

## **Introduction:**

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Today most of the corporate establishments surviving through business transactions follow capitalistic principles. In other words they survive along the lines of capitalism.

According to Dictionary.com,

*“Capitalism is conventionally defined along economic terms such as the following: An economic system in which the means of production and distribution are privately or corporately owned and development is proportionate to the accumulation and reinvestment of profits gained in a free market.”*

Hooker (1996) is of the opinion that,

*“Capitalism is a difficult, problematic term; it applies to a diversity of phenomenon which is spread across disparate historical cultures with substantially variable world views. So the term capitalism means more than just a body of social practices easily applied across geographical and historical distances, it is also a way of thinking, and as a way of thinking does not necessarily apply to earlier.”*

Another definition is,

*“Economic system characterized by the following: private property ownership exists; individuals and companies are allowed to compete for their own economic gain; and free market forces determine the prices of goods and services. Such a system is based on the premise of separating the state and business activities. Capitalists believe that markets are efficient and should thus function without interference, and the role of the state is to regulate and protect.”*

Maximizing profits and increasing the bulk and volume of business is the prime motive of these establishments. May it be software companies or engineering firms or hotels and restaurants-making profits and expansion of organization are the only motives for existence. At times these profits may be at the expense of the well-being of employees and customers and may result in over exploitation of resources of both human and natural origin.

With the advent of highly competitive multinational companies and with the expansion of business through new innovative technological tools like the internet and credit card billing systems, as of today business has become saturated. To further enhance profits and efficiency and to compete with potentials rivals-would mean a search for new and alternate methods other than just increasing the volume of exploiting resources. Today a company that cannot compete with rivals gets overtaken by others and ceases to exist leave alone making profits. So for a company to make profits and expand it becomes very much necessary to take measures to improve overall efficiency and thus survive in the corporate society. Companies and establishments are seeking new alternate methods to improve themselves.

One of the methods of improving the overall efficiency of an organization is by imparting proper training to its employees. Each and every organization is heavily dependent on its employees. Be it on programmers in a software company or on engineers in an engineering firm or on waiters and on cooks in a five star restaurant-today any company irrespective of the specialized field in which it operates, depends heavily upon its employees. The set of skills with which any employee is equipped plays an important role in the overall well being of any firm. To enhance and to upgrade the skills already

present, of the employees would mean enhancing the efficiency of the whole organization itself. This would in turn mean more profits and more competencies on part of the organization to stand out in the corporate society.

So today companies are investing a lot many resources to take initiatives which intend to equip the employees with better skills and also to upgrade the existing skill set in view of changing times. This means and involves training the employees in some sort.

Brownell (2005) asks,

*“The success of your business is measured by the quality of services and products you provide to your customers. If employees are not properly trained to create or provide the services or product your organization specializes in, how will your company ever grow?”*

Be it training with the use of class room lectures or with hands on environments or with the usage of multimedia tools, training has not remained what it used to be half a century ago. Half a century ago training used to depend only on class room work in most of the fields and apprenticeship in select few fields involving practical works like engineering and crafts. But as of today the concepts of training have undergone a huge and radical change with the inculcation and stress on soft skills. In other words methods of training have undergone a change with the changing time and environment.

This project intends to evaluate effective training programs by conducting a case study to gather information from the employees of Paradise Hotel. Interviewing employees and surveying in the form of opinion polls would be the modes of collecting data. The data gathered would be used to ascertain the various aspects of training. This dissertation reviews briefly about the modes of training already present.

## Introduction to the concepts of training:

Today training has come to form the axle of many corporate establishments like hotels and restaurants. It has become an unavoidable and continuous process in the corporate setup and no organization can function successfully without imparting adequate and effective training to its employees.

C. R. Dooley while writing about the training within the industry says,

*“Training is not something that is done once to new employees-it is used continuously in every well run establishment. Every time you get someone to do work the way you want it done, you are training. Every time you give directions or discuss a procedure, you are training.”*

This emphasizes the role of in-service training over pre-service training.

Training plays an important role in hotels and other industries because of the following reasons:

1. The newly appointed employees in the hotels have to be trained to get themselves accustomed and introduced to their new employer's working environment and have to be taught to perform the new tasks efficiently in the desired manner. This is because each and every hotel has a work environment that is unique to its own functioning.
2. If an employee is promoted to a higher rank or is made in charge of new projects, new skills must be developed. In such cases the skill set already in possession may prove to be ineffective with respect to the new tasks that the employee has to face and complete. Thus, the need for training.

