

# 7

## Training and development

### Chapter objectives

This chapter considers the key role of training and development in tourism and hospitality organizations. The chapter aims to:

- Distinguish the different levels of analysis to understand approaches to training and development.
- Appreciate the importance of government-level policy in establishing the context in which tourism and hospitality organizations develop their training policies.
- Recognize debates surrounding terms such as education, training and development.
- Consider the range of training methods available to tourism and hospitality organizations.



## Introduction

It is increasingly recognized that human resource development (HRD) is crucial in ensuring effectiveness, quality and responsiveness in organizations to an ever changing and complex environment. Resultantly, training and development activities now seek to emphasize adaptability, flexibility and continuous development to ensure that organizations can survive and compete in an ever more competitive environment. However, the importance of training and development is not just apparent for organizations. As we increasingly are entreated to engage in lifelong learning, then training and development becomes important for individuals. Moreover, there is now also recognition of the importance of national competitiveness, especially in an ever more globalized world. Training and development, therefore, becomes important from an individual, organizational and national perspective. Therefore we see more and more talk of the importance of HRD which is likely to encompass notions of education, learning, training and development and the interchangeability or otherwise of these distinctions will also be something considered in this chapter. Before we begin to consider these issues in detail though it is useful to delineate different levels of analysis in understanding training and Table 7.1 outlines the ways in which we can think of training.

Throughout this chapter we will consider various aspects of these levels and begin initially by considering the importance of how national government policy impacts on training and development.

## Understanding the context: national level responses to training

It is often argued that a nation's competitive advantage depends on the skills and inventiveness of its people. Often the manner in which organizations seek to respond to this issue will be determined to a large extent by the views of the government. Increasingly in the UK in the 1980s and 1990s there was an emerging consensus from government, policy makers and practitioners that training should be encouraged within organizations for the greater good of the economy. Despite the seeming acceptance by government and employers of the importance of training and the need to encourage it, there is a good deal of debate as to whether, in reality,



**Table 7.1** Levels of analysis for understanding approaches to training and development

Level	Main organizations involved/activities undertaken
National/Governmental level	<ul style="list-style-type: none"> <li>● Government policy, for example the UK Government seeking a more proactive approach to encourage training in organizations</li> <li>● Training initiatives, for example in the UK Investors in People (IIP) and Apprenticeships</li> </ul>
Industry level	<ul style="list-style-type: none"> <li>● National Training Organizations (NTOs), for example People 1st the Sector Skills Council (SSC) for hospitality, leisure, travel and tourism</li> <li>● Industry level initiatives, for example Excellence Through People and Welcome Host</li> </ul>
Company level	<ul style="list-style-type: none"> <li>● Creation of an overall view of company's approach to training, for example seeking IIP accreditation, being involved in Welcome Host and Excellence Through People</li> <li>● Ensuring 'fit' between what the company wants to achieve and how units can operationalize this</li> </ul>
Unit level	<ul style="list-style-type: none"> <li>● Ensuring on- and off-the-job training takes place</li> <li>● Monitoring individuals training and development plans</li> <li>● Performance development and monitoring, for example, seeking to enhance quality service through training</li> </ul>
Team level	<ul style="list-style-type: none"> <li>● Motivation and performance</li> <li>● Team building</li> </ul>
Individual level	<ul style="list-style-type: none"> <li>● Improvement in knowledge, skills and attitudes</li> <li>● Sustaining employability</li> <li>● Enhanced motivation and performance</li> <li>● Improving aspects of discipline and behaviour</li> <li>● Career progression</li> </ul>

there has been the training revolution claimed. This point recognizes that over much of the preceding period the UK's record on training was poor compared to other nations such as Germany, Japan and Sweden who were felt to invest heavily in training and development. For example, Holden (2004: 314) notes how, 'Until

**Table 7.2** VET policies and practices in selected countries

UK	Germany	Sweden	Japan	USA
Traditionally, voluntaristic with limited state intervention finance rather than industry oriented, class based.	Much more state direction, encouraging a dual system of concentrating on theory or practice.	State directed, aiming to create an active labour market approach to ensure employees remain employable. Employers are strongly encouraged to train.	Directed/voluntarist with the state setting and enforcing training standards. Large companies offering lifetime employment and significant training.	Voluntarist, uncoordinated, with emphasis on individual effort and individual payment.

Adapted from Holden (2004: 337) *Human Resource Management: A Contemporary Approach 4/ed*, Beardwell, Holden and Claydon, with permission from Pearson Education Limited.

the 1980s, training and development in British organizations were inadequate compared with other industrialized nations'. In this sense the UK has often been characterized as voluntaristic with regard to training and development, meaning that the state took a hands off view in terms of encouraging employers to train their employees. Instead, individual employers were largely left to their own devices with regard to how much, or indeed, how little training they would provide. Consequently there has been much debate about the levels of training expenditure both by Government and employers, with some expressing concerns that, if anything, real expenditure on vocational education and training (VET) have fallen in recent years. Hyman (1996: 306–307) exemplifies this scepticism in his recognition that 'what is more questionable ... concerns the extent to which the majority of British employers have taken responsibility for strategically training and developing their employees', with much training simply being of the reactive 'fire-fighting' type. For many then there may be a gap between the perceived importance of training and the willingness to do something about it, with suspicions that in the UK too many organizations still see training as a cost and not an investment. Indeed, it could be argued that such a view may simply reflect the short-termism inherent in British business, where corporate objectives tend to be short-term and defined by short-term profit and financial criteria. Table 7.2 and HRM in practice 7.1 below

