask clear and direct questions.* The question, “Does everyone understand?” will not be as helpful as an open-ended question such as, “Why is it important to consider a guest’s concern when addressing complaints?”

- *Invite participants to make comments.* Some trainees like to dominate the training. Others may be passive but able to contribute when requested to do so. A question such as “Sally, what do you think about this technique?” can be very helpful to generate new opinions and information.
- *Allow only one person to talk at a time.* This rule is needed to show respect and is important to control the training environment. Comments such as “It’s important that everyone has a chance to express an opinion,” or the question, “I’d like to learn what you think about this. Who wants to be first?” can often be helpful.
- *Listen carefully; show respect for all ideas.* Trainers should listen to the remarks of everyone to understand what is being said. The common mistake of formulating a response while tuning out additional points must be avoided.
- *Encourage more than one response.* Effective trainers make trainees feel at ease and subtly encourage responses, including questions and comments from everyone.
- *Don’t be afraid of silence.* If there is no response to a question, ask another one or use it to guide the next interaction: “Since there’s no response, I’d like to repeat what I’m asking in another way.”
- *Keep the discussion focused.* Using a training lesson is an excellent way to do this. Trainee discussions can be more difficult to guide, but an effective trainer knows when to steer the discussion back to the applicable topic: “That’s an interesting idea, John. It would be great to discuss that, but we should focus on inventory management right now to ensure that we’ll have time to cover everything.”

Experienced trainers know that more rather than less time than planned is often needed to fully address a training concept. To compensate, they work hard to stay on point. They also evaluate training sessions as they evolve to make time adjustments so they can focus on the most important training points.

### THREE TYPES OF TRAINEES

Trainers are likely to encounter three very different types of trainees in group sessions, and each must be managed differently. Some trainees are passive and much less responsive than their peers. To include them, trainers can:

- Repeat questions
- Restate questions
- Provide examples of training points; ask trainees for additional examples
- Break a training point into more specific elements, and ask a passive trainee how an element relates to a larger concept
- Directly question a passive trainee about the topic

Other trainees wish to dominate the session or discussion. Tactics to manage them include:

- Don't call on them.
- Don't make eye contact with them.
- When they speak, wait for a moment, thank them for their input, do not make a comment about that input, and immediately call on another trainee.
- Ask them to take notes during future training sessions.

Sometimes a trainee may become disruptive during a session, and his or her actions cannot be left unnoticed. Then it is appropriate to:

- Ask the trainee to please make positive contributions.
- Request that all conversations relate to the discussion.
- Remain enthusiastic and friendly, and continue with the training.

During the next training break, the trainer should talk with the disruptive trainee, note the problem(s), and personally request that the behavior cease. *Note:* The trainer should express concern about the trainee's behavior rather than about the trainee personally.

## CONDUCTING GROUP TRAINING EXERCISES

Creative trainers can utilize role-play, case study, and brainstorming exercises that allow trainees to more fully participate in and benefit from the training.

### *Role-Play Exercises*

Role-plays are group training exercises in which trainees pretend to be persons in situations addressed by the training who apply information presented in the training. Sometimes called dialog training, a role-play exercise can be very useful because it allows trainees to practice what they have learned in a risk-free situation.

Consider a training session that addresses how to handle guest complaints or how to discuss an unacceptable budget variance with a unit manager. The appropriate techniques could be explained, a question-and-answer discussion could evolve, and a role-play could be initiated.

Trainees might be broken into three-person teams. One trainee could pretend to be the trained staff member applying the principles just taught. A second trainee could role-play the individual with whom the trainee is interacting. The third trainee could be an observer. The trainee using proper tactics could respond to comments made by the second trainee, and the trainee observer could note how the situation was managed. At the conclusion of the role-play, the trainees could switch roles until each practiced and demonstrated the skills. Final components of the role-play exercise could be a report back to the convened group and a reinforcement and summary by the trainer.

Principles to help trainers manage role-plays include:

- Provide a complete orientation.
- Explain the purpose: to allow trainees to apply training principles in a risk-free situation.
- Stress the need for objective feedback. Trainees critiquing their peers should focus on training points.
- Allow participants to develop role-play situations.
- Permit participants to develop factors for evaluation. Assume that the trainer presented five tactics to manage guest complaints. Each trainee team could determine how to assess the extent to which each of the tactics was addressed.
- Allow time for each trainee to consider the strategies to be used when interacting with other trainees in the role-play.

### *Case Study Exercises*

A case study allows trainees to study a real-world situation and to use what was learned in training to address the case study problem(s). Two examples of training content that could be supplemented with a case study are:

- An organization with high staff turnover rates could be described to determine what might be causing the problem.
- A budget and income statement could be shown. Follow-up analysis could allow trainees to determine where financial variances exist and to suggest what might be causing them.

Prepared case studies are available from numerous sources. One of the best is contemporary textbooks that address topics covered by the training. Alternatively, trainers can write short (several paragraphs) case studies that focus directly on specific training session topics.