3. Even if the employee continues in the same job, he needs to be given training to update his technical know how. This is because technical fields undergo rapid changes and advancements over a short span of time.
4. If while appraising the skill and performance of an employee, any inadequacies in a particular field are found, he needs to be trained to improve his skills in that particular field. This would make the employee ever ready to face new challenges.
5. Lastly training is needed in order to make the employees cope up with the changing goals of the organization and the resulting environmental change that results because of the former.

Any hotel will definitely fail to achieve its targets and goals if the training programs are conducted inefficiently and ineffectively. The organization, the trainer and the trainee are the three key factors which contribute to the training process with equal share of importance.

The importance of training follows from the lines taken from Allbusiness.com,

*“It would be nice if employees showed up for work fully prepared to meet your firm’s needs. In the real world, however, most workers need training. The time and money you spend teaching employees how to do their jobs could turn out to be your company’s wisest investment, but only if you know what you’re doing.”*

Every organization employs various techniques and methods to impart training to the employees. Case method, role play, lectures, films, incident method, problem oriented exercises and projects, and programmed instructions are some of the very widely popular

methods adopted by organizations. These methods vary widely in accordance with the goals of the organization and the administrative structure that is prevalent.

The primary aim of training in hotels is to educate and help its personnel to rise up to international standards to meet any kind of requirement that the hotel may have to face. At the same time some by products result from training that may prove advantageous to the organization. They are prevention of accidents, averting damage to equipment, reduction in generation of wastes which in turn saves the resources of the organization, high productivity and better community relations.

The training of employees in a modern hotel is a process far different from what was in the past, say some fifty or hundred years ago. In the ancient times when a person wanted to learn a particular skill he would apprentice himself to an experienced craftsman and learn from him by working under him. Then for the rest of life he would keep working and earning his living using the skills he had learnt from his master.

But today training is imparted in institutes, specializing in that particular field, where the latest tools and methods are used in the training methodology. The craftsman learns something of the theory behind the skills that he learns, instead of blindly doing what he is taught to do unlike in the past. Adaptation to new tools and techniques is an important aspect of modern training. With modern techniques, the employees can complete the work more quickly and more efficiently. The tedium of manual labor is to a considerable extent reduced. The training that the workers get makes them more receptive to change.

Employees are selected by organizations only after an assessment of the skills that they possess. Today, the process of training continues even after the employees have been selected into the organization. This is termed as in-service training and is in many ways

more important and effective than pre-service training. The purpose of such training is not just merely to teach the employees about new concepts and techniques that are to be adopted by them. It is equally intended to improve the morale and spirit of the employees. By actively participating in the training programs organized by the employer for the employees, the employees get a feeling that they are important, and that their employers care for them. Such training instills in them the feeling of dignity of labor and they begin to take pride in what they are doing. It leads to better efficiency and more profits for the organization.

This brings us to another important aspect of training the employees. This is regarding the role and promotion of good interpersonal relations in the organization. In the past years, each employee was seen as an individual entity, isolated from others. Today, the employers tend to create a sense of fellowship among the workers. The employees are trained to work as a team and have to follow the disciplinary rules of corporate life. Such training has become necessary because modern manufacturing process calls for the collective effort of a large number of people possessing various skills and also because collective working is the only mode of survival in the modern market with regards to the heavy competition and saturation that has resulted. Relations among the employees and relations between the employees and the management have to be good for the success of the enterprise. It is here that the industrial psychologist plays an important role. To the psychologist the employee is not a cog in the wheel or a mechanical machine that churns out products continuously, but a human being who has emotions which have to be satisfied besides the physical needs that have to be met. The psychologist has an important function in any corporate organization today. He pays attention to the

psychological factors involved, both at the level of the individual employee and at the level of groups, and advises the administration on the training programs that would best promote the interests of the organization, of both the employees and the management.

### **Backdrop aspects to training:**

Attitudes and attention towards training have considerably changed in the last 50 years. Many years ago people thought that training is meant only for craftsmen and guildsmen. In those days the concepts of training applied only to manual and trade skills and were often affected through apprenticeships to skilled and experienced ones in the field. But in the recent years this notion has changed and much more emphasis has come about in management training. With the aid of modern technology in the form of electronics and computers the training expertise itself has been greatly developed and improved to cover all aspects of modern business & industry.

