

Employee Training and Development

Overview

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An agitated coffee shop manager was overheard shrieking into the telephone: “But Shirley, you can’t leave me like this . . . but Shirley, I’ve got a new server coming in tomorrow morning . . . but Shirley, you’ve got to come in tomorrow morning at six and train her for me . . . *but Shirleeee . . . !*”

Chances are good that Shirley did not come in at 6:00 A.M.—she has left for good. Chances are even better that if Shirley did come in, she would give her replacement a sketchy run-through of the job little better than a magic apron, plus a full-scale account of the difficulties of working with Ms. Manager. Yet this method of training is not at all uncommon in the hospitality industry.

We give many excuses for not training: We don’t have the time, we don’t have the money, people don’t stay long enough to make training worthwhile, they don’t pay attention to what you tell them anyway, they’ll pick it up on the job, and so on. There is an edge of truth to all of this, but the edge distorts the truth as a whole. When you look at the whole picture, you find that the money saved by not training is likely to be spent on the problems that lack of training causes. And those problems involve more than money; they involve guest satisfaction and the well-being of the enterprise.

In this chapter we explore the subject of training in detail and offer a system for developing a training program tailored to a particular enterprise. It will help you to:

- **Discuss the importance of training in the hospitality industry.**
- **Cite both the benefits of training and the problems encountered providing it.**
- **Outline factors that help employees learn.**
- **Explain steps for developing a job-training program.**
- **List the major steps in job instruction training and describe how to apply them.**
- **List the eight skills necessary for effective classroom training.**
- **Identify when retraining is needed and how to retrain.**
- **Explain the importance of orientation and enumerate the kinds of information that should be covered.**
- **Identify the essential elements in a successful training program and the major steps in developing such a program.**



Importance of Training

In a hospitality setting, *training* simply means teaching people how to do their jobs. You may instruct and guide a trainee toward learning knowledge (such as certain facts and procedures), skills necessary to do the job to the standard required (such as loading the dish machine), or attitudes (such as a guest-oriented attitude). Three kinds of training are needed in food and lodging operations:

Training

Teaching people how to do their jobs; job instruction.

Job instruction

For every detail of a given job in a given enterprise, instruction in what to do and how to do it.

Retraining

Additional training given to trained workers for improving performance or dealing with something new.

Orientation

A new worker's introduction to a job.

1. *Job instruction* is just that, instruction in what to do and how to do it in every detail of a given job in a given enterprise. It begins on the first day and may be spread in small doses over several days, depending on how much needs to be taught and the complexity of the job.
2. *Retraining* applies to current employees. It is necessary when workers are not measuring up to standards, when a new method or menu or piece of equipment is introduced, or when a worker asks for it. It takes place whenever it is needed.
3. *Orientation* is the initial introduction to the job and the company. It sets the tone of what it is like to work for the company and explains the facility and the nitty-gritty of days and hours and rules and policies. It takes place before beginning work or in the first few days at work.

Training is not a stand-alone entity; it is one of several elements that make for organizational effectiveness. Consider this: A study by Towers Perrin found that of 1,100 North American workers in the survey, 50 percent had negative feelings about their job and 33 percent had intensely negative feelings.¹ Hopefully none of those surveyed were hospitality employees! Yet, findings such as this heighten the need for training. Training can help by encouraging a shared purpose meaning, if employees care about what they do, surely they will be motivated and do it better. It means tapping into employees' own moral intuitions, their sense of what is right and what is worthwhile for its own sake.²

NEED FOR TRAINING

In our industry as a whole, we do very little of all three kinds of training. There is always that time pressure and that desperate need for someone to do the work right now, so we put untrained people to work and we hassle along with semi-competent or incompetent workers. Yet somehow we expect—or hope—that they will know how to do the work or can pick it up on the job, because we are not quite sure ourselves exactly what we want them to do.

We are nearly always shorthanded; we don't take time to train; we need a warm body on the job and that is what we hire and put to work. How do people manage people if they do not train them? We have mentioned the magic apron training method—if you put them to work, they can learn the job. Anyone can make a bed. Anyone can carry bags and turn on the lights and the television set. Anyone can take orders and serve food. Anyone can push a vacuum cleaner, wash dishes, and bus tables. That is the prevalent wishful thinking.



Many employers assume that experience in a previous job takes the place of training—a busboy is a busboy; a salad person can make any salad. They depend on these people to know how to do the job to their standard and according to their methods.

The coffee shop manager who tried to persuade Shirley to come in at 6:00 A.M. and train her replacement was practicing another common method of training—having the person who is leaving a job train the person who will take it over. This method is known as *trailing* if the new worker follows the old one around. Another method is to have a *big sister* or *big brother* or *buddy system*; an old hand shows a new worker the ropes, often in addition to working his or her own job.

Buddy system

Training method in which an old hand shows a new worker the ropes.

None of these training methods provides any control over work methods, procedures, products, services, attitudes toward the customers, and performance standards. You do not control the quality of the training, and you do not control the results.

You may serve a one-ounce martini on Thursday and a three-ounce martini on Friday because your two bartenders got their experience at different bars. The blankets may pull out at the foot of the beds because no one showed the new housekeeper how much to tuck in. The cups may be stacked three deep in the dish machine because no one trained the new dishwasher—anyone can run a dish machine. The draft beer gets a funny taste because they did not have draft beer where the new bartender worked before and no one has told him how to take care of the lines. The fat in the fryer takes on a nauseating smell, but the new fry cook does not know it should be changed or filtered because on his last job someone else took care of that. (In fact, he was not even a fry cook, but you didn't check his references.)

Food costs may be high because kitchen personnel have not been trained in waste and portion control. Breakage may be high because servers, bartenders, bus personnel, and dishwashers have not been trained in how to handle glassware and dishes. Equipment breaks down frequently because no one has been trained in how to use it. Health department ratings are likely to be low because sanitation always suffers when training is poor, and pretty soon the local television station may send around an investigative reporting crew to expose your shortcomings to the entire community.

When good training is lacking, there is likely to be an atmosphere of tension and crisis and conflict all the time because nobody is quite sure how the various jobs are supposed to be done and who has responsibility for what. Such operations are nearly always shorthanded because someone did not show up and somebody else just quit, and people are playing catch-up all the time instead of being on top of their work. Service suffers. Customers complain or they just do not come back, and managers begin to spend money on extra advertising that they could have spent on training and avoided all these problems. Yes it is true that “proper food safety training and more sophisticated equipment are more costly. But in the long run customers gain confidence in restaurants that are well run.”³ The benefits of training indeed outweigh the cost in the long run.

A small mistake or oversight made by a poorly trained employee can have enormous impact. This lesson was brought home a few years ago when a night clerk whose training was obviously incomplete turned off a fire alarm “because it was bothering me” and several people died in the fire.

For hotels and restaurants alike, the current emphasis in training is on guest service. This is because one guest room is much the same as another just as one restaurant

chair and table are similar. If all else is equal—meaning that in a restaurant the food quality is about the same—it is service that makes the difference.⁴ Companies like Hyatt are seeking to hire the best employees and offer the best service. They want their training to teach employees to be ambassadors of the company.



Good potential trainers need to be identified and receive additional compensation for training.

BENEFITS OF TRAINING

Perhaps you are already beginning to think that what is needed is some sort of system like performance standards that would define the last detail of every job so that each person could be trained to do the job correctly. You are absolutely right. Each new person would learn the same information and procedures as everyone else. Everybody would learn the same ways of doing things. Job content, information, methods, and procedures would be standardized, and performance goals would be the same for everyone. The new employee would end up producing the same product or service to the same standards as everyone else doing that job.

Suppose that you had such a system in place and used it to train your people. *How would it help you on the job?*

- *It would give you more time to lead.* You would not have to spend so much time looking over people's shoulders, checking up, filling in, putting out fires, and improving solutions to unexpected problems.