To best manage case studies, trainers should:

- Assure that cases are realistic
- Incorporate training concepts
- Allow trainees time to study the case
- Serve as a facilitator when leading case discussion
- Summarize each case's learning points

Some trainers separate trainees into teams, with each team addressing the same or a different case. Each team reads and prepares a response to the case study and reports its findings and recommendations to the convened group of trainees. A follow-up discussion is then facilitated by the trainer. When one case study is discussed by different teams, the learning objective typically emphasizes the largest possible number of perspectives. When trainee teams consider different cases, the learning objective may consider a wider range of situations to be addressed by using the training points covered in the session.

## Brainstorming

Brainstorming is a method of group problem solving or alternative generation in which all group members suggest possible ideas. A typical use of this tactic is in a work setting where groups of affected staff members nominate suggested ideas to address a problem or to suggest alternative courses of action.

In today's increasingly diverse workforce, staff members with widely different backgrounds and experiences bring a broad range of perspectives to a decision-making process. Creative trainers can use this diversity to improve training. Training exercises can allow trainees to brainstorm how a training point could be applied in a work situation, alternative solutions to case study or role-play exercise issues, or about the development and/or conduct of out-of-session projects.

Trainers who use brainstorming exercises should develop ground rules that include:

- The encouragement of creative ideas
- A request that alternatives generated during a brainstorming session not be evaluated until all alternatives are expressed
- The opportunity to piggyback on ideas (i.e., to allow one idea to suggest a variation of another)
- The provision of necessary time for trainees to study the ideas presented, and to then continue the brainstorming session, if possible
- The opportunity for the trainer and trainees to organize or categorize ideas and to evaluate them when the brainstorming session is completed

Trainers and trainees will likely find that brainstorming tactics used during training can be useful opportunities for generating ideas for process improvement when the staff members return to the work environment.

## MANAGING SPECIAL TRAINING ISSUES

A wide range of important training issues should be considered because, regardless of how minor they appear, they can dramatically impact training outcomes:

- *Be aware of personal mannerisms that can be annoying or distracting.* A trainer's body language can distract trainees. Some trainers may not be aware of these expressions and actions and could easily correct them if they were. One suggestion is that trainers can make a presentation to professional colleagues and solicit objective feedback, or they can arrange for a videotaping of a training session to learn something that might otherwise be overlooked.
- *Schedule training so applicable procedures can be implemented on a timely basis.* Hopefully, trainees will become enthused about their training and will want to immediately begin applying the knowledge and skills they have learned. This may not be possible if, for example, necessary equipment has not been installed, or when one phase of an initiative must be implemented before a

follow-up phase. Then it might be useful to delay training and/or to provide introductory training followed by detailed training when content can be implemented on a timely basis.

- *Effectively manage trainees who don't want to be trained.* Tactics include making a direct request (e.g., “Joe, we’re looking for input from everyone after this discussion, so you’ll need to be prepared for it”). It may also be useful to take a short training break so the trainer can personally speak with an inattentive trainee. There may be other times when many trainees appear unresponsive. Then it becomes necessary to reconsider the training approach and to implement efforts to reduce concerns.
- *Don't attempt to accomplish too much.* Allow sufficient time for practice (skill training) and discussion (group training). Realize that training often takes longer than the planned time.
- *Listen to trainees.* Be alert for trainee overload and side conversations, blank stares, and a preoccupation with nontraining activities. Remember also that the trainees’ body language can speak to the trainer.
- *Be flexible.* Change the training schedule when necessary. Be alert to the need to change training content, training location, or to use alternative training delivery formats to make the training more beneficial.
- *When applicable, field-test (pilot) the training.* Assume that new technology will be used to manage inventory data. Should that technology be installed in the quickest manner possible, and should all affected staff members be trained accordingly? Alternatively, is a phased implementation of the new technology with staggered training most appropriate?
- *Use humor appropriately.* It is difficult to prejudge one person’s perspective of humor relative to many training topics, especially in a large group training session.
- *Keep the training on track of its stated objectives.* This is easily done when training plans and lessons have been carefully developed and are consistently used. The trainer’s role is to facilitate training by pacing it according to a realistic schedule. *Note:* A trainer’s experience with a specific session will be useful input to its revision.
- *Don't reinvent the wheel; if cost-effective materials are available, use them.* A corollary to this principle is also important: don’t rewrite training materials that have been developed in previous sessions. The use of an organized training handbook (file) can be a great way to ensure that materials can easily be located when needed.
- *Rehearse before training.* Just as trainees must practice to learn a task, trainers should also practice to gain experience with their presentation. Be aware of appearance and hygiene.
- *Don't develop a trainer's ego.* Remember that the objective of training is to improve the trainees’ performance, not to impress trainees with the trainer’s knowledge, skills, or experience.
- *Keep training sessions as short as practical.* Experienced trainers know that several short training sessions are better than one relatively long one.



