



Training & Development

Training as a management skill /
Training and developing your staff

Topics

- ◆ Why do we Need Training?
- ◆ What is Training & Training Principles?
- ◆ A Systematic Approach to Training
- ◆ A Training Lesson Plan

Your Objectives

Following this presentation you should be able to complete the following objectives:

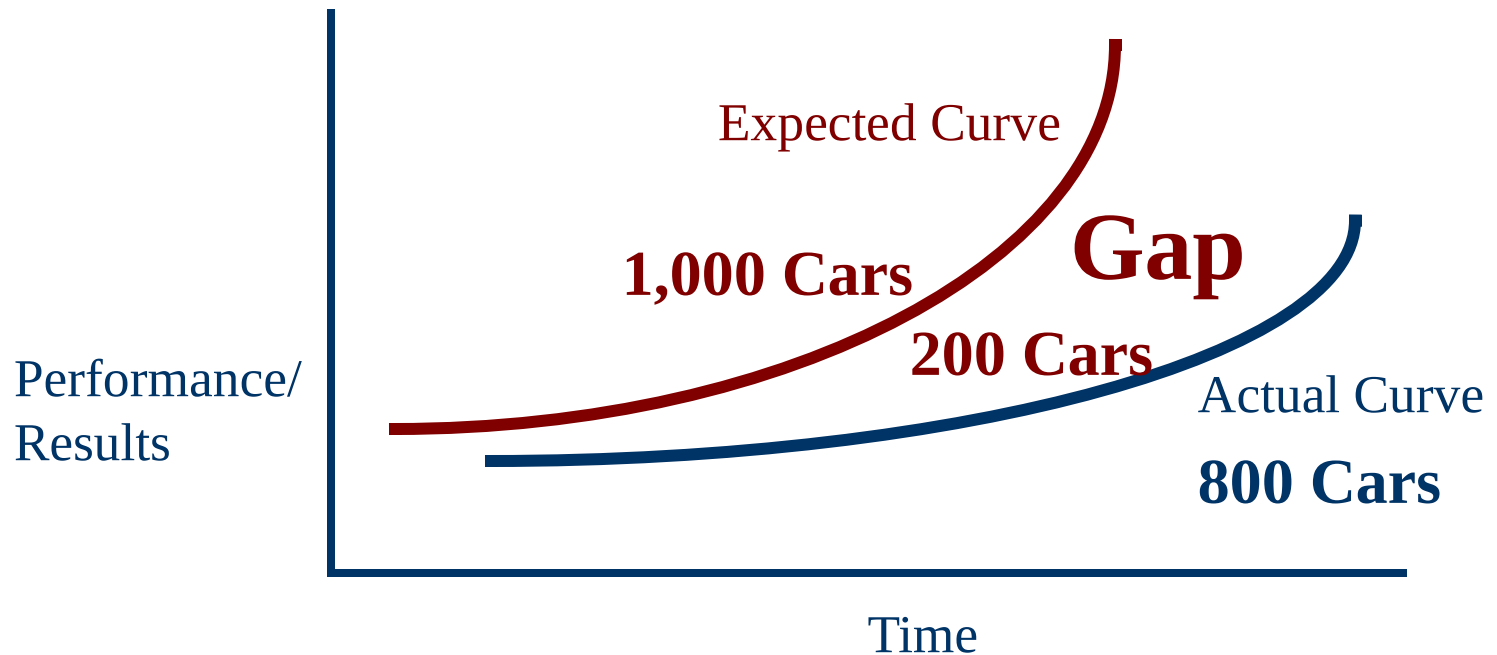
- 1. Describe why training is important and distinguish amongst training, education and development**
- 2. Define the ASK concept, and comment upon the relative difficulty in developing people's attitudes, skills and knowledge**
- 3. List the nine steps in the training process and be able to explain each step with reference to hospitality examples**
- 4. Develop an appropriate training lesson plan.**

Do Organizations Need Training

- ◆ The answer is “YES”
- ◆ However, we must know the **purpose** and **functions** of training before we can use it.



The Gap Concept



In training terms this means we need to develop programs to fill the Gap

Training Needs

The reasons for not making the 1,000 cars:

- ◆ Not enough resources
- ◆ Poor machines
- ◆ Poor staff skills

As training experts we must analyze the situation to determine if:

- ◆ Expected result too high
- ◆ Target achievable
- ◆ Is training the only way to make it happen
- ◆ Are there other factors.