## **HRM in practice 7.1 National skill-creation systems and career paths in the tourism industry in the UK, Germany and the US**

Studies of the UK, Germany and the US have found that patterns of career development and commitment to working in the tourism industry are strongly influenced by the national VET system. Germany, which has a more structured approach compared to the UK and US, encourages individuals to complete an apprenticeship prior to entering the tourism industry. Such an apprenticeship means that Germany's education and training system is geared to produce a much higher proportion of qualified staff for the tourism industry. As a result employees in Germany were able to secure relatively highly skilled and autonomous positions at an earlier age than their counterparts in the UK and the US. There is also evidence which points to the greater productivity of German tourism employees over their British and American counterparts. One report concluded that Germany's high productivity and service levels are due to the wider use of qualified manpower trained through the partnership arrangements for the dual system. This study notes that craft qualifications were held by 2.5 times as many employees in Germany compared to the UK. A conclusion to be drawn is that the dual system within which German employees for tourism are trained 'embeds' commitment to the sector to a much greater degree than elsewhere and this, combined with high levels of reward, contributes to a greater sense of professionalism and productivity. Finally, German employees were also more likely to advance more rapidly within the industry due to the training and education they receive.

Derived from STRU (1998); Finegold et al. (2000).

highlight the impact of the above discussion on the VET policies and practices in some selected countries.

### **Review and reflect**

Outline arguments for and against government intervention in support of training and education.

Consequently there has been much support for the notion that Britain needs to invest in training and development to ensure that it does not become a low-tech,

low-wage, low-skill, cheap labour economy wherein it seeks to compete on the basis of a low-skill, low-quality product market strategy relying on price-based competitiveness. What this has meant in practice is that in recent years the UK government has attempted to take a more active role by introducing a range of initiatives that aim to improve skill levels in the economy. Indeed, Keep (2005) considers the extent to which the UK may be entering a 'post-voluntarist' era, where the Government is seemingly increasingly prepared to take a more active role in encouraging learning and development. To an extent this change may be explicable by the sense that the UK is playing 'catch up' with a number of its international competitors. Resultantly, the Government has introduced a number of initiatives in recent year, such as National/Scottish Vocational Qualifications (N/SVQs), Investors in People (IiP) and Apprenticeships. All of these initiatives attempt to get employers to increase training and are now considered.

## N/SVQs

The rationale for the introduction of N/SVQs in the late 1980s was to provide greater coherence in vocational qualifications and thus the existing vocational structure was rationalized into N/SVQs. N/SVQs are work-related, competence-based qualifications, which are appropriate to all industries and all levels of employment, from the shop floor to the board room. N/SVQs are statements confirming that the individual employee can perform to a specified standard and that they possess the skills, knowledge and understanding which makes possible such performance in the workplace. They provide a progressive route from Level 1, which is semi-skilled through to Level 5, which recognizes the skills needed to be an organizational leader. N/SVQs are important as they recognize achievements in the workplace and are based on assessing work experience and achievements. In terms of their broad equivalence to educational attainment then Level 2, for example, is broadly similar to GCSEs, Level 3 is broadly equivalent to A/AS Levels or Scottish Highers, Level 4 is higher national diploma/degree level and Level 5 is degree/postgraduate level (though within tourism and hospitality there are currently no options to seek Level 4 or 5 N/SVQs).

In the tourism and hospitality industry the largest number of registrations has tended to be at Levels 1 and 2, in areas such as food preparation and cooking and serving food and drink (QCA, 2003). Hales (1996; and see also IRS, 1999) suggests



the case for developing and implementing N/SVQs is largely based on two reasons. First, their contribution in enhancing the competitiveness and performance of the UK economy by widening access to training and qualifications. Second, the benefits to participants (i.e. employees), in terms of increased recognition for workplace ability and competence, with the effect of increasing job satisfaction, motivation, a sense of achievement and standards of work. Hales reports on five case study organizations in the hotel sector. All of the case study organizations were small businesses employing between 22 and 44 employees, and four of them had adopted and continued to use N/SVQs, with one adopting and then subsequently dropping them. Hales research suggested that those hotels which had adopted and persevered with N/SVQs noted a pay-off in terms of better employee attitudes and behaviour, increased service quality and an overall improvement in business performance. However, he does remain sceptical about the extent to which N/SVQs may penetrate the small tourism and hospitality business sector generally, unless they are given active encouragement.

Others such as Lucas (1995) have been rather more critical of the qualification. Lucas suggests that Levels 1 and 2 arguably do not fit the criteria of training as systematically developing knowledge, skills and abilities. Consequently they represent 'qualifications without substance [and] lack any real sense of meaning or value' (Lucas, 1995: 60). Lucas' criticisms reflect more general critiques of N/SVQs with worries about their skill levels and whether they are too narrowly defined and task specific. There is also some disquiet about the overly bureaucratic nature of N/SVQs. The final criticism which rather reflects all of the above is the argument that there is little evidence that N/SVQs are able to cope with changing technologies, skill requirements and new methods of work (and for further discussion of the problematic aspects of N/SVQs or somewhat more cynically 'No Value or Quality', see Foote, 1999; Druce, 2004).