Results from the HR focus's Survey (2001) in the USA depict that training is the second most frequently cited critical issue coming before usual concerns of hiring, retention and compensation after issues of strategic planning. Relating to plans and strategies the HR focus survey gives quotations which ascertain the importance of training such as:

*"Training is our key issue. We survey our staff to find out areas of need & interest for training purposes. In this way we can present training that is relevant to employees"*

(Cassidy 2001)

### **Definition of training:**

The quotation below made by Armstrong (1999) illustrates how training has grown in importance in various industrial sectors:

*"Training is the systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience"*

Another remark made by Armstrong (1999) defines training as:

*"A planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities... Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization"*

While the first definition is concise, the second definition given gives a better insight to the concept of training by not only explaining what training is but also giving the reason for training practices that are to be implemented. Sometimes there is confusion between the terms "Education" and "Training" because they seem to be intricately interrelated to each other. However there is a hair line difference between them. Education is concerned with the process of imparting knowledge to people whereas Training is directed towards changing of behavior and attitude of people.

Another definition by C. R. Dooley, an American writer states that:

*"Training is not something that is done once to new employees-it is used continuously in every well run establishment. Every time you get someone to do the work the way you want it done, you are training. Every time you give directions or discuss a procedure, you are training."*

This definition differentiates between pre-service training and in-service training. Pre-service training is the training imparted before the employees are employed while in-service training is done the whole time the employee works for the organization.

## **Aims and objectives of training:**

The fundamental aim of training is to help the organizations achieve their purpose by making additions to one of their most important resources—the human resource, that is, the people who work for them. The motive behind the organization’s investment in training is that the employees will be able to perform better and empower themselves to make full use of their natural potential and abilities.

Regarding the importance of employees the American writer Elbert Hubbard (1856-1915) says,

*“The success of a business turns on its esprit de corps.”*

The main objectives of training are to:

1. To familiarize the new employees about the work environment existing in an organization so that he can work better.
2. To develop the competencies of the employees so that they can improve their performance and hence help in increasing the profits to the organization.
3. To help the people within the organization to improve their skills in various fields in order that as far as possible, its future Human resources can be met from within.

4. To reduce the time required to learn, for workers starting in new jobs on appointment, reassignment or promotion, and ensure that they become entirely proficient as quickly and inexpensively as possible.

## **Basic concepts in training:**

Before dealing with the importance of effective training, the types of training available and the evaluation process, it is appropriate to consider and review the concepts involved in a training program:

1. Training is a holistic process i.e. training forms an integral component of all operational areas within a business rather than a separate function.
2. Training occurs all of the time and not just during formal training periods. Through good supervision and management the correcting of incorrect techniques or procedures should occur immediately to ensure the employee in question receives the necessary training.
3. Training must be systematic & consistent. If not training becomes devalued and little used, especially if standards demanded are not being met in everyday activities.
4. Planning of training is vital and requires attention to detail and careful organization
5. Training is a vital developmental tool in developing the careers of young people within the Hospitality Industry.

Today training is used as a motivator and can be used as a means of countering labor turnover and attracting good job candidates as more and more young people are now asking whether organizations have a training policy in place.

(Adopted from Go et al, 1996)

Finally Boella (1996) believes that training is a tool management should use to increase employees efficiency.

It also enables the underlying goals to be achieved by equipping its personnel with the

*"Competencies, knowledge, skills and attitudes necessary to achieve whatever realistic aspirations they have in their work by enabling them, through increased competence and confidence to earn more and if desired promotion"*

## **Philosophy of training:**

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There are three broad approaches to training that are available at the disposal of organizations and hotels. One approach believes that the workers will find out what to do for themselves either by themselves or by coming into contact with other fellow workers. If expertise shortages were to be encountered, the companies would set right the condition by poaching employees from other organizations that invest in training. Secondly other organizations may invest resources in training facilities when there is no scarcity of resources, but in case of deficiency of resources training budgets will be the first to be cut. Thirdly some organizations adopt a positive training philosophy because they are convinced that they live in a world where competitive advantage is achieved by having higher quality of people than the opposition. This goal cannot be properly achieved if managers do not invest in developing the potential skills and competencies of their human resources. It is essential for staff to also realize that the organizations for which they are working are showing an act of faith by creating opportunities for further education and enhancement of their already existing skills and abilities. This is the

proactive approach rather than reactive approach designating training as a continuous and on-going process within the organization (Armstrong 1999).