- *You would have less absenteeism and less turnover*, because your people would know what to do and how to do it, they would feel comfortable in their jobs, and you would spend less of your time finding and breaking in new people.
- *It would reduce tensions between you and your associates*. You would not be correcting them constantly, and you would have more reason to praise them, which would improve morale. It would also reduce tension between you and your boss. When your people are performing smoothly, the boss is not on your back. You worry less, sleep better, and work with less tension.
- *It would be much easier to maintain consistency of product and service*. When you have set standards and have taught your people how to meet these standards, the products and the service are standard, too. Guests can depend on the same comfort, the same service, the same excellence of food, the same pleasant experience they had the last time.
- *You would have lower costs*—less breakage, less waste, fewer accidents, less spoilage, better cost control. New workers would be productive sooner. You might be able to get the work done with fewer people because everyone would work more efficiently.
- *Trained personnel would give you happier guests and more of them*. The way that employees treat customers is the single most important factor in repeat business. One worker untrained in customer relations can make several guests per day swear that they will never set foot in your place again.
- *Training your associates can help your own career*. Your performance depends on their performance. And if you have not trained anyone in your job, you may never be promoted because you will always be needed where you are.

Good training will benefit your associates, too. Here are some things that it can do for them:

- *Training can eliminate the five reasons why people do poor work*: not knowing what to do, or how to do it, or how well they are doing; not getting any help from the leader; not getting along with the leader at all. Good training can get them through those first painful days and make them comfortable sooner.
- *Trained employees do not always have to be asking how to do things*. They have confidence; they can say to themselves, “Hey, I know my job; I can do my job.” This gives them satisfaction, security, and a sense of belonging, and it can earn praise from the boss.
- *Training can reduce employee tension*. The boss is not on their backs all the time with constant negative evaluations, and they are not worried about how they are doing.
- *Training can boost employee morale and job satisfaction*. When employees know exactly what the leader expects from them, they tend to be more satisfied and relaxed with their jobs. Wouldn't you be?
- *Training can reduce accidents and injuries*. If you have been trained how to lift heavy luggage or cases of food, you are not going to hurt your back. If you have been trained how to handle a hot stockpot, you are not going to scald yourself.
- *Training can give people a chance to advance*. The initial training, even at the lowest levels, can reveal capabilities and open doors to further training, promotion, and better pay.

Good training will benefit the entire enterprise. Training that reduces tensions, turnover, and costs and improves product, service, and guest count is certainly going to improve the company image and the bottom line. Many corporations recognize this and have developed systematic training programs.

Another aspect of training is cross-training. It can keep workers interested and motivated, cross-training cuts turnover. It creates loyal, multiskilled employees that chains need to open new locations. Cross-training increases productivity and pares labor costs, and it lays a foundation for careers rather than dead-end jobs.⁵

However, not everyone in the industry sees training as an investment that pays its way. Many managers of small operations consider training an exercise in futility because, they say, it takes more time than it is worth, because people do not stay, because people are not interested in being trained, because it does not work, because it should not be necessary. The myth persists that people in entry-level service jobs should be able to do these jobs without training. When times are bad, with lack of volume and low guest counts, training is the first thing that a manager gives up, as though it were a frill.

It is hard to convince these people that training is worth the investment. It is difficult to measure and prove the difference that training makes because there are always many variables in every situation. Perhaps the best way to be convinced that training pays off is to compare individual operations where the training is good with those that do little or no training. The differences will be obvious in atmosphere, in smoothness of operation, in customer enjoyment, and in profit.

Among larger establishments, there are some that have gained a reputation for their training, that train people so well they are hired away by other firms. It is a nice reputation to have—a nice image for bringing in customers as well as attracting good workers. How do you measure an image? Usually, you do not have to.

On the downside there have been instances where cutting down on training to cut expenses has proved to be false economy and has resulted in deterioration of service, decline in customer count, and eventually the demise of the enterprise.

Think back to the theory that ROI means *return on individuals*. Training is an investment in people. In an industry whose every product and service depends almost entirely on individual people at work—people who deal directly with guests—investing in training those people is a major key to ROI of any sort.

Check Your Knowledge

1. What is training?
2. List the three kinds of training needed in hospitality operations.
3. What are the benefits of training your new personnel? Briefly explain each benefit.

PROBLEMS IN TRAINING

Leaders who do not train their people are not all stubborn fools or cynics; the problems are real. Perhaps the biggest problem is *urgent need*; you need this person so badly right now that you don't have time to train, you can't get along without this pair of hands. You put the person right into the job and correct mistakes as they happen and keep your fingers crossed.

A second critical problem is *training time*: your time and the worker's time. While you are training, neither of you is doing anything else, and you do not have that kind of time. Your time and the associates' cost the company money. A training program



requires an immediate outlay of money, time, and effort for results that are down the road. This is especially a problem for the small operation with cash-flow problems and a day-to-day existence. Training is an investment in the future they cannot afford; their problems are here today.

A third problem is *turnover*—people leave just as you get them trained, and you have spent all that time and money and effort for nothing. Training may reduce turnover, but it does not eliminate it, given the easy-come, easy-go workers in the hospitality industry.

The *short-term associate* is a training problem in many ways. People who do not expect to stay long on a job are not highly motivated. They are not interested in the job and they are not interested in getting ahead; they just want the paycheck at the end of the week. They do not like training programs. They do not like to read training materials. They do not get anything out of lectures. Most of them have poor listening, reading, and studying skills. They do poorly with the general, the abstract, and the complex. They are impatient; they are looking for a *now* skill—something they can do this afternoon.

The *diversity of workers* can be a training problem. Some are pursuing college degrees; others are poorly educated. Many have never had a job before; others have been in the industry for years. (Some of these are floaters who move from one operation to another; they like to work openings, stay about a month, and move on.) Some are know-it-alls; others are timid and dependent. Some are bright; others are below average in intelligence and aptitudes. Some do not speak English. Overall, they are not a promising classroom crowd. How can you train such different people for the same jobs and expect the same performance standards?

We also have problems with the *kinds of jobs* we train for. One type is the dull, routine job that takes no high degree of intelligence or skill: vacuuming carpets, mopping floors, prepping vegetables, and running a dish machine. The problem here is the very simplicity of these jobs: We tend to overlook the training. Yet these jobs are very important to the operation, and it is essential that they be done correctly.

Most housekeeping jobs, for example, involve sanitation. Yet because sanitation can be technical and at times boring, and much of it is not visible to the untrained eye, it is easy to skip over it lightly. Techniques may not be properly taught or their importance emphasized—the sanitizer in the bucket of water, the indicator on the temperature gauge in the right place, the dish machine loaded so that the spray reaches every dish and utensil.

Also overlooked are techniques of doing routine tasks quickly, efficiently, and safely. The optimum stroke of the vacuum cleaner, the order of tasks in cleaning a room, how to handle your body in making a bed or scrubbing a tub so that you don't strain your back—these little things can make a critical difference to efficiency, absenteeism, and employee well-being.

At the other extreme is the *complexity* of jobs containing up to 200 or 300 different tasks, plus the subtle skills of customer relations. Such jobs—server, bartender, and desk clerk—are so familiar to people who supervise them that they do not stop to think how much there is for a new person to learn. Training time for these multiple tasks can be a real problem. Therefore, you skimp on the training, you rush it, or you hire experienced people and skip the training. You forgo the control, the consistency

of product and service, and the high-grade performance of people you have trained to your own standards.

The final typical training problem is *not knowing exactly what you want your people to do and how*. If you do not know this, how can you train them?

What you need is a system of training that defines what your people are to do and how, trains everyone to the same standards, adapts to individual needs and skills, and lends itself to one-on-one training. Although not many people are going to take the trouble to develop a full-blown system, you can still see how its principles and techniques apply in training, and you can go as far as you find practical in applying them.

Before we look at the three different types of training, let us first consider who will do the training and how employees learn best.



Who Will Do the Training?

We have mentioned various ways of assigning the training responsibility: the magic apron, having an employee who is leaving train her replacement, the buddy or big brother/sister system. They do not work because such training is haphazard and incomplete, but most of all because the wrong person is doing the training.

With the magic apron, people train themselves. They are the wrong persons to do the training. They make a mistake and are yelled at, and what they train themselves to do is what will keep them from being yelled at. They will also train themselves to do things the easiest way and, in general, to do what is to their own best interest, and often, these things are opposed to the interests of the house.

Shirley is leaving or has already left. She will do only enough to placate Ms. Manager and get her paycheck. She will tell her replacement only what she knows, which may be very little, and only what she can cram into the shortest possible time, and she will not care whether the new person learns anything. She will also teach shortcuts and ways of getting away with breaking rules.

Big brother, big sister, and buddy will also teach only what they know, and only as much of that as they happen to think of, and they too will not care how well the new person understands. Unless they are paid extra for training, they may resent the assignment. They may also resent the new person as a competitor. In addition, they will hand on to the new worker all their own bad habits and all their accumulated gripes, and they will condition the trainee to their view of the job, the boss, the customers, and the pay.