Exercise 1

- ◆ Imagine you are the managing director of a full service restaurant. One day you receive a complaint letter from a guest reporting s/he was not satisfied with the follow up regarding their criticism of being overcharged in one of your restaurants.
 - **Why was the complaint made?**
 - **Is there a training need?**

3 Reasons to Consider Conducting an Internal Needs Analysis

1. Employee obsolescence/out-dated –
 - Technical advancements, cultural changes, new systems, computerization
2. Career plateaus
 - Need for education and training programs
3. Employee Turnover
 - Development plan for new employees

Importance of Training

- ◆ Maintains qualified products / services
- ◆ Achieves high service standards
- ◆ Provides information for new comers
- ◆ Refreshes memory of old employees
- ◆ Achieves learning about new things; technology, products / service delivery
- ◆ Reduces mistakes - minimizing costs
- ◆ Opportunity for staff to feedback / suggest improvements
- ◆ Improves communication & relationships - better teamwork

Benefits of Training

- ◆ Most training is targeted to ensure trainees “learn” something they apply to their job.



What is Training?


- ◆ Training is a systematic process through which an organization's human resources gain knowledge and develop skills by instruction and practical activities that result in improved corporate performance.

Differences between Training, Education & Development

- ◆ **Training** is short term, task oriented and targeted on achieving a change of attitude, skills and knowledge in a specific area. It is usually job related.
- ◆ **Education** is a lifetime investment. It tends to be initiated by a person in the area of his/her interest
- ◆ **Development** is a long term investment in human resources.

Key Differences Between Training and Development

- ◆ The major differences between training and development are as under:
- ◆ Training is a learning process for new employees in which they get to know about the key skills required for the job. Development is the training process for the existing employees for their all round development.
- ◆ Training is a short-term process i.e. 3 to 6 months, but development is a continuous process, and so it is for the long term.

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- ◆ Training focuses on developing skill and knowledge for the current job. Unlike, the development which focuses on the building knowledge, understanding and competencies for overcoming with future challenges.
 - ◆ Training has a limited scope; it is specific job oriented. On the other hand, development is career oriented and hence its scope is comparatively wider than training.
 - ◆ In training, the trainees get a trainer who instructs them at the time of training. In contrast to development, in which the manager self-directs himself for the future assignments.
 - ◆ Many individuals collectively attend the training program. Development is a self-assessment procedure, and hence, one person himself is responsible for one's development.

The ASK Concept

- ◆ If we follow the GAP concept, training is simply a means to use activities to fill the gaps of performance between the actual results and the expected results.
- ◆ This GAP can be separated into 3 main themes
 1. **A**ttitude
 2. **S**kills
 3. **K**nowledge