## **Ideology of effective training:**

For a company to design an effective training program the following principles should be known and understood:

1. Training can only be successful if it is recognized that learning is a voluntary process that individuals must be keen to learn and consequently they must be properly motivated so that the learning process can be effective. Forrester and Jantzie say, "*Learning is a personal act. We each place our own personal stamp on how we learn, what we learn and when we learn. We in effect have our own learning style.*" This proves the earlier statement to be true.
2. It should be taken into consideration that all people do not have same learning ability. Some people learn at different rates and particularly in the case of adults, often start from different levels of knowledge and skill with different motives and attitude. Kolb (1984) suggests that, "*learning is not the same for all the people...early educational experiences shape learning styles and that we are taught how to learning.*" (Adopted from Cognitive perspective: Learning styles. n. d)
3. It is to be noted that the process of learning is slowed down by feelings of tenseness, trepidation, inadequacy, and by lack of self-confidence.

4. For a successful training program, instructions must be given in short recurrent sessions rather than a few long discourses.
5. It should be ensured that the trainees are participating actively and interacting with each other to get maximum benefit.
6. It is a requirement that training must make full use of suitable and wide-ranging techniques and of all the senses of the employees, not just one, such as the sense of hearing or the sense of seeing alone.
7. For any training program to be successful trainees need clear targets and their progress needs to be checked frequently and correctly.
8. Confidence of the trainees has a role in the training process. It has to be built up by praise, not broken down by reprimand. It needs to be ensured that the process of learning is a very much rewarding process. According to Mazur (2003), *“Learning is usually most efficient and rapid when the learner is motivated and attentive. Behavioral studies with both animals and people have shown that one effective way to maintain the learner’s motivation is to deliver strong and immediate reinforces for correct responses.”* This shows the extent to which motivation is needed.
9. The human tendency of the human mind that skills and knowledge are acquired in stages marked by periods of fast progress, followed by standstill and even a degeneration of the skill or knowledge so far acquired. Instructors must be well aware of this observable fact which is termed as the learning curve in technical terms. In some cases it can be a cause of disappointment and frustration for many trainees.

## **Benefits of efficient training:**

The principles of successful training indicate that the training methods need to be personalized to suit individual requirements. If these principles are followed and implemented the following benefits can be obtained:

1. The expenditure that is spent by the organization during the process of and teaching learning can be minimized.
2. Individual, team and corporate performance in terms of productivity, eminence, speed and overall output can be enhanced.
3. The operational flexibility of the organization can be improved by extending the range of skills possessed by staff.
4. High quality employees can be attracted by offering them, education and development opportunities. Their levels of proficiency and skills can be improved thus enabling them to acquire more job contentment to gain higher rewards and to advancement within the association.
5. The dedication of workers can be amplified by heartening them to categorize with the mission and objectives of the association.
6. By increasing the understanding of the reasons for change and providing people with the comprehension and skills they need to adjust to new situations, their capability to change in accordance with varying situations can be enhanced.
7. The expansion of a positive culture in the association that is orientated towards performance improvement will be speeded up.

8. Superior levels of service to patrons thus enhancing their level of contentment can be provided by the association.

It would be imaginary to suppose that everything is constructive for organizations that invest in training program for their staff. They can fall victim to other organizations that do not invest any resources on training policies and depend for this purpose on poaching. As a direct result of a not having a proper training policy the latter can offer eye-catching reward to poach employees ensuing in inflationary staff expenditure.

The grounds companies are able to allure staff away may be due to the fact that many employed within the Hospitality industry are very employable because they skills in a diverse number of fields which means that they the qualifications for a number of positions and can handle them effectively at par with people who specialize in those fields. An example that shows this to be true is the following--Jury's Hotels employ employees who will be able to work within food & beverage and accommodation department's etc. It must also be remembered that absence of employees from the workplace while on training can adversely affect productivity levels in the short term (Look who is training 2000).

## **Economy and training:**

Investment in training programs is designed to produce managers and supervisors who can deal with new challenges that come through their way and guide the organization forward in a positive and competent fashion. Twenty five years ago many Hospitality organizations closed management training programs to save money due to wide spread economic instability in the world. Once the economy became stable almost all the

organizations reintroduced the management training programs because of a reason which becomes evident from a remark made by Gobb's (1999) which states,

*"The cost of formal management training is money well spent resulting in effective satisfied employees"*

This is in accordance with one of the three approaches that in when resources are abundant, organizations would invest in training and in the case of scarcity of resources the training budget would be the first to be cut.

### **Significance of training to the employee:**

According to Gob (1999)

*"This is an aspect that is often ignored, as new employees are enthusiastic to turn out to be contributing members of the team. Employees may therefore see the quantity of time and effort, which an association invests, on them to help them become proficient, as a strong suggestion of their significance to the association."*

On the contrary the absence of a strong training program can be from the employee's viewpoint as a suggestion that the employee is not significant enough to necessitate any consideration and effort from the association.