The logical person to train your people is you, the supervisor. It is your responsibility, whether you delegate it or do it yourself. Training is one of those obligations to your people that goes with your job—giving them the tools and knowledge to do theirs. However, you have a thousand other responsibilities and your day is interrupted every 20 to 48 seconds.

If you can possibly make the time, you owe it to yourself to do the training. It is the beginning of leadership. A good teacher forms a lasting impression in the learner's mind, a special regard that will color the relationship from that point on. It gives you a chance to get to know your new people, to establish that one-to-one relationship necessary to being an effective leader.

On the other hand, you may have someone on your staff with the right potential who might be able to train new people even better than you can, considering all the demands on your time and attention. If you have established a good training program, you can delegate the training to someone like this.

Such people must be trained. They must know how to do everything they have to teach. They must learn the skills needed to train others: how to treat people as individuals, how to put themselves in the learner's place, how to gear the lesson to the learner, how to increase motivation, how to lead—all the good things you have been learning yourself.

It is essential for these people to receive appropriate compensation: extra pay for extra work, a promotion, whatever fits the situation. They must also want to do the training. You remain responsible for the training, and if it is not done well, it will come back to haunt you.

By the way you train, you are teaching more than rules, procedures, skills, and job standards. You are teaching basic attitudes toward work, personal standards of performance, the importance of the person, getting along with other people (both guests and colleagues), your own work values, and many subtle but lasting lessons in human relations and values. People on their first jobs are particularly susceptible to this type of learning. Their first job will probably affect their attitude toward work performance, work relationships, and work values for the rest of their lives. It is important to be aware of this. You do not have to save their souls, but you do owe it to them to set high standards and a good example and to teach a work ethic of being on time, meeting standards, and giving their best efforts to the job. You owe it to yourself, too, and to the organization.



How Employees Learn Best

Training is a form of communication, and as in all communication, the sender (trainer) controls only the first half of the interaction. The second half, the receiving of the message—the learning—depends on the trainee. *Learning* is the acquisition of knowledge, skills, or attitudes. How do adults learn best? Many of the following tips for helping employees learn are derived from a field of study called *adult learning theory*.⁶

1. *Employees learn best when they are actively involved in the learning process.* When employees participate in their own training, they retain more of the concepts being taught. To get employees involved, you need to choose appropriate *teaching methods*. Teaching methods are the ways we convey information to learners. You are no doubt familiar with the lecture method because it has dominated U.S. education for many years. Using the lecture method, content is delivered primarily in a one-way fashion from a trainer to the participants. Little or no interaction occurs between the trainer and the participants. Although the lecture method may be an efficient method to get across needed information to employees, it is most inefficient at getting employees to use the information. Figure 8-1 lists teaching methods that more actively involve employees.

Do You Know?

Name the six keys to successful training.

Learning

The acquisition of knowledge or skill.

Adult learning theory

A field of research that examines how adults learn.

Teaching methods

Ways in which teachers and trainers convey information to learners.

Discussion
 Demonstration
 Practice/skill rehearsal
 Case study
 Guest speaker
 Role-play
 Simulation
 Dramatization
 Instructional games
 Brainstorming
 Field trip

FIGURE 8-1: Teaching Methods to Promote Employee Involvement in Training.

2. *Employees also learn best when the training is relevant and practical.* Adult learners are picky about what they will spend their time learning. They often pursue learning experiences in order to cope with life-changing events such as a job change. Learning must be especially pertinent and rewarding for them.
3. *Besides being relevant, training material needs to be well organized and presented in small, easy-to-grasp chunks.* Adults need to be able to learn new skills at a speed that permits mastery. Unlike children, adults come to the classroom with prior experience, so they need to integrate new ideas with what they already know. Using visual aids, such as posters, during training helps to focus employees' attention, reinforce main ideas, save time, and increase understanding and retention.
4. *The optimal learning environment for employees is an informal, quiet, comfortable setting.* The effort you put into selecting and maintaining an appropriate environment for training shows your employees how important you think the training is. You give a message that training isn't that important when employees are stuffed into your office, made to stand in a noisy part of the kitchen, or when you allow yourself to be interrupted by phone calls. Employees like to feel special, so find a private room, and consider having beverages, and perhaps some food, available.
5. In addition to training in an appropriate setting, *employees learn best with a good trainer.* Figure 8-2 lists characteristics of successful trainers, some of which we have already discussed. As you go through the table, you will see that the characteristics listed also apply to successful supervisors. A good supervisor is usually a good trainer.
6. Toward the end of training, employees are generally evaluated on how well they are doing. *Employees learn best when they receive feedback on their performance and when they are rewarded* (perhaps with a certificate or pin) for doing well.

Check Your Knowledge

1. What are some of the problems you may come across when you do not train your employees?
2. Who will train your employees?
3. When do employees learn best?

1. Displays enthusiasm and has a sense of humor
2. Communicates clearly in a way that participants understand
3. Is knowledgeable
4. Is sincere and patient and listens to participants
5. Encourages and positively reinforces all participants
6. Is organized
7. Plans the training session
8. Involves all participants
9. Presents the material in an interesting and appropriate way for participants to learn
10. Checks the outcome to see that all participants have learned the training topics.

FIGURE 8-2: Characteristics of a Good Trainer.



Training plan

A detailed plan for carrying out employee training for a unit of work.

Developing a Job-Training Program

A good job-training program should be organized as a series of written *training plans*, each representing a learnable, teachable segment of the job. Once you have prepared such plans, you can use them for every new person you hire for the job: They are all ready to go. You can use as much or as little of each plan as you need, depending on what the new employee already knows.

Performance standards provide a ready-made structure for a training program for a given job: Each unit of the job with its performance standards provides the framework for one training plan. In this section we describe how to develop a training program using performance standards. Although you may not complete the system in every detail, you can apply the principles and content to any training program.

ESTABLISHING PLAN CONTENT

Even if you do not have performance standards, you still have to go through pretty much the same procedures to develop a good training program. You must analyze the job as a whole, identifying all the units that make up that job classification and then the tasks that make up each unit. Then you must decide how you want each unit and task done and to what standard. You then develop a procedure manual or some other way of showing how the tasks are to be carried out. When you have done all this, you are ready to prepare training plans, one plan for each unit of the job.

Figure 8-3 traces the progress of one training plan from its beginning to its implementation on the job. Let us follow it through, using an example from the bartender's job. The job of bartender contains a dozen or so units, such as setting up the bar, mixing and serving drinks, recording drink sales, operating the cash register, and so on. You will write a training plan for each unit. Your first training plan will be for *setting up the bar*.

1. Write your performance standard: "The bartender will set up the bar correctly according to standard house procedures in half an hour or less."

Training objective

A trainer's goal: a statement, in performance standard terms, of the behavior that shows when training is complete.

PROFILE Maria Sommerhauzer Horta

Courtesy of Maria Horta

Throughout my experience in the hospitality industry, I have always played on what I call my *Brazilian jeitinho*, which embraces some qualities I have gained from growing up in Brazil. *Jeitinho* is the Brazilian optimistic attitude of being especially creative in a variety of ways suitable to working out certain situations, such as making extra efforts to satisfy guests and

employees when resolving certain issues. Indeed, most things can be accomplished somehow, in order to please guests and employees, as long as you keep your goals in mind.

First of all, let me tell you a little about myself. Upon my graduation from high school I promised myself I would continue my education. In fact, I decided to

study hospitality management in San Diego, California, because San Diego is a beautiful city, with a high volume of tourism. Shortly after I moved to San Diego and started going to school, I wanted to experience the hospitality industry. I started at the front desk of a major hotel and I did not see working my way through college as a hardship, but rather as an opportunity, requiring that I manage my time and priorities and exert every effort to be productive. Although I started at a front desk position, my curiosity and initiative took me all over many departments of the hotel industry, such as reservations, sales and marketing, and the food and beverage division. Moreover, my greatest accomplishment was to supervise one of the food and beverage departments of another major hotel in San Diego. My new target customers were East Coast companies that sent groups of employees to our hotel in San Diego, mostly for work and conferences. We provided these preferred guests with a friendly, welcoming “happy hour,” featuring a complimentary buffet

2. Write a *training objective* derived from your performance standard: “After three hours of instruction and practice, the trainee will be able to set up the bar correctly according to standard house procedures in 45 minutes.” This training objective expresses what you expect the person to do after training, the training goal. It differs from the on-the-job performance objective in three ways:
 - A time limit is set for the training.
 - The verb expresses trainee achievement rather than on-the-job performance.
 - The performance standard is lower for this learning level (45 minutes) than for the day-in, day-out performance level.
3. Incorporate your standard procedures that you may already have developed. If not, here is what you do. You list all the tasks of the unit in the order in which they are performed, and you spell out each task in the form of a procedures sheet or visual presentation stating or showing exactly how you want that task carried out in your operation. Figure 8-4 is a procedures sheet for the first task of setting up the bar. Figure 8-5 goes with it to illustrate some of the procedures. All the procedural materials taken together define the content of the instruction for the unit, and they become both guides and standards for the training. You are now ready to plan the training itself.