## Human Resources MANAGEMENT ISSUES (7.2)

“We really do try hard to keep our staff members updated with new information so they can be on the cutting edge of their jobs,” said Rodger. “However, it’s difficult to do this when you’re the director of human resources for a relatively small contract management company that wants to think and act like a large competitor, but just doesn’t have the resources to do it.” Rodger was speaking with Francine, his counterpart at a relatively large lodging organization as they met at a hospitality conference focusing on training.

“I know what you mean, Rodger,” said Francine. “I supervise four staff members in my department who spend most of their time on training activities. Even with that commitment of resources, it’s hard to do all that we want to do to assure that our company can meet its goals and help our staff to attain their professional development objectives.”

“I guess the bigger a company becomes, then, the more challenges it has, and a large company is not necessarily any further ahead than a smaller organization even if it has more resources available,” said Rodger. “No organization has all of the time, money, and human resources that it would like to have, and each of us must do what we can, given what we have to best meet our needs. However, can you give me some advice about several concerns I’m now confronting as we think about the best ways to plan group training programs for experienced staff?”

“Well, Rodger, you know how valuable free advice is! I’d be glad to help. What are your questions?”

How should Francine respond to the following questions posed by Rodger?

### QUESTIONS

1. We want to develop a supervisory program for entry-level employees who have recently been promoted to a supervisory provision. How should we categorize and organize the basic supervisory principles to be taught, and where do we find training programs to address these concepts?
2. How can I educate my supervisors and managers who are group trainers that just lecturing to trainees is not likely to be an effective training tactic?
3. Many of our staff members have been turned off by previous group training methods. How can we get them excited about new training efforts that involve more interactive training activities?
4. Based on your experience, what are the most significant mistakes that group trainers make as they present their training programs? (I want to assure that these topics are discussed in a train-the-trainer program being planned.)

- *Recognize the importance of the training environment.* Experienced trainers know that the environment of the meeting room is often more detrimental to training effectiveness than is the training content or its delivery.
- *Have backup contingencies for problems.* Some problems such as inoperative audiovisual equipment and out-of-place training materials can be anticipated. Others such as building emergencies or trainee health problems will have generated fewer planning considerations. However, should these instances occur, trainees are likely to look to the trainer for the appropriate reactions.
- *Respect the trainees' knowledge and experience.* Wise trainers recognize that adult trainees bring a wide variety of personal experiences, attitudes, core values, and preconceptions to their training experience. They recognize and use them to deliver the best possible training.
- *Link training to assessment and performance.* Hopefully, training will show a cause-and-effect relationship. Training will cause behavior change, and this will yield a result (effect) that is beneficial to the trainees and the organization.
- *Have fun!* Trainees cannot learn if they do not enjoy their training. What is pleasurable to one trainee may not be for another. Using a variety of training tactics that involve active trainee participation is preferable to less interactive approaches.

## Training Evaluation

### 7. Discuss the training evaluation process:

**Reasons for evaluation**

**Levels of evaluation**

**Methods of evaluation**

Figure 7.1 notes that evaluation is the final step in the training process. Evaluation can suggest the need to repeat the entire planning process from Step 1 when training needs were identified or, alternatively, to refocus efforts on interim planning steps. Consider a training program to improve supervisory skills to reduce turnover. Assume the initial definition of training needs (Step 1) led to a training program that was planned and implemented (Steps 2 to 8) to address improvements in how supervisors interacted with employees. Also assume that post-training evaluation indicated that the turnover rate was not reduced. Instead, further analysis revealed that the problem (Step 1) was really selection and orientation of staff members. In this example, trainers may need to plan and implement an entirely different training program to properly address turnover.

In a more common situation, post-training evaluation may indicate that the program was less than successful. It did focus on the correct problems (Steps 1 and 2), but the training plans and/or lessons, or the way trainees were prepared and the training was conducted, contributed to the disappointing results. Figure 7.1 notes

that only selected steps rather than the entire training process may need revision to improve training results.

## REASONS TO EVALUATE TRAINING

Time, money, and labor are increasingly in limited supply. Managers must determine whether their commitment of resources to planning and implementing training procedures is a better use than are alternatives. This is one reason that the evaluation of training efforts is important. More specific reasons to evaluate training include to:

- *Assess the extent to which training achieved planned results.* Training objectives have a two-fold purpose: (1) to identify competencies to be addressed in training, and (2) to provide a benchmark against which training can be evaluated.
- *Identify strengths and weaknesses of training.* Few training programs are 100 percent effective or ineffective. Some training lessons are better than others, some training activities are more useful than their counterparts, and some trainers may be more effective than their peers. Successful evaluation can identify aspects of the training that should be continued and elements that may require revision.
- *Determine the success of individual trainees.* Trainees who are successful (i.e., who achieve planned results on the job) will not require remedial training. However, training for others may need revision and/or repetition. Assessment of individual trainees is relatively easy when an individualized, on-job training method is used, but it is more difficult with a group training process.
- *Gather information to help justify future programs.* As noted previously, limited resources require their effective use. When the success of a training activity is quantified, objective information becomes available to help justify future training efforts. Alternatively, managers can determine whether resources are better invested in other ways to improve the organization.
- *Establish a database for future decisions.* Assume that a training program for dishwashers has been successful, and staff members can wash serviceware and operate equipment according to standards. If there is a need (desire) for faster output (clean dishes), then increased speed may need to come from an increased use of technology rather than from improved dishwasher skills.
- *Determine trainees who are eligible for future training.* Some organizations provide educational or training activities in formalized career development programs that require prerequisite training. Other companies have formal or informal fast-track programs in which selected trainees who have successfully completed training programs are eligible for additional training opportunities. This training, in turn, leads to increased promotional considerations as vacancies occur. In both of these and related instances, managers must know whether and to what extent individual trainees successfully completed the training.

- *Assess the costs and benefits of training.* This reason for training evaluation has already been suggested. The expenditure of any resource must generate a return greater than the cost of resources allocated for it. Some benefits of training, including improved morale and increased interest in attaining quality goals, are difficult to quantify. Other benefits, including improved guest service skills and reduced operating costs for a specified task, may be easier to quantify, and both could be assessed by training evaluation.
- *Reinforce major points for trainees.* Some training evaluation methods, including objective tests and performance appraisal interviews, allow the evaluators to reinforce the most important training points. For example, questions on a written assessment likely address the most important training concepts. If they are self-graded or reviewed by the trainer, reinforcement of these important points becomes possible. Likewise, if performance appraisal interviews address training concepts, additional opportunity for reinforcement arises.
- *Assess trainees' reactions to training.* Trainers who are interested in improving training programs want to gain the trainees' perspectives about the programs. Anonymous input gained before, during, and after training can be helpful in this assessment.
- *Assess trainers' reactions to training.* "There's always a better way," is an old saying that applies to training as well as to other management tactics. Trainers who have used a training lesson, for example, may well have ideas about ways to improve it in the future.

### LEVELS OF TRAINING EVALUATION

Many managers think about training evaluation in the context of an after-training assessment used to determine its effectiveness. While training should be evaluated at its completion (and, perhaps, many months after its completion as well), evaluation can also be helpful before training even begins and while it is conducted.



## Human Resources Management: CURRENT EVENTS 7.3

**T**here is nothing more current than today's news. To view an excellent source of daily news of interest to human resources professionals, check out the Web site for Workforce Management ([www.workforce.com](http://www.workforce.com)). Although the site is not specific to the tourism and hospitality industry, you can type "hospitality training" into the site's search box, and numerous current news features and articles will appear.

All training evaluation methods must meet at least five assessment criteria. The methods must be:

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**Valid (training evaluation methods):**

Training evaluation methods that measure what they are supposed to measure.

**Reliable (training evaluation methods):**

Training evaluation methods that yield consistent assessment results.

- **Valid.** They must measure what they are supposed to measure. Assume that a training objective focuses on the ability of trainees to successfully complete an inventory count using methods taught during training. Trainee demonstration of scanning equipment operation and proper use of inventory counting procedures suggests that the training was successful (at least at the time of the demonstration). In contrast, a training assessment that queried trainees about issues such as “Did you like the training?” and “Did the trainer seem enthusiastic?” would not allow trainers to determine whether training objectives were attained.
- **Reliable.** Training evaluation methods are **reliable** when they consistently provide the same results. Training activities that are implemented in the same way by the same trainers using the same training resources and procedures to employees in the same position may be consistent. Will the results will be the same or similar each time the training is replicated? Trainers do not know unless the same evaluation methods are used.
- **Objective.** Objective evaluation methods provide quantitative (measurable) training assessments. Acquisition of knowledge can be objectively measured by performance on a well-designed test. Efficiency in a skill might be best assessed by observing the trainee’s acceptable performance of the task after training. Then acceptable performance can be defined as procedures that are in concert with those taught during training.
- **Practical.** A training evaluation method is practical when the time and effort required for the assessment is worth its results. Knowledge assessments that require trainees to memorize mundane facts and skill demonstrations that are benchmarked against staff with extensive experience and efficiency in performing the task are not practical.
- **Simple.** An evaluation method is simple when it is easily applied by the trainer, easily understood by the trainees, and when results are easy to assess and analyze by those evaluating the training.

Let’s look at before, during, and after training methods that incorporate these assessment concerns.