## Investors in people

The second initiative is IiP, which is a national level initiative run by IiP UK and administered locally by Learning and Skills Councils (LSC) (Learning and Enterprise Councils in Scotland) under the supervision of IiP UK. IiP is designed to be applicable to all organizations whether large or small, public or private, manufacturing or service. IiP attempts to link training and development to business strategy and

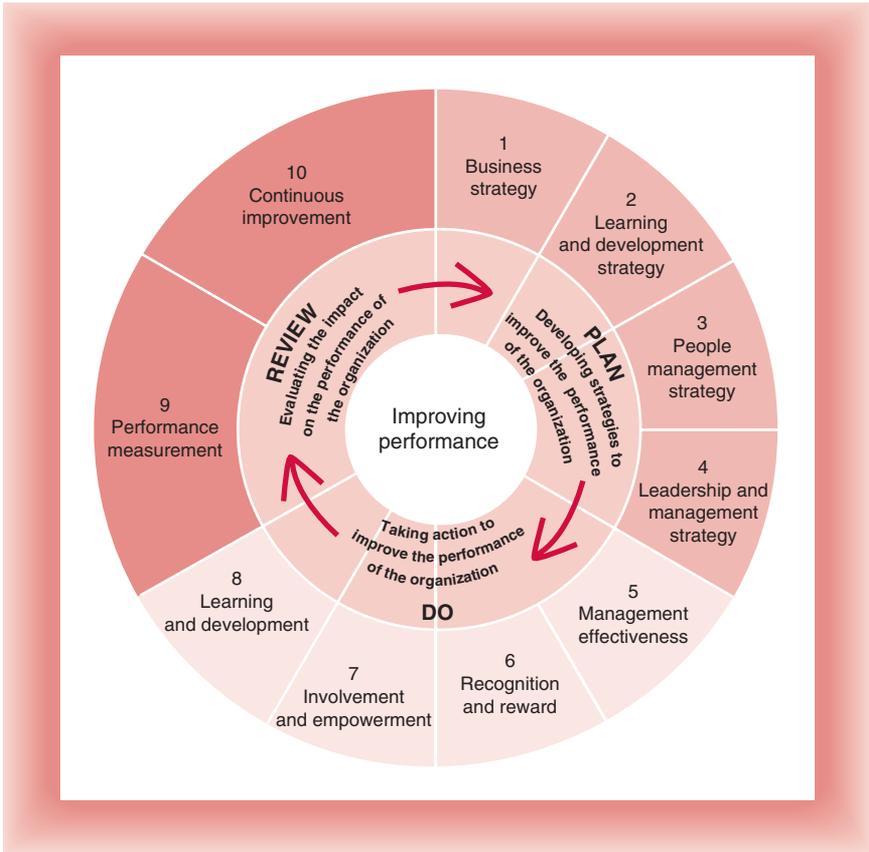
as a result improve business performance and secure competitive advantage for organizations. At its inception in 1991 organizations were expected to demonstrate their adherence to a number of general principles in order to qualify for the IiP Standard. The four general principles were:

- 1 *Commitment*: An IiP makes a public commitment from the top to develop all employees to achieve its business objectives.
- 2 *Planning*: An IiP regularly reviews the training and development needs of all employees.
- 3 *Action*: An IiP takes action to train and develop individuals on recruitment and throughout their employment.
- 4 *Evaluation*: An IiP evaluates the investment in training and development on performance of individuals, team and the organization to assess and improve effectiveness.

Organizations seeking IiP accreditation were tested against these four principles, which were measured using 23 indicators, later reduced to 12. More recently, following an extensive process of consultation with employers and organizations such as the Trade Union Congress, Confederation of British Industry and the Chartered Institute of Personnel and Development, the Standard was revised and re-launched in November 2004. The new Standard has three principles; plan, do and review and these are underpinned by 10 indicators of good practice, as indicated in Figure 7.1.

At the time of writing nearly 40 000 organizations across the economy as a whole had achieved the Standard (IiP, 2005). Generally, evidence from a range of studies suggests that the initiative has had a positive impact on those organizations gaining the accreditation (e.g. see Alberga et al., 1997). Hoque (2003: 565), whilst offering some caveats as to the success of the Standard, concludes that 'on average, training practice is better in IiP-accredited workplaces than in non-accredited workplaces'. Equally in relation to the tourism and hospitality industry a number of case studies point to the manner in which IiP can improve organizational performance (e.g. see Georgeson, 1999; HRM in practice 7.2).

Supporters of IiP would therefore argue that the standard thus improves business performance, with increases in aspects such as turnover, efficiency, profitability, enhanced customer service and improvements in company image; and



**Figure 7.1** The principles of the IiP Standard, Source: IiP (2004: 5) reproduced with kind permission of Investors in People UK, © Investors in People, 2006

HRM outcomes, such as lower labour turnover, improved skills and competences, improved communications and increased motivation. At the same time there are also some criticisms, as outlined in HRM in practice 7.3.