(continued)

and a full bar, from Monday through Friday. We usually had baseball, basketball, or football games playing on a big-screen TV during happy hour, what made an even more relaxed and fun atmosphere in which to “hang out.” I found it very much fun to develop a relationship with some of these guests, especially because they always came back to our hotel. Some of them stayed for weeks, sometimes months; and some of them came back for a week every month of the year. I believe that most of these guests always came back because they got to meet a lot of people in our happy hour, and they felt very comfortable.

Next, as a supervisor, I found it effective to have a vision, or to set goals you want to accomplish during a given period of time. Then, communicate these goals to the team. Goals should be achievable given sufficient effort, and it must be possible to tell when they have been achieved. Recognizing and prizing employees who are accomplishing goals and devoting themselves to their work is crucial for employee motivation and satisfaction, leading to a higher quality of work.

Furthermore, I found it wonderful to build strong relationships with employees; you can understand them, and get sincere feedback from them on many aspects of work; and they can understand you, including what you expect from them. Supervisors make a great impact on an employee's performance; it is important to be aware of this fact. Whenever you have to correct a certain behavior or employee attitude, always mention the good things about that employee, building his or her self-esteem before criticizing the person's work.

In conclusion, I believe that effective supervising is, essentially, using common sense when making decisions in every situation. Also treating people fairly and with respect; recognizing and prizing their good work; and knowing how to criticize someone's conduct, if needed, without hurting their feelings, is very important. Finally, supervisors should listen to employees and guests and have a good sense of humor and a little *jeitinho* to please guests and employees while complying with the set goals for the company.

DEVELOPING A UNIT TRAINING PLAN

A training plan (Figure 8-3 step 4) sets forth not only what you will train someone to do, but how, and when, and where, what supplies and materials you need, and how much training you will do at one time. Figure 8-5 is an example of a training plan for the first unit of the bartender job. Let us go through that plan item by item.

Notice first that the training objective is stated, so that you can keep the goal in mind and shape the training to reach it. The unit is taught in several *training sessions*. The primary reason for this is to avoid giving the trainee too much to learn at once. Another reason is to avoid tying up the person doing the training for too long a time. In this particular case it is also to avoid tying up the bar itself.

The tasks are taught in the order in which they are performed on the job. (Some tasks do not have an order; in Dress and Grooming, for example, all “tasks” are carried on simultaneously.) One training session may include several tasks, some taking as little as 5 or 10 minutes. Length of time for each session will vary according to the trainee's previous experience. An experienced bartender, for example, will learn your par-stock-empty-bottle-requisition routine far more quickly than someone who has never tended bar before. (Most operations look for experienced bartenders because training from scratch takes too long, but even an experienced bartender must be trained in *your* bar and *your* procedures.)

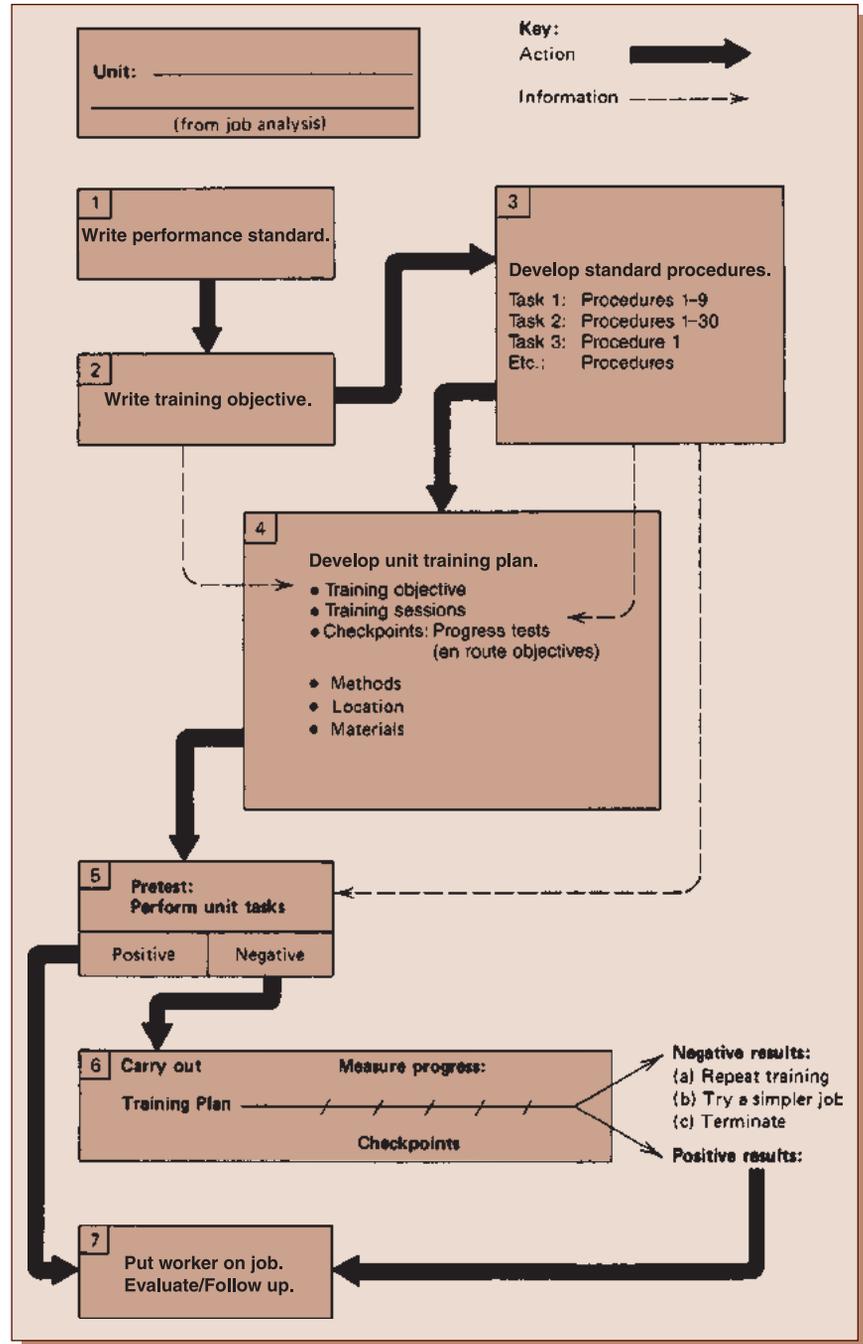


FIGURE 8-3: Flowchart for developing and carrying out a training plan for one unit of a job.



Training objectives are based on performance standards.

The training plan should provide *checkpoints* along the way, as shown in step 6 of Figure 8-3. These allow you to measure a worker's progress toward achieving the objective. They may follow groups of tasks within the unit of work, or they may follow the whole unit with a series of less demanding performance standards (a more lenient time limit, a greater margin for error). You can write special intermediate objectives for the checkpoints or set several successive levels of performance for the entire unit of work.

The *method of training* must include two elements: (1) showing and telling the trainee what to do and how to do it, and (2) having the trainee actually do it and do it right. These elements are combined in a widely used formula known as *job instruction training*, which we examine in detail shortly. There are various ways to show and tell: demonstration, movies, CD-ROMs, DVDs, and DVD-ROMs.

The closer the training method and setup are to the on-the-job situation, the better the training. You can teach table setting by actually setting up tables for service, teach bed making while you are actually making a room ready for the next guest. But there are many things you cannot teach while doing them on the job. In such cases you simulate on-the-job conditions as closely as you can: You use the real equipment and real supplies and you set up the equipment and the task as realistically as possible.