### ***Evaluation Before Training***

Assume that a trainee participated in a food safety training session and completed a knowledge assessment at its conclusion. Assume further that the trainee missed only two questions out of the twenty that were asked. Most trainers would help the trainee to learn the concepts addressed in the two missed questions. However, many trainers would likely conclude that the training was successful because the participant scored 90 percent (18 questions correct divided by 20 questions total). In fact, the training could really have been a waste of the organization’s resources and the trainee’s time if the trainee already knew the concepts addressed by the 18 questions

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**Pretest/Post-test evaluation:** A method used to evaluate training that involves administering the same test to trainees before (pretest) and after (post-test) the training. Positive differences in post-test scores provide an objective measure of training effectiveness.

that were answered correctly before the session began. In actuality, the after-training evaluation really measured what the trainee knew when the training was completed rather than what he or she learned from the training session.

To address this concern, some trainers use a **pretest/post-test** evaluation. A trainer can identify key concepts to be addressed during the training. These concepts are addressed in a pretest administered before the training begins. This same measurement tool is administered at the conclusion of training. The improvement in scores between the pre- and post-test represents a measure of training effectiveness.

Other advantages of pretest/post-test evaluation include:

- Provides trainees with an overview (preview) of the training
- Helps trainees to identify some of the most important concepts to be addressed in training
- Presents an opportunity for trainers to preview the lesson and suggest priority learning points before training begins

As is true with other training evaluation methods, it may help to administer the post-training assessment several months (or even longer) after training is completed. This tactic can help determine the extent to which training information has been retained and applied in the workplace.

Another pretraining evaluation tactic involves an exercise that requests trainees to answer the following concern: “If this training is ideal, I will learn the following from it:” This exercise can be part of an introductory session that previews subject matter. Trainees might be asked to retain their responses to this ideal training exercise until the end of training. Then they could undertake a post-training assessment to note their perceptions about the extent to which the training was ideal. Figure 7.9 illustrates a self-evaluation form that could be used.

### *Evaluation During Training*

Effective trainers indicate in an introductory session that they will ask for feedback during the session. As this feedback is solicited, trainers can obtain a first-half reality check to yield information helpful to improve the remainder of the training. Trainers facilitating group sessions can ask trainees to write anonymous responses to questions such as:

- I wish you would stop doing (saying). . .
- I hope we continue to. . .
- I don’t understand. . .
- I hope you will begin to. . .
- A concept that I wish you would discuss further is. . .
- A concept that I really want to learn more about that has yet to be discussed is. . .

The major point is to learn how to maximize use of the remaining training time. Then revisions to training content and/or delivery methods can better assure attainment of training objectives.

**TRAINING TOPIC:** \_\_\_\_\_

**NAME OF TRAINEE (OPTIONAL):** \_\_\_\_\_

<b>TO BE COMPLETED BEFORE TRAINING</b>	<b>TO BE COMPLETED AFTER TRAINING</b>		
If this Training Program is Ideally Effective, I Will Learn the Following:	To What Extent did you Learn What You Wanted to Learn (Check One)?		
	<b>NOT ALL</b>	<b>SOMEWHAT</b>	<b>VERY MUCH</b>
1. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>COMMENTS:</b>			

**FIGURE 7.9:** Training Self-Assessment Form

### *Evaluation After Training*

After-training evaluation can help assess whether training achieved its planned results. It may also identify how training sessions might be improved and assess the trainees' success. Numerous evaluation methods can be used. Experienced trainers often employ more than one method and analyze the combined results to yield a comprehensive assessment of training results.

### TRAINING EVALUATION METHODS

Several training evaluation methods are commonly used. Hopefully, more than one tactic will be used. Each can provide anecdotal information that, in total, can suggest training outcomes.

Common assessment methods include:

- *Objective tests.* These can be written, oral, and/or skill-based, and can be traditional written exams, oral assessments (utilizing open-ended questions), and/or after-training demonstrations. Written and oral assessments are typically used to assess after-training knowledge, and skill-based assessments address physical (skill) proficiencies. Written exams can be multiple-choice, true/false, fill-in-the-blank, matching, short-answer, or essay. Multiple-choice and true/false questions are most used in tourism and hospitality organizations because they



## What About Anonymity of Trainee Evaluations?

Input from any training evaluation method is not useful unless it is truthful. It is generally easier to obtain anonymous input from group trainees than from those participating in individualized training. An obvious reason is that trainees perceive that “There is safety in numbers.”

The best evaluations are provided by unidentified trainees who do not fear on-job retaliation (especially if they are supervised by the trainer), and those who believe the request for input is genuine and that the results will be used. Tourism and hospitality organizations with a culture of respect for employees and a history of utilizing their input for improvements will likely obtain useful feedback. By contrast, organizations that suffer from adversarial relationships between supervisors and staff will have great difficulty in obtaining useful information by any evaluation method.

Given these issues, should names of any evaluators be requested? The answer is “probably not,” unless there is a unique and specific reason to do so. A compromise is that some trainers request anonymous input and then seek out trainees to provide more detailed one-on-one input. Mentors in some organizations receive trainee input and summarize this information in reports to human resources or other applicable staff members.