### **Existing types of training:**

According to Cassidy (2001),

*“There are three main places where training can take place. In company on the job, in Company off the job, and external training, each having its advantages and disadvantages that merit discussion and interpretation.”*

### **In company-on the job training:**

The article “On the job training (n. d) says,

*“On-The-Job training (OJT) is an alternative to the traditional classroom training that has been used to provide job skills. Training is provided by the employer, at the workplace, while the employee is performing the job and receiving a salary. The advantages for the employee are they begin working and receiving income right away, receive training that is real world, hands on and job specific.”*

On the job training is a procedure which may involve several steps. These comprise instruction and training by managers or team leaders or training at a desk or bench. The efficiency of on the job training is in general determined by the worth of this guidance from managers or team leaders.

According to Lambrecht et al (n. d),

*“Not only do on-the-job experiences have potential to assist persons who are actively involved in leadership programs; they may also be of value in reaching and impacting vocational education professionals who have not had an opportunity to attend these programs.”*

It is for that reason very much significant that suitable training is provided for managers and team leaders in this respect, and that it is made apparent to them that this is an element of their career and will be one of the areas for measurement of their performance.

On this method American management consultant and author Tom Peters says,

*“The best way to really train people is with an experienced mentor...and on the job.”*

Many managers and team leaders are inexperienced in training techniques and depend on their employees to supply the required training to trainees rather than gain knowledge of the indispensable training skills themselves. Since this is a course of action of learning by doing, on the job training is the most used and abused approach to training. Placing responsibility of training on employee's managers or team leaders can be doing more harm than good firstly to the trainee and more prominently to the organization. The outcomes of such proceedings may not be in the best interests of the organization. Employees with no know-how in training techniques may involuntarily communicate bad habits or practices to their trainees. In the first case in point, the employee may not have a appropriate individuality, and the comprehension of what to instruct and what not to instruct. It is therefore very much important that if employees are to be given the responsibility of increasing the skills of newcomers, they must have a sound and inclusive comprehension of the job. A more understandable problem that may influence the advance of newcomers is the mind-set of trainees themselves. They maybe distracted by the surroundings and therefore find it difficult to get hold of the indispensable skills fast enough.

Rosenberg (2001) says that,

*“The key with this type of training is to somehow transfer knowledge from a highly skilled, experienced worker to a new employee, while maintaining the productivity of both workers. Obviously, this is much easier said than done.”*

Taken as a whole on the job training is the only way to widen and put into practice specific managerial, team leading, technical, manual and administrative skills that are required by the organization. In relation to the above point it is understood that on the job training requires planning, structure and supervision to be successful for developing a diversity of convenient and customer orientated capabilities. The main advantages of on the job training are as follows:

1. On the job training involves actuality and hence is more relevant.
2. Theory is put into practice immediately and significance is very much understandable.
3. Much of the learning can take place logically as part of the Performance management procedure.
4. It is most effectual if precise learning objectives have been expressed.

Go et al state that,

*“... if done correctly on the job training is a sensible & cost effective method for training and assessing trainees progress in jobs such as Retail sales, Food & Beverage operatives and Check in and Checkout positions”*

Examples include the case of Domino Pizza where approximately 85% of training is on the job delivered by store managers using corporately developed training programs. On the job training is used comprehensively by Ramada Inn, which has developed a training aid. This training aid helps trainees by making them aware of the training objectives the benefits to themselves and the benefits to the company and the customer in performing the task. It also provides the trainee with the succession of steps that should be followed to perform the task in the approved manner as well as a list of tools, materials and apparatus necessary to do the task. As a final point the training aid provides an assessment form for providing feedback to the trainee (Cassidy 2001).

Used right on the job training can form a vital constituent in skills training as well as in orientation or instruction training for fresh employees. In a recent review Look Who's Training Now (2000) affirmed that

*"The most common route at over one third of all training incidents was on the job training provided by an internal provider and leading to no qualification"*

## **In company-off the job training:**

The review Learning and Training at work (2000) defines off the job training as to be, "...including all training away from the immediate work position. It can be given at the employers' premises or elsewhere. It includes all sorts of courses - full or part time; correspondence or distance learning, Health and Safety and so on - as long as it funded or arranged by the employer."

The distinctive aspect of In House off the Job Training from other types of off the job training is that, in house off the job training is conducted away from the physical location where the job is in point of fact carried out but still on company premises.