One-on-one training generally works best. In a classroom, a person does not learn as well. Everybody absorbs the material at different rates or has different problems

Standard Procedures

Job: Bartender. **Unit 1:** Setting up the bar

Task no. 1: Replenishing liquor supplies, standard house procedures

1. Count the number of full or partly full bottles of each brand and compare with the Par Stock Sheet posted at the bar. This will give you the numbers to be replaced.
2. On requisition sheet, enter name, unit size, and number needed for each brand.
3. Count empty bottles (box under bar) brand by brand and compare numbers with requisition. If they do not agree, report differences to supervisor. Supervisor will OK discrepancies or tell you what to do.
4. Sign and date completed requisition form on line 1 and have supervisor sign.
5. Lock the bar gate. Take requisition and empties to storeroom (use dolly or cart). Storeroom will count empties, issue fulls, and sign requisition.
6. Count full bottles to make sure you have received the numbers storeroom has shown on requisition. Sign and date on bottom line. Storeroom keeps requisition.
7. Take full bottles to bar. Wipe them and arrange all bottles as shown on well and backbar diagram below.
8. Set up two reserve bottles with pourers for each bottle in well.
9. Check all pourers and replace corks as necessary.

Liqueurs	Call brands	Wines
BACKBAR		

WELL

Sweet/sour	<div style="display: flex; justify-content: space-between; align-items: center; height: 100%;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> </div>	Piña colada mix
Orange juice	<div style="display: flex; justify-content: space-between; align-items: center; height: 100%;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> </div>	Sweet vermouth
Bloody Mary mix	<div style="display: flex; justify-content: space-between; align-items: center; height: 100%;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> </div>	Brandy
Dry vermouth	<div style="display: flex; justify-content: space-between; align-items: center; height: 100%;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; margin: 5px;"></div> </div>	Scotch

Tequila	Rum	Bourbon	Gin	Vodka
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FIGURE 8-4: Portion of a procedure for setting up the bar: procedures for one task (page from a procedures manual for the job of bartender).

TRAINING PLAN																									
<u>Job classification:</u> Bartender																									
<u>Unit 1:</u> Setting up the bar																									
<u>Learning objective:</u> After 3 hours of instruction and practice, trainee will be able to set up the bar correctly according to standard house procedures in 45 minutes.																									
<u>Training sessions:</u>	<ol style="list-style-type: none"> 1. Replenish liquor (Task 1, training time 30 minutes) 2. Replenish other supplies (Tasks 2-6, training time 30 minutes) 3. Set up draft beer, check soda system (Tasks 7-8, training time 20 minutes) 4. Prepare garnishes (Tasks 9-13, training time 30 minutes) 5. Set up register (Tasks 14-15, training time 20 minutes) 6. Set up ice bins, glasses, sinks, mixing equipment, bar top, coffee (Tasks 16-21, training time 25 minutes) 																								
<u>Method:</u>	Demonstrate and do (JIT), one on one. Video-tape on beer setup.																								
<u>Location:</u>	Bar, 1 hour before opening (bar must be as left after closing)																								
<u>Materials:</u>	<table border="0"> <tr> <td>Liquor and all other supplies as of closing</td> <td>Cocktail napkins</td> </tr> <tr> <td>Liquor empties from previous day</td> <td>Ice</td> </tr> <tr> <td>Par Stock Sheet</td> <td>Bar knife and cutting board</td> </tr> <tr> <td>Requisition forms</td> <td>Bar spoon, jiggers</td> </tr> <tr> <td>Well and backbar diagram</td> <td>Mixing glasses</td> </tr> <tr> <td>Pourers, replacement collars</td> <td>Guest checks</td> </tr> <tr> <td>Ashtrays</td> <td>Credit card slips</td> </tr> <tr> <td>Matches</td> <td>Cash register</td> </tr> <tr> <td>Picks</td> <td>Opening bank</td> </tr> <tr> <td>Snacks</td> <td>Dolly or cart</td> </tr> <tr> <td></td> <td>Coffee machine and coffee</td> </tr> <tr> <td></td> <td>Procedure sheets, Tasks 1-21</td> </tr> </table>	Liquor and all other supplies as of closing	Cocktail napkins	Liquor empties from previous day	Ice	Par Stock Sheet	Bar knife and cutting board	Requisition forms	Bar spoon, jiggers	Well and backbar diagram	Mixing glasses	Pourers, replacement collars	Guest checks	Ashtrays	Credit card slips	Matches	Cash register	Picks	Opening bank	Snacks	Dolly or cart		Coffee machine and coffee		Procedure sheets, Tasks 1-21
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	Coffee machine and coffee																								
	Procedure sheets, Tasks 1-21																								
<u>Checkpoints:</u>	After each task																								

FIGURE 8-5: Training plan for one unit (page from a training manual).

with it. The slow learners are lost and the fast learners are bored. The classroom also causes anxiety and inhibits everyone except the know-it-all.

However, group presentations have certain advantages. They are useful for giving general information and background that may be overlooked by the individual trainer. Because group presentations can be more closely controlled, it is a good way to convey company policy so that it is always stated accurately and everyone gets the same message. Groups are also used for material presented in movies and videos.

A number of chains use audiovisual presentations such as DVDs that are developed at headquarters and are sent out for use by individual stores or several stores in an area. Training in customer relations, for example, can be given in this fashion. It is effective and ensures not only a consistent message but also consistent training quality.

The *location* of the training should be a quiet place free of interruptions. Ideally, training is done in the actual job setting during off hours. Some corporations have special training facilities completely equipped to simulate the actual job environment.



Training plans need checkpoints to measure the trainees' progress.

Your *training materials* should include the same equipment and supplies that will be used on the job, and they should all be on hand and ready before the training starts. You must prepare your entire session in advance if training is to be effective.

Developing a written training plan helps you to think out all the aspects of the training and to orient everything to the new employee and the details of the job. Each completed plan gives you a checklist for readiness and a blueprint for action.

Like many good things prepared for a well-run operation, training plans take a long time to develop, and the manager or supervisor will have to do one plan at a time one piece at a time, probably over a long period. It may be helpful to schedule development

along the lines of an improvement setting of overall goals and interim goals. Then each completed piece of the plan will provide a feeling of achievement and the momentum to continue. Of course, if you already have job analyses, performance objectives, and procedures manuals, your work is half done at the outset.

MOVING FROM PLAN TO ACTION

Now you are ready to train the associate. But before you train new employees you must find out how much training they really need. If they have knowledge and skills from previous experience, it wastes both their time and yours to teach them things they already know. For this reason the training of associates who have some experience begins with a *pretest* (Figure 8-3, step 5): You have them actually do the unit of work. If the unit consists of operating the dish machine, you have them operate the dish machine; if it is serving wine, you have them serve wine; if it is setting up the bar, you have them set up the bar.

Pretest

Testing an experienced worker's job performance before training.

You observe the new associate's performance and confine your training to what the person does not know, what does not measure up to your standard, what varies from your special ways of doing things, and what the person must unlearn in the way of habits and procedures from other jobs. Experienced associates should end up meeting the same standards as people whom you train from scratch.

Not all units and tasks are suitable for pretesting. Some are too complex, and some are different every day. In this case you can ask experienced new associates to describe how they would carry out the tasks in question and then adjust the training accordingly.

Now suppose that you are training Gloria and David, who have never had a job before. You carry out your first unit training plan (Figure 8-5), teaching each of them every task in the unit's action plan. You test them at every checkpoint to make sure that they are following you and are putting it all together and meeting your time requirements. Finally, when you have taught all the tasks in the unit, you evaluate Gloria and David by having them perform the entire unit in sequence.

Does Gloria meet the performance standard of your learning objective? If so, you move on to the second unit of the job and the second objective. Suppose that David fails to meet the standard for the first unit. You retrain him in those procedures that he is not doing correctly. If he did not meet the time requirement, you have him practice some more.

If he just can't get it all together, you might try him on the second unit anyway. If he can't do that either, he may not be able to handle the job, and you may have to place him in a less demanding job. It is also possible that your training was at fault, and you have to take a hard look at that. If you do not have a simpler job, or if he cannot learn that simpler job either, you may have to let him go. The training has not been wasted if it has identified an un-trainable employee in time to save your paying unemployment compensation. (It sure was frustrating, though!) Don't frustrate yourself with someone who cannot or will not learn.