Notwithstanding some of the criticisms IiP seems to have established itself as a positive and important attempt to encourage employers to adopt more systematic approaches to training and development to improve organizational performance and competitiveness. Indeed, it could be argued that the success of the standard can be gauged by the recognition on the IiP UK website, <http://www.investorsinpeople.co.uk>, that IiP has been adopted in over 30 countries as an example of attempting to encourage best practice HRD and improving the competitiveness of the country (e.g. see Kidger et al., 2004).

## HRM in practice 7.2 Improving training at Pontins

Pontins is a British company that has a number of holiday centres which are catering primarily for families. The vast majority of Pontins employees are seasonal workers, many of whom will only work for the company for a short period of time. Despite the relatively high turnover of staff that this situation creates the company's commitment to the liP Standard means that all employees have the opportunity to improve, no matter how short their stay is with the company. Drawing on the liP guidelines the company now has a structure which means that every employee will have a personal development file with job description and aims, access to NVQs, access to funding for vocational training, assistance with professional qualifications and assessment of aims and goals and help achieving them. So even those employees who only stay a short period of time can gain a new qualification. As well as increasing the amount of training and delivering higher standards of service, the company has also seen improved employee retention, resulting in greater productivity and reduced costs.

Derived from <http://www.investorsinpeople.co.uk/IIP/Web/Case+Studies/Pontin.htm>

## HRM in practice 7.3 Investing in people: at what cost?

Amanda Scott, then General Manager of the Copthorne Hotel in Glasgow, suggests that in many respects liP embodied what any good manager should be doing – investing in their people. However, she also outlined a number of criticisms. Many companies that have attained the liP Standard often already have good HR systems and procedures in place so gaining the award may simply be nothing more than a 'badging' process. Moreover it is a badging process that generates a lot of paperwork and bureaucracy, with the awarding body often using obscure and confusing jargon. She also suggests that the cost of liP accreditation may well be prohibitive, 'As a management model it can deliver, but in my opinion £4000 for the privilege of a branding exercise ... cannot be justified. If it was my personal money? I don't think so'. This latter point concerning the costly nature of liP accreditation could be particularly important for smaller companies who predominate in tourism and hospitality. The CIPD has recently estimated that the total cost of seeking liP is between £5000–£15 000 depending on the size of the organization and how much consultancy support the organization uses.

Derived from Scott (1999); CIPD (2006).



## Apprenticeships

Government-subsidised apprenticeships were first introduced in 1995 as Modern Apprenticeships. Such apprenticeships aim to offer a career to those more motivated by workplace learning, rather than pure academic study. The aim was to take the best aspects from traditional apprenticeship schemes, update them and extend them to the service and public sectors (Gospel and Fuller, 1998). The scheme was recently re-launched in May 2004 as Apprenticeships, though in Scotland they remain Modern Apprenticeships. Apprenticeships are primarily aimed at 16–24-year olds (though at the time of writing there are also pilot programmes for those aged 25-plus) who want to obtain intermediate skills by combining a paid job with training. There are two levels, the Apprenticeship is for 2 years and at the end of this period the apprentice will achieve an NVQ Level 2 (National Vocational Qualification); there is also the Advanced Apprenticeship, which is for a period of 3 years and leads to NVQ Level 3. The Apprenticeship alternates between productive employment with on- and off-the-job training to provide a mixture of occupationally specific training as well as more generic key skills, such as communication, numeracy, literacy and teamworking.

Early accounts of the implementation of Modern Apprenticeships in tourism and hospitality offered guarded optimism with regard to their ability to attract young people to work in the industry. Mason (1997) recognizes how the scheme had attracted around 7000 young people by 1997, with the aim of having 10 000 apprentices by 2000. Mason reports on the success of the scheme within De Vere Hotels, which was aiming to have 100 apprentices across the UK by the end of 1997. The company reported that the scheme allowed them to embed and maintain a strong training culture within trainees. Trainees were also fully immersed in the company's organizational culture, the 'De Vere Way', which allowed the company to develop future managers. Similarly, Yates' Wine Lodge report a number of benefits from operating the scheme such as improved staff retention and loyalty, improved staff morale, enhanced skill sets for employees and more efficient and productive employees (Anon, 2003a). Whilst the examples of De Vere and Yates offers a positive view of Modern Apprenticeships other accounts are less encouraging. For example, Manson (2005) reports on a survey conducted for the LSC which found that only 920, or 4 per cent, of 23 000 hospitality employers were looking to offer apprenticeships in hospitality. Concerns have also been expressed at the high drop out rate, with around 80 per cent of hospitality apprentices leaving before completion (Anon, 2003a).

## Industry level

The above discussion has considered the manner in which the VET infrastructure created by government will have a profound impact on training and development. Clearly with the creation of initiatives such as N/SVQs, IiP and Apprenticeships British Governments over the last 20 years or so have attempted to encourage employers to offer more training. Whilst all of these initiatives have had some impact in tourism and hospitality, they are not sector specific, unlike another governmental initiative, the creation of Sector Skills Councils (SSCs). IDS (2005: 14) notes how 'the overall aim to SSCs is to help employers within similar industries to improve their employees' skills base and to provide them with leverage, influence, support and expertise in this pursuit'. Although SSCs are funded by Government they are run by employers, who work in partnership with a range of stakeholders in each sector to (Marchington and Wilkinson, 2005):

- Produce intelligence and analysis of future sector skill needs.
- Reduce skill gaps and shortages by influencing the planning and funding education and training.
- Improve productivity.
- Develop occupational standards for skills in their sector.
- Increase opportunities for everyone in work to boost skills.