This sort of training is the best way to get hold of highly developed manual, office, customer service or selling skills and to learn about company procedures and products. It also increases the trainee's recognition with the association. The availability of gear and trained trainers helps in that the fundamental skills are acquired much more rapidly and often more inexpensively.

There are a number of methods and techniques accessible with the preference depending on what is to be imparted. The most important method guidelines are as follows,

1. *Talks* are best used for imparting information such as company history and policies, officially authorized matters, regulations, recipes, and an outline of methods and procedures. In giving a talk, development must be checked recurrently by employing questions and answers.
2. *Discussions* are best used to elaborate on and to combine what has been imparted by supplementary techniques.
3. *Lectures* often signify little more than talking at trainees and are consequently to be avoided as there is more often than not little trainee contribution. Lectures play a vital role in teaching. According to Tips for teachers, "*There will always be a place for lectures in the curriculum -- to give technical material or factual information, to provide structure to material or an argument, to display a method or example of how one thinks in a given field, or even to inspire and motivate students to explore further.*"
4. *Case studies, projects, business games* are best used to exemplify and to consolidate principles of management such as planning, analytical techniques, etc.

5. *Role-playing* is best used to expand community skills such as receiving guests, handling customer complaints, and advertising, interviewing or instructional techniques. Preferably this should be supported by videocassette tape recordings, if feasible.
6. *Films, charts, and other visual aids* should not in general be used as instructional techniques by themselves, but should support talks, discussions, case studies and role-playing. Films on a diversity of hotel and catering subjects are obtainable from quite a lot of training organizations. According to Hope and Vavra (n. d), *“Role plays help to build skills and confidence, identify individual training needs, personal issues of Help Line workers that could interfere with their effectiveness, and demonstrate methods of dealing with actual calls.”*
7. *Programmed texts, Interactive videos* satisfy many of the principles of learning. In addition, individuals can use them at any suitable time — not requiring the company of a teacher. They cannot, of course, be used to teach some things such as labor-intensive skills and they can be very costly to devise.

As with any system there are always going to be disadvantages. Trainees occasionally find it hard to reassign the skills and knowledge learned on courses to the work place. Furthermore managers and team leaders transferring from training circumstances to actual life may find things more multifaceted.

The problem here tends to be that their preparation deals with inspiration and leadership theories, which deal with the mind. This make's it much harder to get across, as the

connection between what people learn say in the classroom may not always be perceptible.

This is why Armstrong says,

*"Strenuous efforts have to be made to ensure that learners perceive the reality of what they are learning and are expected to develop and implement action plans for putting it into practice"*

### **External-Off the job training:**

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This outline of training may employ employees being released to attend a local institution or university for either short term or recognized certified programs. Training can either be customized to organizations particular requirements or it may focus on exceptional disciplines correlated to both the Hospitality & Tourism Industry. External training can also cover more technical or management topics which are advantageous for the expansion of managers or team leaders, technical and social knowledge and skills as recommended by Armstrong (1999).

Other forms of external training could be special courses and conferences run by other organizations other than educational institutions. Another quite favorable approach used by larger organizations involves work-based placements and projects at dissimilar locations inside the parent organization or other organizations. For those people who have the chance to take part in external training courses it allows them to enlarge their horizons as they are exposed to peers from diverse organizations.

As with most forms of training the transfer of learning into practice is more difficult than the two preceding types of training mentioned. Another most important concern is that the efficiency of external training will be determined by how rapidly the knowledge and skills acquired are used; Armstrong (1999) states if not used instantaneously the learning acquired may disappear quickly. Finally due to the wide diversity of courses to be had it

may be tough for organizations to single out the most appropriate to meet their objectives.

## **Evaluation of the training process:**

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Hamblin (1974) defines the process of evaluating training as

*"Any attempt to obtain information (feedback) of the effects of a training program and to assess the value of the training in the light of that information"*

According to Carr (1999),

*"Evaluation methods should be based on the goals of the training process and should meet the demands of the various stake holders involved."*

According to Atherley and Robertson (1998),

*"The purpose of evaluating training is quite simply to establish whether the training objectives have been met and, if so, whether this has resulted in solving the problem addressed by those objectives. Preparation for training evaluation should begin at the training design stage. In other words, the problem to be addressed by training must be clear, the training objectives must be specific and the status quo prior to training must be known. For example, if the problem to be addressed is poor observance of safe working practices in material handling operations, and training has been designed to address part of this problem by providing information and skills to, say, fork-lift operators, then a successful outcome in this case would be high observance of correct safe working practices."*

By evaluating the efficiency of training Torrington & Hall (1998) and Go et al (1996) both consider that it is one of the most unacceptable aspects of training, with many

organizations believing that training ends once the delivery of the training program is complete. The belief that training ends once delivery is completed has two consequences:

1. It defeats what has been affirmed previously in the chapter that training was a constant process through out employees working life.
2. Secondly and more importantly it will result in the failure to determine whether the training program has met the objectives set out before hand and whether it has developed or induced a positive behavioral change.