Ideally, you will put a new employee on the job (Figure 8-3, step 7) after training for all units of the job has been completed. But you may need Gloria and David so badly that you will have them work a unit of the job as soon as they have been trained

for that unit. In complex jobs it may even be easier for them to work certain units of the job for awhile before going on to learn the entire job.

Once the formal training process is completed, there is still one very important step: evaluation. Making an evaluation is the crucial process of determining whether training objectives were met. It can occur both during and after training. *Formative evaluation* uses observation, interviews, and surveys to monitor training while it is going on. *Summative evaluation* measures the results of the training after the program is completed, looking at it in five ways.

Formative evaluation

An ongoing form of evaluation that uses observation, interviews, and surveys to monitor training.

Summative evaluation

A form of evaluation that measures the results of training after a program has been completed.

1. *Reaction*: Did the employees like the training?
2. *Knowledge*: Did the employees learn the information taught?
3. *Behavior*: Are the employees using the new skills or behavior on the job?
4. *Attitudes*: Do the employees demonstrate any new attitudes?
5. *Productivity*: Did the training increase productivity, and was it cost-effective?

Various techniques can be used to answer these questions. Participants can report on what they liked and did not like about the training by filling out evaluation forms. Tests are frequently given at the end of training sessions to determine whether the employees know the information and/or skills covered. For instance, a dishwasher may be asked the correct temperature for the final rinse and then asked to demonstrate how to pick up dishes without contaminating them. Results can also be measured through observation of employee behavior and monitoring of critical indicators such as the number of guest complaints, level of repeat business, and so on. After collecting information from various sources, the person doing the evaluation needs to compare the results to the learning objectives to determine whether the training indeed succeeded in bringing about the desired changes.

JOB INSTRUCTION TRAINING

Successful training observes the flow of the learning process. During World War II, when war plants had to train millions of workers quickly, a training method was developed that took maximum advantage of the learning flow. It was so successful that it has been used in various forms ever since in all kinds of training programs in all types of industries. This is *job instruction training (JIT)*, sometimes also called on-the-job training.

The method consists of four steps:

1. Prepare the associate for training.
2. Demonstrate what the associate is to do (show and tell).
3. Have the associate do the task, as shown, repeating until the performance is satisfactory.
4. Follow through: Put the associate on the job, checking and correcting as needed.

These four steps are applied to one task at a time. Figure 8-6 shows the steps and the relationship to learning flow.

Step 1, preparing the associate (call him Bob), consists of several things you do to let him know what is coming, make him feel at ease, and motivate him to learn. One thing is telling Bob where his job fits into the overall operation and why it is important to the operation. Another is giving Bob a reason to learn (“It will benefit

Job instruction training (JIT)

A four-step method of training people in what to do and how to do it on a given job in a given operation.

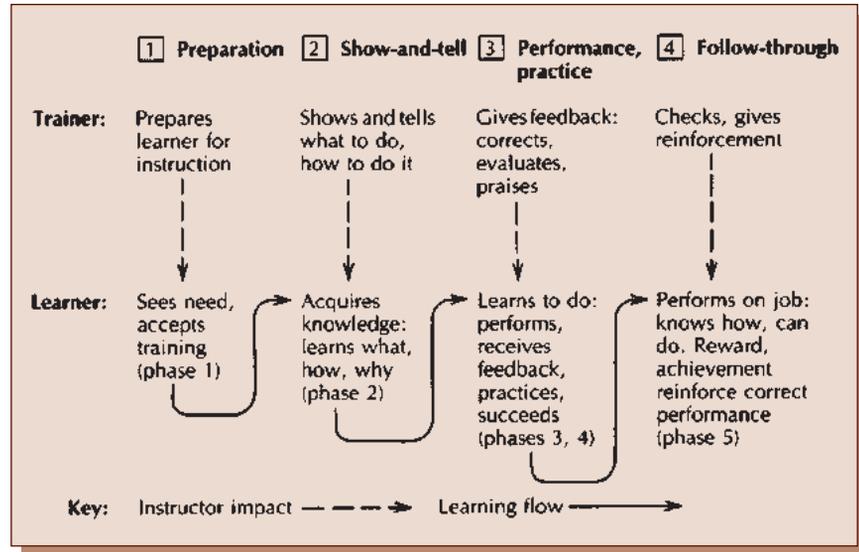


FIGURE 8-6: Learning flow in job instruction training.

you.” “It will help you to do your job.” “You will be rewarded in such and such a way.”) A third is telling him what to expect in the training and expressing confidence that he can do the job.

Step 2, demonstrating the task, is show-and-tell: “This is what I want you to do and this is how I want you to do it.” You explain what you are doing and how you are doing it and why you are doing it the way you are. You use simple language and stress the key points. You tell Bob exactly what he needs to know but no more (unless he asks). If you tell him too much, you will confuse him. You do not go into the theory of the dish machine: the temperature it has to reach, the bacteria that have to be killed, and why bacteria are such an issue. You tell him, “The dish must get very hot. The needle must be at this number.” The core of the action stands out clearly—no theory, all application. You take care to demonstrate well, because what you do is going to set the standard of performance, along with teaching the how-to. You cannot give a second-class demonstration and expect the worker to do a first-class job.

Step 3, having Bob do the task as you showed him, is really the heart of the training. The first time is a tryout. If he can do it correctly right off, he is stimulated. If he cannot, you correct the errors and omissions in a positive way and have him do it again, showing him again if necessary. As he does it, have him tell you the key points and why they are done the way they are; this will reinforce the learning. Have him do the task several times, correcting himself if he can, telling you why he made the correction, letting him experience the stimulation of his increasing understanding. Encourage his questions, taking them seriously no matter how simpleminded they sound to you. Praise him for his progress and encourage him when he falters or fails. Have him repeat the task until you are satisfied that he can do it exactly as you did, to the standard you have set for him. Let him see your satisfaction and approval.

Check Your Knowledge

1. Why is evaluating important?
2. Briefly explain the four steps of job instruction training.

Step 4, following through, means putting Bob on his own in the actual job. You do this not for individual tasks but for units or groups of units or when the worker has learned the entire job. You stay in the background and watch him at work. You touch base frequently, correct his performance as necessary, and let him know how he is doing. Now, briefly, you are a partner in his success. You praise and reward as promised. When he continues to do things just the way you have trained him to do, you can leave him on his own.



Retraining

Training people for jobs does not always take care of their training needs. Further training is necessary in several instances.

One such situation arises when changes are made that affect the job. You might make some changes in the menu. You might put in a different type of cash register. Your boss might decide to use paper and plastic on the hospital trays instead of china and glasses. Your food and beverage director might decide to install an automatic dispensing system for all the bars.

When such changes affect the work of your people, it is your responsibility to tell them about the changes and see that they are trained to deal with them. If the changes are large, you might develop new performance standards, procedural sheets, and training plans and run your people through additional training sessions. If the changes are small, such as a new kind of coffeemaker or a new linen supplier with different routines and delivery times, they still affect people's work, but in the usual daily rush it is easy to overlook letting people know or to assume they will find out and know what to do. Even posting a notice or a set of instructions is not enough; a person-to-person message is in order, with show-and-tell as called for.

It is as important to keep your people's knowledge and skills up to date as it is to train them right in the first place. They cannot do the job well if the job has changed, and it makes them feel bad to know that no one has thought to tell them of the change and show them what to do.

A second kind of training need arises when an employee's performance drops below par, when he or she is simply not meeting minimal performance standards. It may be caused by various things: difficulties involving the job itself or other people, personal problems outside the job, or simply job burnout—disenchantment with doing the same old thing day after day and lack of motivation to do it well any more.

Suppose that Sally's performance as a cocktail waitress has deteriorated noticeably in the last few weeks and there have been guest complaints of poor service, ill temper, and rudeness. The old-style manager, of course, would be on Sally's back yelling at her and ordering her to shape up, but threats and coercion are not going to do the trick. Nor will it help to ignore the problem. A person whose previous work has been up to standard is usually well aware of what is happening. If you tolerate Sally's poor performance, it will reduce her respect for you, for the job, and for herself.



Job instruction training prepares the associate for training and demonstrates what the associate is supposed to do—show and tell.

Courtesy of Sodexo

This situation calls for a positive one-on-one approach, generally referred to as *coaching*. Coaching is a two-part process involving observation of employee performance and conversation focusing on job performance between the manager and the employee. *A few other situations also call for retraining. For example, you may notice that a worker has never really mastered a particular technique* (such as cleaning in the corners of rooms) *or has gone back to an old bad habit* (such as picking up clean glasses with the fingers inside the rims). In such cases, you simply retrain the person in the techniques involved.