**Objective tests:**

Assessment tools such as multiple-choice and true/false instruments that have only one correct answer and, therefore, a reduced need for trainers to interpret the trainees' responses.

**Manage by walking around:**

A management and supervision technique that involves a manager's presence in the workplace to determine if there are challenges that require corrective action, to praise staff for a job well-done, and to learn how and where one's management expertise, knowledge, and skills can best be utilized.

**Critical incident:**

Any situation that identifies behaviors that contribute to success or failure on the job.

**Mystery shopper:**

A person posing as a guest who observes and experiences an organization's products and services during a visit and who then reports findings to managers.

are **objective tests**. There is only one correct answer, little or no interpretation is needed, and minimal time is required for trainees to complete the exam and for trainers to score it. (Lengthy exams can be computer-scored using optical scan [op-scan] sheets completed by the trainees.) Objective measurements should be written after training objectives and instructional materials are developed, and a separate assessment should be used for each performance objective in the training lesson.

- *Observation of performance after training.* Managers, supervisors, and trainers can **manage by walking around** and, in the process, note whether knowledge and skills taught during training are being applied. Storeroom personnel can be observed as they receive incoming products, and procedures used can be compared to those presented during training. *Note:* When proper procedures are used, a “Great job!” compliment is always in order. By contrast, a coaching activity to remind staff members about incorrectly performed procedures may also be needed.
- *Records of events (critical incidents).* Assume there has been a theft of food products from a storage area after training in appropriate accounting and control procedures has been presented. Subsequent investigation determines that the recommended procedures were not used. The training program would not be considered effective, and staff with responsibilities to double-check as part of the inventory control process must, at the least, be retrained. Alternatively, procedures may need to be revised and followed with updated training in revised procedures.
- *Self-reports.* Figures 7.10 to 7.12 illustrate formats for a questioning process that could provide partial input for training evaluation.

Figure 7.10 illustrates a simple rating scale containing evaluation factors that trainees can rate (from very unacceptable to very acceptable). Figure 7.11 lists open-ended questions to which trainees can respond. Finally, Figure 7.12 illustrates the format for and questions that might be applicable to a group training session that involves numerous training lessons.

- *Interviews with trainees and/or trainers.* The use of open-ended questions by trainers, managers, mentors, and/or human resources personnel may provide useful input about the training. As well, trainers can be questioned by their supervisor and/or human resources staff for the same purpose.
- *Trainee surveys.* Trainees can be questioned immediately after training, months after training, and/or during performance evaluation sessions about their training perspectives. As well, general staff opinion surveys can, in part, address training issues.
- *Third-party opinions.* Feedback from guests can help assess training that addressed aspects of products and service that affect them. The use of **mystery shoppers** in applicable types of hospitality operations is another example. Feedback can also be generated by comment cards, interviews, and/or follow-up surveys with guests.
- *Analysis of operating data.* Training that addresses guest service and food costs should result in, respectively, increased guest service scores and lowered food

<b>TRAINING TOPIC:</b> _____			
<b><u>EVALUATION FACTOR</u></b>	<b><u>RATING FACTOR</u></b>		
	<b>VERY UNACCEPTABLE</b>	<b>NEUTRAL (NO COMMENT)</b>	<b>VERY ACCEPTABLE</b>
<b>TIME SPENT ON TOPIC</b>			
Applicable to job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My interest in topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of training methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfort of training room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My interest in future training sessions: _____			
<b>COMMENTS:</b>			

**FIGURE 7.10:** Trainee Evaluation Rating Scale

These hotel sales personnel are evaluating a training program at its conclusion. Trainee input is often an important part of an educational program's overall assessment.

*Courtesy PhotoDisc, Inc.*



**Training Topic:** \_\_\_\_\_

1. The three most useful aspects of the training were:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The three least useful aspects of the training were:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. I will apply the following information learned during the training on the job:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The best way(s) to improve the training is by:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What I liked about the program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What I disliked about the program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**FIGURE 7.11:** Open-Ended Training Evaluation Form

**Summary Training Evaluation**

Your response to this evaluation will assist us in evaluating different aspects of the program.

Please indicate the extent to which you agree or disagree with the following statements.

**5 = STRONGLY AGREE    1 = STRONGLY DISAGREE    (MARK ONE ANSWER ONLY)**

The training met my expectations.	5	4	3	2	1
The training challenged my thinking.	5	4	3	2	1
The training held my attention.	5	4	3	2	1
The training appropriately involved the participants.	5	4	3	2	1
The subject matter presented was useful and worthwhile to my career.	5	4	3	2	1
The training was well organized.	5	4	3	2	1
The training matched the description as it was announced.	5	4	3	2	1
The training presented information that was new to me.	5	4	3	2	1
As a result of the training, I am more confident of my knowledge and ability.	5	4	3	2	1
The training environment met my expectations.	5	4	3	2	1

**COMMENTS:**

**FIGURE 7.12:** Training Summary Evaluation Form

costs if components of these data can be separated to determine how they were influenced by training.