As noted in Chapter 1, the SSC for tourism and hospitality is People 1st, which came into existence in May 2004. People 1st's mission in the period 2004–2009 is to have an impact on completion rates for qualifications and learning programmes, investment in training, raising employee skill and productivity levels and reducing staff turnover through lifelong career development (People 1st, 2004). By the end of People 1st's first year of existence there was some disquiet as to its influence (Druce, 2005), though it is too early to offer any definitive comment on the impact of People 1st in improving skills and training within tourism and hospitality.

In addition to governmental initiatives, there are also non-governmental initiatives which have attempted to improve training within tourism and hospitality, such as Welcome Host, which is described in HRM in practice 7.4.



## HRM in practice 7.4 Welcome Host: Professionalizing the tourism industry?

The Welcome Host scheme is based on Canadian hospitality programme called 'Superhost'. Introduced in British Columbia in 1986 to support the growth of tourism around the world expo in Vancouver. Other franchises include: 'Kiwi Host', 'Aussie Host', 'Alaska Host' and 'Super Host Japan'. Sweeney (1995: 8) describes Welcome Host as, 'an ongoing, comprehensive, community-based programme designed to upgrade the standards of service and hospitality provided within the tourism industry ... By involving the whole community, the scheme provides access to more formal training for the smaller operator who may also come into contact with the visitor'. The basis of Welcome Host is people helping people and its objectives are about aiming to instil a sense of professionalism and pride in tourism. Importantly, Welcome Host is not just for tourism employees, such as travel agents and tour guides, but can also be taken by people like taxi drivers and traffic wardens and anybody else that tourists are likely to encounter in the destination. In addition to Welcome Host there are also a number of other programmes such as Welcome All, which is a course designed to help individuals acquire the knowledge and skills essential for providing facilities and services that meet the specific needs and expectations of people with disabilities and special needs; and Welcome International which is a training programme designed to give people working in the tourism or hospitality industry greater confidence when meeting and greeting international visitors in another language.

## Training and development: no longer a dichotomy?

Having outlined the broad context in which organizations are developing their overall approach to training and the importance of Government policy within that process, we can now go on and look in greater detail at what exactly training and development are. Holden (2004: 313) recognizes how, 'it is difficult to arrive at a consensus definition of terms such as "development", "education" and "training" because of the varied ways in which they are translated into work and life situations'. Many would argue that training and development have traditionally been seen as separate and a reflection of an organization's hierarchy. This point can be appreciated in acknowledging the manner in which training and development have been traditionally conceptualized as being distinctive activities.

On the one hand, training is 'a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization' (MSC 1981, cited in Armstrong, 1999: 507). On the other hand, development has often been seen as being much more about the growth or realization of a person's ability through conscious or unconscious learning. Development programmes also usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility. In that sense training was often perceived as being for non-managerial staff, whilst development was the preserve of managers, and this reflected the more nebulous concepts of reasoning, abstraction and personal growth (see Baum, 2006: 204–214 for further discussion of this issue). Now though it is increasingly recognized that within a HRM/HRD approach organizations will see the two aspects as being very much interconnected so training should be seen as part of and a precondition of development.

## Review and reflect

If you are currently undertaking a tourism or hospitality degree to what extent do you consider it to be training, education or development? What are some of the influences in making your decision?

Training and development then can be seen as a key instrument in the implementation of HRM practices and policies and there may be a number of benefits from undertaking training. For example, McKenna and Beech (2002) suggest a number of benefits generally stemming from training, including:

- Helps employees learn jobs more quickly and effectively.
- Improves work performance of existing employees and keeps them up to date in specialist skills.
- Leads to a greater volume of work resulting from fewer mistakes and greater rapidity.
- Frees management time, less of which is spent rectifying errors, also reduces wastage.
- Can help to reduce turnover among new and established staff.

## HRM in practice 7.5 Training and TQM in the restaurant industry in Canada

Salameh and Barrows (2001) recognize how a critical element of TQM is creating an organizational culture which is supportive of quality and customer satisfaction. TQM also requires that all members of an organization are involved in the process of quality improvement. Training therefore becomes crucial to the implementation of TQM. Research conducted by Salameh and Barrows in a coffee house restaurant and a casual dining restaurant in Canada demonstrated a number of similarities in the respective restaurants. Training programmes differed from job to job depending on the complexity of the job and associated tasks, and the length of time also varied. Both companies also used a range of training methods, such as on-the-job training, videos, seminars and extensive induction programmes. The case study organizations also recognized the challenges of training, including the time factor, keeping programmes simple, being proactive rather than re-active, and, in a mirror of the intent of TQM, seeing training as a process of continuous improvement. Managers suggested that there were a number of positive outcomes from training in support of TQM, including decreased labour turnover, greater employee commitment, increases in sales, greater customer responsiveness and enhanced quality service. In sum, the research suggested that training did result in a continuous performance improvement, a key goal in TQM.