Exercise 2

Rank **ASK** by difficulty to develop in people

- ◆ **A**ttitude
 - ◆ **S**kills
 - ◆ **K**nowledge
- Easy
 - Moderately difficult
 - Most difficult
-
- ```
graph LR; A[Attitude] --- MD[Moderately difficult]; S[Skills] --- E[Easy]; K[Knowledge] --- MD2[Most difficult];
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# Five Principles of Learning

- ◆ Participation: involve trainees, learn by doing
- ◆ Repetition: repeat ideas & concepts to help people learn
- ◆ Relevance: learn better when material is meaningful and related
- ◆ Transference: to real world using simulations
- ◆ Feedback: ask for it and adjust training methods to audience.

# A Systematic Approach to Training

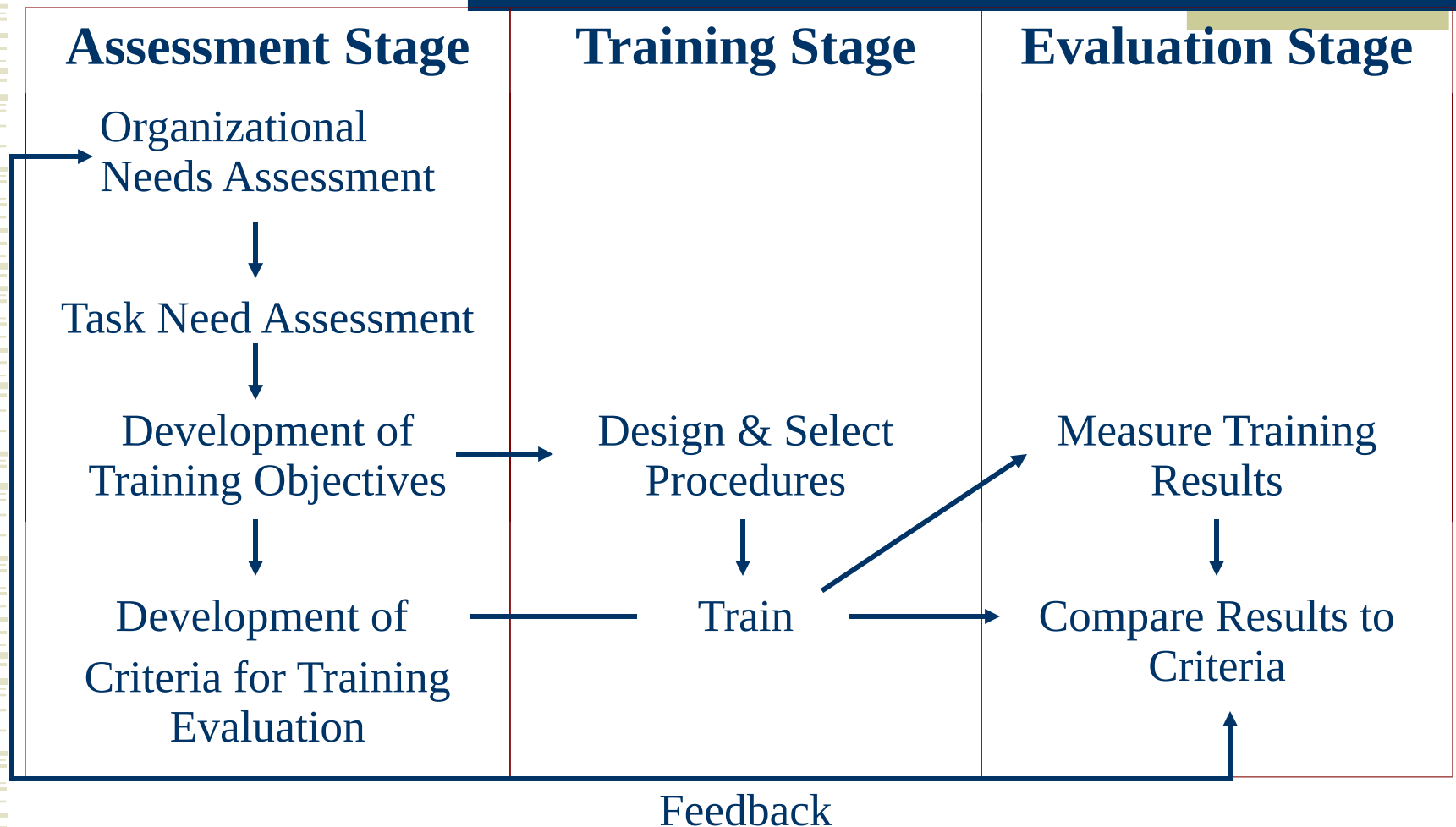
## Key Concepts in Preparing a Training Plan

Before you train and develop people identify what:

- **They must know** - before they can perform job
- **They should know** - to improve performance
- **Would be nice for them to know** – but not necessary to perform duties.

# Model of the Training Process\*

\*Goldstein, I. (2002) Training in Organizations 4<sup>th</sup> Ed.



# Nine Steps in the Training Process

1. Assessing training needs
2. Preparing training plan
3. Specifying training objectives
4. Designing the training program(s)
5. Selecting the instructional methods
6. Completing the training plan
7. Implementing the training program
8. Evaluating the training
9. Planning future training

# 1) Assessing Training Needs

Conduct a training needs analysis by either one, or both, of the following

- ◆ External approach (company, guests, society)
- ◆ Internal approach – using a staff opinion survey.

## Exercise 3

- ◆ Imagine you are the manager of a factory with 500 workers making ice cream for export to Europe.
- ◆ What information and evidence do you need before you can say the employees need training?
- ◆ Try to list 5 ideas.

# Response to exercise 3

- ◆ Accidents report
- ◆ Sick leave report
- ◆ Employee compensation statistics
- ◆ Product quality control report
- ◆ Wastage report
- ◆ Efficiency report
- ◆ Machinery out-of-order report
- ◆ Staff discipline report
- ◆ Staff enquiries & complaints
- ◆ Guests complaints
- ◆ Refusal of orders made
- ◆ Quality of product report
- ◆ Market needs & trends
- ◆ Demographic data & background of employees

## 2) Preparing Training Plan

Consider whether to design a long (5-10 years), medium (3-5 years) or short (1 year) term plan.

- ◆ Ask your self “What are we going to achieve in the time period?”
- ◆ Use a holistic approach by using a calendar for inputting your training activities.

# Training Calendar Example

| Training Area     | Month in the year |   |   |   |   |   |      |
|-------------------|-------------------|---|---|---|---|---|------|
|                   | 1                 | 2 | 3 | 4 | 5 | 6 | 7... |
| Attitude          | ■                 | ■ | ■ |   |   |   |      |
| Train the trainer |                   |   | ■ | ■ |   |   |      |
| Job competency    |                   |   |   | ■ | ■ | ■ |      |
| Sales techniques  | ■                 | ■ | ■ | ■ | ■ | ■ | ■    |
| Telephone manner  |                   | ■ | ■ | ■ |   |   |      |
| ...               |                   |   |   |   |   |   |      |

# Individual Plans

- ◆ For individual personalized training, we must assess the trainees' weakness and strengths first before setting up appropriate programs.
- ◆ Training areas maybe tailor-made.
  - **Trainee should receive an individual timetable for self progress.**

# 3) Specifying Training Objectives

Training Objectives must be specific & measurable.  
Why? Very difficult to measure effectiveness after course is finished.

- What should trainees **be able to accomplish** after participating in the training program?
- What is **the desired level** of such accomplishment, according to industry or organizational standards?
- Do you want to develop **attitudes, skills, knowledge or some combination** of these three?

## 4) Designing the Training Program(s)

1. Program duration