Both Torrington & Hall (1998) and Go et al (1996) consider that, evaluation is fundamental in determining how successful the training program has been and for the organization it is vital to be able to reveal value for capital.

The evaluation procedure is much uncomplicated when the yield of training is clear as recommended by Torrington & Hall (1998).

Armstrong (1999) states by implementing an evaluation process the organization will have a degree of control and that it is consequently significant that the whole training program is evaluated because:

1. It is significant to review whether the training program has met the objectives set out at the planning period.
2. Finally it is important to indicate where improvements or changes are mandatory in order to make certain that the training will be more effectual.

Complications take place when it comes to evaluating the success of a management-training program of social skills and development where outputs are hard to determine. Torrington & Hall (1998) believe that while complicated, evaluation should still be carried out.

In the evaluation of training programs Kirkpatrick (1994) suggests that there are four stages of evaluation:

Stage 1 — *Reaction* — at this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate customer satisfaction. The following guidelines suggested by Kirkpatrick (1994) for evaluating reactions are:

1. Determine what you want to find out.
2. Design a form that will quantify reactions.
3. Encourage written comments & suggestions.
4. Get 100% immediate response.
5. Get honest responses.
6. Develop acceptable standards.
7. Measure reactions against standards, and take appropriate action.
8. Communicate reactions as appropriate.

Stage 2 — *Evaluating learning* — this level obtains information on the extent to which learning objectives have been obtained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and, as appropriate, the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of tests before and after the program — paper and pencil or performance tests.

Stage 3 — *Evaluating behavior* — this level evaluates the extent to which behavior has changed as required when people attending the program have returned to their jobs. The question to be answered is the extent to which knowledge; skills and attitudes have been transferred from the classroom to the workplace. Ideally, the evaluation should take place before and after the training. Time should be allowed for the change in behavior to take place. The evaluation needs to assess the extent to which specific learning objectives relating to changes in behavior and the application of knowledge and skills have been achieved.

Stage 4 — *Evaluating results* — this is the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs.

The evaluation has to be based on before and after measures and has to determine the extent to which the fundamental objectives of the training has been achieved in areas such as increasing sales or increasing customer satisfaction. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors and as Kirkpatrick says

*"Be satisfied with evidence, because proof is usually impossible to get"*

While Kirkpatrick's evaluation approach of (1994) goes into considerable detail it is largely in line with Hamblin's approach of (1974). Overall it would appear that the concepts have not changed dramatically but there is an increased emphasis on the importance of training within organizations both from the personnel and business aspect. To give training programs every chance of succeeding Boella (1996) believes that it is vital that line management is seen to support the implementation of training initiatives. One way of showing their support is to actually participate as far as possible. If there is a lack of support however, it is possible that a gap between trainers and line management may develop if instruction is entirely left to the trainer.

In order to ensure that gaps don't appear line managers can take the initiative through departmental managers and skilled operators such as chefs, as stated earlier in the chapter to be trained to take some training sessions.

Through such actions Boella (1996) believes that the instruction is in line with the working requirements and conditions, but of more importance:

*"It persuades line management that training personnel are working with and for line management"*

Regarding the importance and necessity of evaluating the training process Evaluating Training quotes,

*“Neglecting to make any attempt at evaluation reflects disinterest and lack of professionalism and is symptomatic of a non-caring attitude. Evaluation is a must; it is an integral part of effective training.”*

## **Methods of training:**

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Training is essentially the instructing of others in information new to them and its application. It may and often does involve the teaching of new skills, methods and procedures. There are many modes of imparting effective training. They can be broadly classified under one or the other categories that follow:

1. **Lecture method:** This method involves delivering lectures to group of employees in a class room. The effectiveness of this method relies heavily upon the speaking skills of the instructor. The behavior and attitude of the instructor also plays an important role in its effectiveness. This method is generally followed when the number of employees to be trained is large and the concepts that are to be taught are generally simple or already acquainted with but are in need of a brush up. This method has its own drawbacks. As the number of trainees increases adequate time and attention cannot be allocated to each and every member by the instructor and hence people with slow learning capabilities get neglected. Also some people may sit ideally due to the lack of interaction and interest. Another drawback is that as the amount of information is huge and it is imparted over a short span of time, it may become saturated and results in reduction of efficiency in the learning process.