- Incorporating safety training can help reduce accidents.
- Can help to attract good workers.
- Is a precondition for flexible working.
- Creates an attitude more receptive to coping with change.
- Operationalizing certain management techniques, for example Total Quality Management (TQM) and empowerment (see HRM in practice 7.5).

Whether organizations accept the arguments for the benefits of training might reflect whether they are one of two types of organizations, who are characterized as having extreme training positions – the road to failure or the road to success.

- The road to failure
  - A failure to recognize or implement management practices designed to meet, not only existing, but future skills needs.

- An unrealistic reliance by managers upon national and local labour markets to satisfy company skills at whatever level.
- A willingness to regard the practice of poaching the skilled labour of others as the chief response to skill pressures, regardless of the consequences at company level and in pay in inflation terms.
- The road to success
  - Progress through the sharing of a common vision, from top management through every level of the organization.
  - High status being accorded training and development practices based upon results and their relevance to the needs of the organization.
  - Company structures which allow for the development of individuals and encourages the acquisition of skills to meet business goals.
  - Business systems flexible enough to accommodate investment in people, with agreed budgets and clear targets subject to regular evaluation.

If we consider which one of these archetypes tends to describe tourism and hospitality industry as a whole then it may well be that the balance of evidence suggests the road to failure best describes the industry. Lucas (2004), for example, argues that the industry remains relatively unqualified and access to training tends to be restricted to those in large multi-establishment organizations. That said, there are, of course, examples of sophisticated and systematic training and development programmes in some companies (see HRM in practice 7.6).

## HRM in practice 7.6 The training Oscars

Set up in 1987 by the then Department for Education and Science the National Training Awards are the UK's number one accolade for businesses, organizations and individuals who achieved lasting excellence and success through training and learning. In recent years there has been some success for the tourism and hospitality industry. For example, in 2003 five companies triumphed in a multi-sector field of 1000 entries. For the competition that year entries for the national competition increased by 25 per cent, but for the hospitality sector there was a 70 per cent rise in applicants. In the most recent awards in 2005 Nando's, the Chicken restaurant chain, won awards for its outdoor management development programme and its staff training programme.

Derived from Anon (2003b); Hope (2005).



There is also the further point that the structure of the industry in terms of firm size. With the predominance of small firms there is greater likelihood of informal proprietor and on-the-job training (OJT). Moreover, training incidence is at its lowest in non-standard forms of employment, for example workers who are numerically flexible are likely to get little or no training. There may be an important role though to be played by the SSC, People 1st. The success model views training as an integral part of core organizational strategy, rather than an ad hoc operational issue. Moreover, this notion would seem to be a precondition for any claims to be an HRM organization which is practicing soft HRM. Ultimately, then there may be those organizations who see training as an investment and those who pay lip service to the idea of training and in the good times spend money on training and in the bad times spend less or hardly anything on training. Consequently, a lot of organizations will, in times of skill or labour shortages, recruit from other organizations rather than invest in their existing employees, something that has certainly been apparent in tourism and hospitality.

## Conducting training

We have examined in some detail the wider picture of training and in this section of the chapter we can now move on to consider the manner in which training may be conducted and training methods used by organization. To contextualize this discussion it is worth noting the three broad categories in which training is likely to be located, these are (Marchington and Wilkinson, 1996):

- *Socialization initiative*: Particularly in terms of induction and becoming familiar with the prevailing organizational culture.
- *Development initiative*: This is more concerned with developing individuals, for example, preparing for promotion, coping with new technology or organizational change, such as attempting to become a more customer focused organization.
- *Disciplinary initiative*: Where some sort of training is offered to individuals who have fallen below the organizations acceptable level of quality, output or customer standards, and this could be about rectifying deficiencies in technical skills or attitudinal training.

In terms of developing the training there is the potential for huge variations in how organizations go about devising and delivering training. Additionally, Marchington and Wilkinson (2005) note that trainees themselves will bring significant 'baggage' to the learning event, for example the mix of prior knowledge, skills, attitudes, motivations and expectations. Furthermore trainees may also have very diverse reasons for being involved in the training, for example, some trainees may be there under duress. Consequently, we should be cautious in terms of being too prescriptive in describing how organizations should approach training. Nevertheless, there would seem a need to have some sort of systematic approach to developing training. For example, Go et al. (1996) advocate the need for a systematic approach as outlined in their nine-step approach to developing training within the organization.

### **Step 1: Assessing training needs**

Analysing training needs is a crucial part of HRD as the identification of needed skills and active management of employee learning is integral to developing corporate and business strategies. Many would argue that for training to be effective it is necessary to discern not only the training needs of the individual and the group, but also how their needs fit the overall organizational objectives. Essentially then training needs analysis allow for an appreciation of the need to ensure that there is a fit between training and the company culture, strategy and objectives. Equally, the training needs of the individual needs to be reconciled with those of the organization. In terms of developing a training needs analysis aspects such as job descriptions, job analysis, person specifications or whether performance objectives agreed at appraisals have been met may all potentially be useful indicators.

### **Step 2: Preparing the training plan**

The training plan is concerned with outlining what needs to be done based on the training needs of individuals, departments and the organization as a whole. In effect the training plan provides an outline sketch of what the training should address, as well as considering practical aspects such as the method, time and location of the training.