- *Exit interviews.* Formal and informal conversations with employees who are leaving the organization can provide input that is helpful for training evaluation. Unlike their peers, most departing staff will likely have fewer concerns about providing candid and frank responses to queries about training, among other issues. Managers may learn, for example, that inadequate orientation and initial on-job training contributed to frustrations that resulted in turnover.

**FOLLOW-UP DOCUMENTATION**

Documentation is a final part of training evaluation. Training records to be maintained in the applicable staff member's personnel file include:

- Name of trainee
- Training dates
- Training topics

- Notes, if any, regarding successful completion
- Other applicable information

This documentation is useful for planning professional development programs, for considering staff member promotions, and for input to interviews for



## Human Resources MANAGEMENT ISSUES

(7.3)

“I just don’t understand,” said Rolando. “I agree with almost every suggestion made by the trainer in this workshop until now. However, all of these formal evaluation ideas seem like a waste of time. I work with the people I train every day. I can easily see if the training has been effective because the employees either do their assigned tasks correctly or they don’t. What’s the big deal?”

Rolando was talking to Jacelyn, a supervisor peer who worked at the Hiltown Family Restaurant. They were attending a one-day train-the-trainer workshop facilitated by a faculty member from the local college’s hospitality management program.

“When she first started talking about training evaluation, I thought the same thing, Rolando,” said Jacelyn. “But after the instructor made a few more comments and led the follow-up discussion, I began to see her perspectives about evaluation.”

“Well,” said Rolando, “it’s pretty easy for her to give a simple example of how to do a cost/benefit assessment for reducing dish breakage in a restaurant. However, I’m trying to teach our staff members how to work safely and be hospitable to our guests. How can these benefits be quantified?”

“You’re giving great examples to make your point,” said Jacelyn. “However, there must be something you can do to determine the effectiveness of training. After all, you can’t closely follow every employee every day. Our company does spend a lot of money on training. What would we do if you decided your training was effective, and our boss decided that the training for other people was not worthwhile? Do the limited funds go to others to improve training, to you because you say your training works, or to no department because no one can really justify the funds that are spent?”

### QUESTIONS

1. What are your thoughts about Jacelyn’s responses to Rolando’s concern about training evaluation?
2. Do you think that training evaluation must be all or nothing; that is, must it totally determine the worth of training or else not be done at all?
3. What advice might you give to Rolando as he develops safety and hospitality training programs about what he should do before, during, and after training to provide some assessment of training results?
4. What simple and practical steps could Rolando take to help evaluate the effectiveness of training provided to his new employees to prepare them to work safely and be hospitable to guests?

performance evaluation purposes. Documentation of training is also helpful when trainers develop long- or short-term plans that address training and professional development opportunities for staff members. *Note:* Professional development programs are discussed in Chapter 11.

## HUMAN RESOURCES TERMS

The following terms were defined in this chapter:

<b>On-job training</b>	<b>Full-service hotel</b>
<b>Preparation (on-job training)</b>	<b>Limited-service hotel</b>
<b>Coaching</b>	<b>Lectern</b>
<b>Broken cases</b>	<b>Flip chart</b>
<b>Closed-ended question</b>	<b>PowerPoint overheads</b>
<b>Sandwich method (performance appraisal)</b>	<b>Digital projector</b>
<b>Distance education</b>	<b>Overhead transparencies projector</b>
<b>Cross-training</b>	<b>Brainstorming (group training)</b>
<b>Underemployed (job status)</b>	<b>Ice breaker (training)</b>
<b>Job enlargement</b>	<b>Valid (training evaluation measure)</b>
<b>Job enrichment</b>	<b>Reliable (training evaluation method)</b>
<b>Job rotation</b>	<b>Pretest/post-test evaluation</b>
<b>Group training</b>	<b>Objective tests</b>
<b>Lecture method (group training)</b>	<b>Manage by walking around</b>
<b>Handouts</b>	<b>Critical incident</b>
<b>Demonstration (group training activity)</b>	<b>Mystery shopper</b>
<b>Breakout (group training activity)</b>	

## FOR YOUR CONSIDERATION

1. Assume that you have been assigned to develop and implement a formalized and organized method of on-job training in your organization.
  - a. What are the most important factors you would consider as you identified the experienced staff members who will receive train-the-trainer training?
  - b. What training preparation tasks should be the responsibility of the staff member who will be conducting the training?
  - c. What training preparation activities should a trainer normally expect to have available in a training handbook or other available resource?

2. Develop a checklist to evaluate the public speaking skills of a trainer who will facilitate a group training session.
3. Think about training sessions in which you have participated. Identify special training issues in addition to those discussed in the chapter that should be of concern to trainers.
4. Assume that you are developing a training lesson on the topic of this chapter. Develop 10 true/false and 10 multiple-choice questions that might be used to assess the trainees' knowledge at the completion of the training.
5. The chapter discusses the concept of managing by walking around. Assume that you are a supervisor of entry-level staff who just received training in food safety concerns. Develop a checklist of items that you might formally or informally attempt to observe while you are managing by walking around.