2. Program structure
3. Instruction methods
4. Trainers qualification
5. Nature of trainees
6. Support resources – materials, OHP, classroom
7. Training location & environment
8. Criteria & methods for assessing participant learning and achievement
9. Criteria & methods for evaluating the program

# 5) Selecting Instructional Methods

*Note: This is the most important step*

## On-the job-training (OJT)

- learn while you're working

## Off -the job-training

- In house, training or classroom
- External, consultancies or attending external classes
- Independent bodies, such as government talks
- Distance learning, from books or notes
- Computer-assisted learning
- Interactive-video training
- Video conferencing, same as classroom except teachers and students are in different locations.

## Exercise 4

- ◆ Imagine you are the training manager of a hotel that will open next year. Your GM asks you to develop a training program that aims to boost the team spirit of the newly formed Executive Committee Members.
- ◆ Your GM suggests you organize a two-day course in a resort location from 9 to 5 for both days.
- ◆ Your task is to suggest 3 training methods that suit the training theme described above.

**Hint:** *this is attitude, not skills nor knowledge training*

# Response to exercise 4

**Remember your training theme was to change the individuals attitudes**

**Employ exercises that trainees can:**

- ◆ Participate in
- ◆ React to
- ◆ Provide feedback in
- ◆ Receive inspiration to move on

**Suitable training methods you might have listed:**

- ◆ Role-play
- ◆ Games
- ◆ Simulation exercises
- ◆ Discussion/debate formats
- ◆ Experiential exercises
- ◆ Self evaluation (e.g. video tape trainees performance & let them evaluate their own behaviors).

## 6) Completing the Training Plan

- ◆ **Target group** – assess your audience
- ◆ **Topic** – task, skill or attitude ingredient
- ◆ **Method** – direct (one way communication) or indirect (discussion, games, experimental exercises...). Important as evaluation of trainees usually lies on the perception on what they did in the training session
- ◆ **Time** – length, period, breaks important to consider
- ◆ **Location** – away from the office?

# 7) Implementing the Training Program

Besides trainers qualifications and experience:

- ◆ Participant selection
- ◆ Group comfort - physical & psychological
- ◆ Trainer enthusiasm & skills
- ◆ Effective communication
- ◆ Feedback mechanism
- ◆ The need to learn new training skills
- ◆ Preparation by trainers

## 8) Evaluating the Training

### Three Levels of Evaluation

#### 1. Immediate Feedback

- ◆ Survey or interview directly after training

#### 2. Post-Training Test

- ◆ Trainee applying learned tasks in workplace?

#### 3. Post-Training Appraisals

- ◆ Conducted by immediate supervisors of trainees

## 9) Planning Future Training

Last step in the training process

- ◆ After taking all evaluated comments, trainers should modify the programs to keep good things and make suggested improvements
  - Remember, even with the same topic for different trainees, trainers should address many parts of the training process again and consider new approaches.

# A Training Lesson Plan

- ◆ Topic
- ◆ Summary of Key Points
- ◆ Training Objectives
- ◆ Duration of Each Activity in Each Session
- ◆ Training Contents
- ◆ Training Methods / Activities
- ◆ Break(s)
- ◆ Exercise to Warm Up
- ◆ Questions to test Understanding
- ◆ Conclusion

# e.g. New Employee Orientation

| <b>Time</b>   | <b>Topic</b>                | <b>Method</b>      | <b>Activity</b>         |
|---------------|-----------------------------|--------------------|-------------------------|
| 9:00-9:30 AM  | Welcome Speech by GM        | Speech             | Talk & hand shake       |
| 9:30-10:00 AM | Intro to Company Background | Slide Presentation | Slide Show & Video Tape |
| 3:00-4:00 PM  | Fire Safety Talk            | Security Manager   | Fire Drill & Equipment  |

# References

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