### **Step 3: Specifying the training objectives**

A key question to be asked before the training is operationalized is: what are the training objectives? It is important when employees are undertaking training that they understand what they should be able to accomplish when the training programme has been completed.

### **Step 4: Designing the training programme**

Go et al. (1996) suggest a number of issues need to be considered in designing the training programme, including:

- Programme duration.
- Programme structure.
- Instructional methods.
- Support resources (e.g. a training facility) and the selection of training materials (e.g. videos).
- Training location or environment, which may also be determined by the task, for example, whether it involves practical skills.
- Instructor and instructors experience.
- Origin of the training programme.
- Criteria and methods for assessing participants learning and achievement.
- Criteria and methods for evaluating the programme.

### **Step 5: Selecting the instruction methods**

There are a multitude of methods that organizations can use to train and develop staff. All of these various methods will have both strengths and weaknesses and in that sense there is no one 'best' training method. Rather, there is a need for organizations to adopt a contingent approach to training in developing training methods. Although there are a great variety of training methods, generally most writers broadly categorize them into three different types of training, in-company on-the-job, in-company off-the job and external off-the-job, all of which are now briefly considered.

***In-company, on-the-job***

This type of training is enduringly popular and accounts for about half of all the training delivered across all industries and sectors in the UK (CIPD, 2005). Often known colloquially as ‘sitting next to Nellie’, OJT training involves learning through watching and observing somebody with greater experience perform a task. OJT is a very popular method of training where new skills and methods are taught to employees. The advantages of OJT is that it is cheap, the trainees get the opportunity to practice immediately, trainees get immediate feedback and it can also help in integrating trainees into existing teams. Equally, there may be some drawbacks from this type of training. ‘Nellie’ may not be trained herself in skills and methods of training, which will often lead to training being rather piecemeal or not properly planned. Equally, Nellie may also pass on bad habits, although increasingly organizations may use the idea of training the trainer to ensure a more professional approach.

Another variant of OJT is mentoring, wherein a senior experienced member of staff takes responsibility for the development and progression of selected individuals. Ordinarily this process of mentoring would be for managerial staff and the selected individual will often be somebody who has aspirations to reach senior management levels. This type of relationship is more like father–son or mother–daughter than that of traditional master–apprentice. The trainee, or mentoree, will observe the skills displayed by the mentor and learn from their experience. Mentoring can also be a useful two-way process in terms of the mentor becoming more reflective about their own job and being forced to think about ways of improving their own performance. In a similar vein, shadowing allows employees the chance to see different part of the organization in other departments. Finally, under the broader heading of OJT is the idea of job rotation. In this approach those undergoing the training are placed into a job without any prior training, when they have learnt that job they move on to another job and so on, this may also eventually lead to multi-skilling or functional flexibility, as discussed in Chapter 4.

***In-company, off-the-job***

In contrast to OJT, off-the-job training takes place outside of the employee’s normal place of work. Off-the job training will often involve a training intervention run by a specialized training department. This type of training could be relatively straightforward (see HRM in practice 7.7) or be concerned with achieving proficiency in more advanced skills.



## HRM in practice 7.7 Heading off the induction crisis

Induction is often misunderstood as simply being about inducing people into the organization during the first day in a new job. However, induction will often extend beyond the first day and may involve events up to 12 months after the initial appointment. The need for a period of induction is increasingly seen as being important in socializing employees, especially in strong culture organizations, an issue considered in Chapter 3. In addition it may also be crucial to address the problem of the so-called 'induction crisis', where a new work environment can be perplexing and even frightening for new employees. As a result employees may leave the organization during this period. Induction will not axiomatically always avert an induction crisis, but a well-designed induction programme can go some way to addressing this issue. Typically in inducting new employees' tourism and hospitality organizations are likely to consider the following aspects:

- History of the organization
- Consideration of the mission statement and organizational objectives
- Outline of company ethics
- The structure of the organization
- Appearance standards
- Uniforms and dress codes
- Pay systems and benefits
- Holiday and sickness arrangements
- Rules and regulations of the organization
- Discipline and grievance procedures
- Details of any trade unions or staff associations
- Welfare policies and social facilities available in the organization
- Health and safety measures
- Introduction to immediate supervisor/line manager
- Introduction to fellow workers

There is a wide array of other methods that come under the broad heading of off-the-job training. In a relatively passive sense lectures can be good for the transmission of information to a relatively large number of trainees. Indeed, it is likely that most of us in our student, organizational or professional life will have sat



## HRM in practice 7.8 A flying start

Trapp (2003) notes how British Airways first introduced e-learning in 2000 initially to a large degree of scepticism from their employees. Since then though the take-up of e-learning opportunities has increased significantly amongst their staff. The technology has been used in several ways, for example in helping with the introduction of a new check-in system. British Airways staff are particularly drawn by the flexibility of e-learning, which allows them to learn when they want to learn. Employees can also do as much or as little as they wish. Elements which are covered by e-learning may be job specific, such as allowing cabin crew staff to brush up on specialist safety training or improving knowledge of wines; to more generic training such as learning how to make PowerPoint presentations.

through a lecture. Often the quality of a lecture will be dependent on the individual who is delivering it. Notwithstanding this point it is generally recognized that the maximum concentration span of most individuals is typically less than 20 minutes. In a rather more active vein there are a number of other methods which will involve greater interactivity. For example, case studies, role plays and simulations may all be usefully used by tourism and hospitality organizations, particularly in developing customer service skills. Lastly, there may also be opportunities for employees to learn via interactive computer learning packages, or what is often termed e-learning, something which British Airways has developed with some success, as outlined in HRM in practice 7.8.