### CASE STUDY: HUMAN RESOURCES MANAGEMENT IN ACTION\*

Stacey was the foodservices manager at Global Bank's world headquarters in New York City. The bank employed about 2,000 staff members. Average lunch volume was about 800 meals, and daily lunch revenues were approximately \$3,800 at the several foodservices venues. She was unhappy with daily customer counts and revenues, in part because they were lower than expectations based on business at similar accounts operated by her employer, C & L Contract Management Company.

After a series of meetings with her client's representative (the bank's assistant finance manager) and with input from frequent customers, she devised some creative marketing tactics. One involved use of the bank's intranet system to alert employees about daily specials and to allow them to use the system to place orders for pick-up. Another called for an assistant manager to serve in a catering director role and meet with bank employees in their offices to plan parties for special occasions such as birthdays and retirement parties. As well, an existing but inactive group of customer volunteers (the food advisory committee) was reactivated to provide advice, sample menu items, and serve as a general sounding board about the concerns of their employee peers. Other tactics that were nominated included:

- Customer appreciation events
- Frequency of purchase (reward) program
- Theme events
- Guest chef events
- Holiday sale events
- Reinvention of one self-service station to generate excitement

\*This case study was contributed by Curtis Lease, District Manager, ARAMARK Business Services, Houston, Texas.

As Stacey looked over these ideas, she was pleased with the creativity they represented. As she looked at the list a little longer, she began to realize that the easiest part of her business turnaround task was to generate ideas to do so. The more difficult task would be to implement the ideas and keep them ongoing.

Training seemed to be a common element in each of the ideas. Some involved group training because all staff members needed to know about the renewed emphasis on customer service and about special concerns that would be generated from customer input. Other ideas involved individual training such as for administrative (secretarial) staff who would be sending and receiving e-mails on the intranet, and the assistant manager who would serve as the function planner. Interestingly, other ideas involved training the customer, really educating them about foodservices functions and the services that would be provided.

Stacey did not know which ideas were best, and she knew that not all of these changes could be made at the same time. As well, perhaps none of them could be implemented quickly. She had to be confident that the best tactics were chosen, that the processes designed were the most appropriate, and that affected staff knew exactly how their job responsibilities and tasks would be changed.

Stacey pondered her plans and thought to herself: “It’s easy to decide that efforts to build the business are needed. It is even relatively simple to generate ideas to do so. However, I’m beginning to realize that a much more significant effort will be required to build our business.”

#### *Dimension: Strategic*

1. Is it important that Stacey do what is necessary to ensure that quality and quantity standards can be attained before these new procedures are put in place? Why or why not?
2. What additional tactics might Stacey have used to generate input about improvement alternatives?
3. What, if any, planning assistance might Stacey request from her regional human resources department since the program is managed by a contract management company?
4. How should Stacey and her team evaluate the worth of the tactics that are implemented?

#### *Dimension: Marketing*

1. What long-term tactics can Stacey use to generate input about program improvement from potential customers? From her frequent customers?
2. What persons or groups of persons can assist Stacey in her efforts to tell the story about food services?
3. Should a separate public relations campaign be implemented to inform customers about the benefits of the foodservices program? Why or why not?
4. What process should Stacey and her team use to determine which lunch-building tactics should be implemented?

**Dimension: Training**

1. What procedures should be used to develop the new processes for using the company's intranet for communication with customers?
2. Assume the intranet communication system will be implemented. What specific techniques can be used to train those who will be working with it?
3. Assume the tactic of naming a catering director will be implemented. Outline the subject matter to be covered in a training lesson to update the assistant manager about his or her staff party planning responsibilities.
4. Who should be responsible for being the point person for interactions with the customer advisory committee? What are the main responsibilities for this task? Which, if any, involve knowledge or additional training?

**INTERNET ACTIVITIES**

1. To read numerous articles about hospitality training, go to: *www.hotel-online.com*. (Type "training" into the "Find It Fast" box on the Web site.)
2. To view a wide range of general management information about numerous aspects of training and development, go to: *www.managementhelp.org*. (Click on "Training and Development" in the list of management library topics.)
3. The American Management Association has a great Web site with information about training that is useful to human resources personnel in tourism and hospitality organizations. Go to: *www.amanet.org*. (Click on "Free Resources" and then go to "Training Zones.")
4. To view the Web site for one organization that is developing an e-course for the hospitality industry, go to: *www.lexingtoninteractive.com*. There you can read about benefits of e-learning, read about custom course development possibilities, and review information about courses that are available.

**ENDNOTE**

1. To view applicable Web sites, use your favorite search engine and type in "How to use PowerPoints to train." Review some of these sites to learn basics about developing PowerPoints and recommendations about procedures to use when facilitating training with them.