In other instances, people themselves may ask for further training. If you have good relationships with your people, they will feel free to do this, and of course, you should comply. It is testimony to your good leadership that they feel free to ask and that they want to improve their performance.



Overcoming Obstacles to Learning

When you think of the many barriers to communication that will be discovered in Chapter 13, it should not be surprising that training should have its share of obstacles. Some of them are learning problems, and some have to do with teaching, the trainer, or the training program. (You can see the two halves of the communication process again: sending and receiving the message.)

One problem for the learner may be fear. Some people are afraid of training, especially if they did not finish school and never really learned how to learn. This kind of anxiety clouds the mind and makes learning difficult. Some people have fear as their basic motivation. Contrary to prevalent belief in this industry, fear is usually a barrier to learning, not a motivator. It interferes with concentration and inhibits performance. People who are afraid of the leader or the instructor will not ask questions. They will say that they understand when they do not.

You can reduce fear and anxiety with a positive approach. Begin by putting the new employee at ease, conveying your confidence that he or she can learn the job without any trouble. Everyone will learn faster and better if you can reduce their anxieties and increase their confidence. Work with the trainee informally, as one human being to another, and try to establish a relationship of trust. Praise progress and achievement.

Some people have little natural motivation to learn, such as ambition, need for money, desire to excel, desire to please, and self-satisfaction. If they don't see anything in the training for them, they will learn slowly, they will not get things straight, and they will forget quickly.

There are several ways of increasing motivation:

1. *Emphasize whatever is of value to the learner:* how it will help in the job, increase tips, or make things easier. As you teach each procedure, point out why you do it as you do, why it is important, and how it will help.
2. *Make the program form a series of small successes for the learner.* Each success increases confidence and stimulates the desire for more success.
3. *Perhaps the most important motivator is to build in incentives and rewards for achievement as successive steps are mastered.* These can range from praise, a progress chart, and public recognition (a different-colored apron, an achievement pin) to a bonus for completing the training.

Some people are not as bright as others. They may have trouble with the pace and level of the instruction: too fast, too much at once, too abstract, too many big words. They may be capable of learning if the teaching is adjusted to their learning ability. *One-to-one instruction, patience, and sensitivity* are the keys here. Often, things learned slowly are better retained.

Some people are lazy and indifferent. And if they are lazy about learning the job, they will probably be lazy about doing it. Others will resist training because they think they know it all. They expect to be bored and they pay little attention to the instruction. These are potential problem types and they will be either a challenge or a real headache.

Sometimes we do not deal with people as they are. We assume that they know something they do not know, or we assume that they don't know something they do know. Either way, we lose their attention and their desire or ability to learn what we want them to learn. To overcome this obstacle, we need to *approach training from the learner's point of view*. Instead of teaching tasks, teach associates. Put yourself in their place, find out what they know, teach what they do not know, and interest them in learning it.

Keep it simple, concrete, practical, and real. Use words they can understand: familiar words, key words they can hang an idea on. Involve all their senses: seeing, hearing, feeling, experiencing. It is said that people remember 10 percent of what they read, 20 percent of what they hear, 30 percent of what they see, 50 percent of what they hear

and see, and they remember more of what they do than what they are told. Teach by show, tell, and do—hands-on.

Sometimes the training program is the problem. If it is abstract, academic, impersonal, or unrealistic, it will not get across. If you have not carefully defined what you want the trainee to learn and you have no way of measuring when learning has taken place, the trainee may never learn the job well. If the training sessions are poorly organized, or if the training materials are inadequate or inappropriate, or if the setting is wrong (noisy, subject to constant interruptions, lacking in equipment or other on-the-job realism), the sessions will be ineffective. If the program does not provide incentives to succeed, the program itself will not succeed.

Sometimes the instructor causes the learning problems. Trainers need to know the job well enough to teach it. They need to be good communicators, able to use words other people will understand, sensitive enough to see when they are not getting through. They need to be able to look at the task from the learner's point of view, a very difficult thing when you know it so well that it is second nature to you. They need patience. They need leadership qualities: If people do not respond to the trainer as a leader, they do not learn willingly from that person.

Above all, trainers must not have a negative attitude toward those they are training. Never look down on either the person or the job, and take care to avoid Theory X assumptions (people are lazy, dislike work, must be coerced, controlled, and threatened). Assume the best of everyone.

When a mistake is made, correct the action rather than the person, and correct by helping, not by criticizing. A useful technique is to compliment before correcting. Say, for example, "You are holding the bottle exactly right and you have poured exactly the right amount of wine. What you need to do to avoid spilling is to raise the mouth and turn the bottle slightly before you draw it away from the glass" (instead of "Look what you did, you dribbled wine all over the table; don't *do* that, I *told* you to raise the mouth!"). Emphasize what is right, not what is wrong.

Be patient. Hang on to your temper. Praise progress and achievement. Think success. Cheer your people on as they learn their jobs, and stick with them until they have reached your goals.

Turnover and Retention

Human resource directors estimate the cost of *employee turnover* at about \$4,000 for an hourly paid employee and about \$8,000 for a middle management position and \$12,000 for a management position. Given that many hospitality operations have a labor turnover of more than 100 percent we can quickly calculate the cost per year. For example, a 30-employee restaurant would likely be 30 times \$4,000 or \$120,000. That amount would be higher if management were also considered. So, it's no wonder that hospitality human resources professionals and managers are keen to reduce labor turnover and the way they do this is to focus on retention.

Retention is the term given to keeping employees from "jumping ship" to go and work for a competitor or another industry, or having to be "let go" due to a variety of reasons. In the tight labor market it is even more critical to begin a retention program



Employee turnover

The rate of employee separations in a company—usually expressed as a percentage.

with recruitment. By taking more care in recruiting the right candidate, instead of the first candidate, hospitality companies stand a better chance of improving their employee retention. Noted psychologist and author William James of Harvard stated “the greatest need of every human being is to feel the needed or appreciated. Recognizing and meeting that need within your workplace’s retention programs will go very far in satisfying retention goals. By establishing a proper “fit” for each employee as he/she is hired, the odds of that person being successful in the new job will be significantly enhanced.”⁷

Obviously, in the formulation of a retention plan there are strong links to other elements of human resources. Serious attention is paid to the basics of clear job goals in the job description. By having clear job performance goals detailing the most important things an employee must know or be able to do there is a target to aim for. Additionally, each goal should be quantifiable with measurable results and an estimated time-line for accomplishment. By doing this we can be surer of individual employee success.⁸

In a Society for Human Resources survey on retention, those who conduct exit interviews indicated that the most widely cited reason for leaving an organization is to advance to a better job. So what makes a “better” job? This question was addressed by the Families and Work Institute in a survey titled “The National Study of the Changing Workplace.” This survey asked a nationally representative group of 3,400 employees what they considered to be “very important” in deciding to take their current job. The top three reasons (with the greatest number of respondents indicating “very important”) were:⁹

1. Open communications (65% respondents indicating “very important”).
2. Opportunities to balance life (60%).
3. Meaningful work (59%).

In another study by the Hay Group over half a million employees in 300 companies were asked about important retention factors. Interestingly, pay was number 10 out of 10. Here are the top 10:¹⁰

1. Career growth, learning and development
2. Exciting and challenging work
3. Meaningful work (making a difference and a contribution)
4. Great people to work with
5. Being part of a team
6. Having a good boss
7. Recognition of work well done
8. Autonomy and a sense of control over work
9. Flexible work hours
10. Fair pay and benefits

Here are some strategies that work toward improving employee retention.¹¹

Hold 50/50 meetings

Hyler Bracey, author of *Managing From the Heart*, suggests that key caveats for leadership with heart are that employees want to be heard and understood, and that they want to be told the truth with compassion. In 50/50 meetings, management talks for half the time about goals, vision, and mission. Employees talk the other half of the time, by raising their own questions and issues. This is a good way to curb negativity and low morale and therefore improve retention.

Retention

The extent to which employees are retained by a company—thus reducing turnover.

Practice management by wandering around (MBWA)

Managers need to follow Tom Peters' "excellence" principle of getting out among employees to discuss important day-to-day issues.

Work side by side with employees

"Walk a mile in my shoes" teaches compassion for the issues faced daily by employees.

Conduct exit interviews

Go beyond vague reasons such as "more money" or "better opportunity" to find out the real dissatisfiers ("You're not paying me enough to put up with ...").