## Review and reflect

Think of any on-the-job or off-the-job training which you have undertaken in the workplace. Which was most useful and satisfying and why?

### ***External, off-the-job***

The final aspect of training is that which again is undertaken off-the-job, though in this instance it is external to the organization. In an era of continuing professional



development employees may be encouraged to undertake formal study to enhance their careers, for example taking courses such as the Chartered Institute of Personnel and Development's courses for personnel/HRM managers or in a more general sense a Master in Business Administration (MBA). A further aspect of external off-the-job training is what is termed outward bound courses. Outdoor training ordinarily consists of a series of exercises which act as an opportunity for team building, problem solving or leadership skills to be developed outside of an employee's or manager's 'comfort zone' (Trotter, 2005). In recent years such courses have grown enormously in popularity and there have been a number of hospitality and tourism organizations who have offered this kind of training, including Hilton and Thomas Cook. Some castigate this type of training as a fad or fashion with limited application to commercial situations or more seriously unsafe or downright dangerous, especially if there is too much emphasis on physical challenges or exercises. Some argue though that if this type of training is done properly and managed by experienced and qualified trainers outdoor-based development can offer a highly effective tool for improving managerial performance in particular.

### **Step 6: Completing the training plan**

With the establishment of the main design features and the methods which are to be used, the training plan can now be completed. Go et al. note that a complete training plan will have details about the target group (e.g. all service staff), the topic to be considered (e.g. customer handling), method(s) to be adopted (e.g. role play), time (e.g. two hours) and location (e.g. conference centre).

### **Step 7: Conducting the training**

Go et al. suggest that if other aspects of the nine-step approach are adhered to the training activity/programme should be effectively delivered. Though rather like Marchington and Wilkinson they do also recognize a number of factors that might impact on the training, such as participant selection, ensuring the group feels comfortable physiologically and psychologically and ensuring the person delivering the training is properly prepared and has the right skills.

## Step 8: Evaluating the training

The penultimate stage of the nine-step approach is to evaluate the training in order to glean feedback from the trainees. There are a number of methods of evaluating training, as identified by Holden (2004: 328):

- Questionnaires or so-called 'happiness sheets' are a useful way to elicit trainees' responses to courses and programmes.
- Tests or examinations are common in more formal training courses and are useful for checking the progress of trainees.
- Projects can be useful in providing useful information for instructors.
- Structured exercises and case studies allow for trainees to apply their learned skills and techniques under observation.
- Tutor reports allow for instructors to offer an assessment of the utility of the training.
- Interviews of trainees can be formal or informal, individual or group, or by telephone.
- Observation of courses by those responsible for devising training strategies can be very useful in the development of future training.
- Participation and discussion during the training, though this requires a highly skilled facilitator.
- Appraisal allows for the line manager and trainee to consider the success or otherwise of training that has been undertaken during performance reviews.

Of course a combination of these methods can be used in evaluating training and it is likely to be important to incorporate both trainee and trainer feedback in assessing the success or otherwise of training interventions.

## Step 9: Planning further training

After the training and its evaluation, training has, in effect, come full circle and the planning process can begin again.

## Conclusion

Training and development can be understood at a number of levels and it is particularly important to recognize the likely impact of government policy, in particular,



in creating the VET infrastructure in which organizations will develop their policy and practice. Governments may either be relatively proactive in attempting to create an environment where training and development is seen as crucial or much more voluntaristic in leaving such decisions to organizations. For a long time the UK Government adopted a voluntaristic approach to training but it has become increasingly involved in developing training initiatives in recent years to address a perceived gap in training. In addition to the national level infrastructure we also recognized that the sectoral level is equally important and notwithstanding the emergence of initiatives such as Excellence in People and Welcome Host, tourism and hospitality has often been perceived as a sector with an indifferent training record. Notwithstanding debates about the provision or otherwise of training in tourism and hospitality when organizations do train they can draw upon a variety of differing methods, which are likely to differ in relation to differing occupations and skills. In that sense there is no one best training method, but rather different methods and techniques will be appropriate given the nature of the task and skills demands and importantly what is most cost effective for organizations.

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## Websites

Details of the various programmes run by Welcome Host can be found at <http://www.welcometoexcellence.co.uk/WIIndex.htm>

Details of the British Hospitality Association's Excellence Through People scheme can be found at <http://www.etp.org.uk/Home/Default.aspx>

Investors in People has a number of case studies, including several from the tourism and hospitality sector at <http://www.iipuk.co.uk/IIP/Web/Case+Studies/default.htm>

For details of the UK training and education framework visit the QCA website at <http://www.qca.org.uk/>

The American Society for Training and Development has some useful resources on workplace training and learning at <http://www.astd.org/astd>