Use other methods to listen

Suggestion systems, employee task force meetings, and employee committees may serve as excellent strategies for more effective listening. HR professionals and management must be prepared to act on employee issues; otherwise the purpose is defeated.

Another key element in employee retention is that employees want to be recognized for a job well done. Recognition should be a part of an organization's culture and making rewards count is a must. Rewards should be immediate, appropriate, and personal and it is better to ask employees for their input on the most desirable form of recognition.¹² Retaining the best employees is further enhanced by treating employees with respect and rewards.¹³

A unique approach to retention is practiced by the Attrition and Retention Consortium (ARC), a group of about 20 companies that formed to share and benchmark HR metrics. By comparing their turnover to industry or average benchmarks, member organizations can determine if they have a legitimate problem. By sharing best practices relating to a comparison of employees across tenure groups, measuring the quality of life, identifying key drivers of turnover, and determining ways to hold on to valued employees everyone benefits.¹⁴

Hospitality human resources directors and managers realize that turnover is often higher in certain areas such as dishwashing, serving, or housekeeping. A quick inquiry into the reasons why there is a high turnover, by asking all concerned employees, supervisors, and managers, will likely identify strategies that will improve retention rates in these important areas. Without good dishwashers, servers, and housekeepers a company will not reach its potential.



KEY POINTS

- 1.** Training means teaching people how to do their jobs. You may instruct and guide a trainee toward learning knowledge, skills, or attitudes.
- 2.** Three kinds of training are needed in hospitality operations: job instruction, retraining, and orientation.
- 3.** Training has the following benefits: more time to manage, less absenteeism and less turnover, less tension, higher consistency of product and service, lower costs, happier customers and more of them, and enhancement of your career. By making sure that your employees know what to do, tension is reduced, morale and job satisfaction are boosted, the number of accidents and injuries are reduced, and your workers have a better chance of advancing.

4. The problems involved in training are real: urgent need for trained workers, lack of time, lack of money, short-term workers, diversity of workers, kinds of jobs and skills, complexity of some jobs, and not knowing exactly what you want your people to do and how.
5. The logical person to train your people is you, the supervisor. It is your responsibility, whether you delegate it or do it yourself. Training is one of those obligations to your people that goes with your job—giving them the tools and knowledge to do theirs.
6. Employees learn best when they are actively involved in the learning process, when the training is relevant and practical, when the training materials are organized and presented in small chunks, when the setting is informal and quiet, when the trainer is good, and when employees receive feedback on their performance and reward for achievement.
7. Figure 8-3 portrays the steps involved in developing and carrying out a training plan.
8. Once the formal training process is completed, there is still one very important step: evaluation. Formative evaluation uses observation, interviews, and surveys to monitor training while it is going on. Summative evaluation measures the results of the training after the program is completed, looking at it in five ways: reaction, knowledge, behavior, attitudes, and productivity.
9. Classroom training may be used at times for job instruction or retraining. Teaching in a classroom requires certain skills: Be aware of and use appropriate body language and speech, convey respect and appreciation, use informal and familiar language, correct in a positive and friendly manner, handle problem behaviors effectively, avoid time-wasters, facilitate employee participation and discussions, and use visual aids properly.
10. Retraining is needed when changes are made that affect the job, when an employee's performance drops below par, or when a worker simply has never really mastered a particular technique.
11. Orientation is the prejob phase of training that introduces each new employee to the job and workplace. Your goals for orientation are to communicate necessary information, such as where to park and when to pick up a paycheck, and also to create a positive response to the company and job.
12. Some keys to training include the following: Use a positive approach to reduce fear and anxiety; look at ways to increase employee motivation, such as building in incentives and rewards as steps are mastered; adjust the teaching to the employee's learning ability; don't assume anything; approach training from the learner's point of view; keep it simple and practical; and make sure that the trainer is doing a good job.



KEY TERMS

adult learning theory	pretest
big sister/big brother or buddy system	retraining
coaching	summative evaluation
formative evaluation	teaching methods
job instruction	training
job instruction training	training objective
learning	training plan
orientation	



REVIEW QUESTIONS

Answer each question in complete sentences. Read each question carefully and make sure that you answer all parts of the question. Organize your answer using more than one paragraph when appropriate.

1. Define the three kinds of training needed in hospitality operations.
2. State why leaders find it hard to train and the benefits that training can bring.
3. Why is the leader the logical person to do training?
4. How do employees learn best?
5. Discuss the steps involved in developing and implementing a training plan.
6. Give an example of formative and summative evaluation.
7. If you had to teach an employee how to clean a hotel room, how could you use job instruction training to do so?
8. List 10 tips for training in a classroom (group) situation.
9. When is retraining necessary?
10. Why is orientation important? What happens during orientation?



ACTIVITIES AND APPLICATIONS

1. Discussion Questions

- In your opinion, what is the most serious consequence of not training? What is the most persuasive reason for not training? How can you weigh one against the other?
- Why can't people simply be trained by working alongside another employee until they learn the job? In what kinds of jobs would this work best? In what situations would it be impossible or undesirable?
- Have you ever started a new job and received little or no orientation? Describe what kinds of orientation programs you've received from past or present employers. What were some of their good features? Was orientation helpful?
- A server for a well-known Italian restaurant chain has finished her training. As the supervisor, how might you evaluate her training?

2. Brainstorming: My Favorite Teacher

As a class, brainstorm the personal qualities and characteristics of teachers you've had in the past who you thought were excellent at teaching. How does your list compare to the list in Figure 8-2?

3. Group Activity: Cost/Benefit Analysis

Cost/benefit analysis is a way to evaluate training by comparing its costs to its benefits to see which are greater. In groups of four students, make a list of possible costs (such as the trainer's and trainees' salaries) involved in training kitchen staff about preventing accidents. Next, make a list of the possible benefits to be derived from this training. Which costs and benefits did you list that can be quantified into dollars and cents? Under what circumstances might an accident-prevention program have more benefits than costs?

4. Group Activity: Develop a Training Plan

The general manager at Nighty-Night Hotels suspects a problem with sexual harassment among some staff members. He needs a training plan to educate staff on this topic. Form groups of four and discuss how you would go about using Figure 8-3 (steps 1 through 4) to develop such a training plan.

5. Case Study: A Quick-Fix Training Program

Tom is assistant manager of a restaurant having about 40 people on the payroll. He reports to Alex, the manager. Tom has full charge of the restaurant on the 7:00 A.M.-to-3:00 P.M. shift, figures the weekly payroll, takes care of all the ordering and receiving, and carries out special assignments for Alex. He couldn't be any busier. Then this morning Alex handed him the biggest headache yet.

"Tom," said Alex, "things are going downhill here and we've got to do something. Sales are off, profits are down, our employee turnover is high and getting higher, and customer complaints are going up. They complain about the food, the service, the drinks, the prices, everything. I really don't think any of our people are doing the best they could, and maybe some more training would help. Look into it for me, would you, and see if you can figure out how you and I between us can find time to train our people to do a better job? I want to start tomorrow—I've got two new waiters and a grill cook coming in at 10:00 A.M." And he handed Tom a copy of a book called *Supervision in the Hospitality Industry* and told him to read Chapter 8.

Case Study Questions

1. What can Tom come up with between now and tomorrow morning? Is Alex expecting the impossible of Tom?
2. What kind of training can he provide for the three new people starting to work at 10:00 A.M.? What might he do that he was not doing before?
3. What should Tom and Alex consider in deciding which category of current employees should be trained first?
4. How can Alex and Tom sell the entire process to current employees and get their cooperation?
5. How can either Alex or Tom find time to carry out the training, and when should it be carried out in relation to employee time?
6. Should Tom recommend bringing in outside help? Why or why not?
7. How can the two of them determine what training is needed?
8. How long do you think it will be before they can expect perceptible results?
9. What kind of long-range, permanent training plans and policies should Tom recommend?



WEB ACTIVITY

- Go to the following Web site: www.chart.org. CHART is the Council of Hotel and Restaurant Trainers. Look for the strategies and goals for CHART. Plus, select a topic of interest for class discussion.



RELATED WEB SITES

American Society for Training and Development	www.astd.org/astd
Hotel Training	www.hoteltraining.com
Council of Hotel and Restaurant Trainers	www.chart.org
Restaurant Operations—Training	www.restaurantowner.com



ENDNOTES

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