Newer innovative methods are being sought after to make lecture sessions interactive and effective. According to the article Instructional methods and techniques,

*“The learning effectiveness of the lecture method has been questioned because of the lack of interaction; but it continues as a means of reaching a large group at one time with a condensed, organized body of information. Providing trainees with lesson objectives before the lecture will enable them to listen more effectively. It will help them to take concise, brief notes concerning the objectives rather than writing feverishly through- out the lecture.”*

Discussion type of lecture sessions in which all the persons have the opportunity to express their views are highly effective as persons otherwise sitting idly get an opportunity to speak and interact. Another advantage of this system is that the instructor gets an idea regarding the extent to which the trainees have grasped the required concepts. In case of inadequacy or mistakes, they can be rectified. This is not possible in ordinary lecture sessions.

2. **Case method:** Case method involves teaching the employees regarding a particular hypothetical case. In this method the trainees are taught about the measures that are to be taken in case the prevalent situation resembles the standard cases. This is generally used in organizations where the various possible situations can be broadly classified and categorized into a few number of cases. According to The case method,

*“The case method has long been accepted as an important method for training managers and administrators. It is a method of learning based on active participation and cooperative or democratic discussion of a situation faced by a group of managers. The method of discussion also replicates the manner in which most decisions are taken in practice. It also involves replicating discussions with supervisors, peers or subordinates. If properly used, it has the power to improve the acquisition of knowledge, skills and attitudes.”*

3. **Role play:** In role play method of imparting training the trainees are briefed regarding a hypothetical situation and are made to assume that they are in charge of handling it. Their responses are noted and then compared with the ideal solutions to the problem. They are informed regarding the places where they went wrong and need improvement. According to Henricks (2002), *“New research suggests role-playing is a powerful tool for forecasting outcomes of negotiations, rivals' responses to competitive moves, and resolutions of business conflicts.”*

The main advantage of role play is that the areas in which employees need adequate training can be identified and suitable measures can be taken to rectify them

### **Use of multimedia tools in training:**

According to Computer Industry Report (1997),

*“Multimedia training is training delivered at the desktop, utilizing the audio, video, and graphics capabilities of available software and hardware technologies. CD-ROM*

*multimedia training is the aforementioned training delivered to the desktop in CD-ROM format; Web-based multimedia training is such training delivered via intranet or the Internet.”*

Although not required for a product to be defined as "multimedia," interactivity is an important quality most multimedia products incorporate. One major complaint with traditional computer-based training, as described by users, is that it's the same as text-based page turning, but even harder to read. The advent of multimedia affords training providers the opportunity to embed various levels of interactivity at many levels of the electronic tutorial, and it lets the trainer draw the user in.

Nearly all multimedia training products come complete with chapter tests and overall course examinations; developers realized early that the ability to track students' progress was a valuable selling point to training purchasers. However, good products use interactive lessons to get the learner involved before the examination stage, and they take advantage of the learning by doing method as opposed to learning only by reading.

Today multimedia tools are being increasingly used in class rooms and training programs. This is because they present the information in much more interactive way than ordinary lectures to the trainees. Hence they are more interesting and easier to learn.

Until recently multimedia tools were not widely used. This was due to the lack in development in computer technology on which today it is based. In those times computer learning lacked maturity. It was not an ideal substitute for the human instructor. Electronic learning gained popularity slowly. This may be because enterprise decision

makers have been slow in thinking through the implications and prospects of electronic learning. People have their own doubts regarding electronic learning methods.

Costello asks (2003),

*“Issues that need to be tackled include making clear when employees are expected to undertake e-learning. Is it overtime or available during working hours? How often can employees take the tests and what if they fail? Is it a reflection on the employee’s overall potential or on e-learning as a method? How will e-learning be accepted by the unions?”*

Another aspect of multimedia based learning is the virtual class room. The virtual class room involves a live presenter linked via an audio conference telephone line to each attendee, who enters a secure website over the internet but with the customers own branding. The instructor can write on the screen and answer written or audio questions while students can save and annotate on white boards or web chat (Costello 2003).

At the heart of a web based or computer based electronic training initiative is the learning management system- software that delivers the skill sets required for a particular role, monitors individual employee learning and career development and often tracks courses and content delivery and management.

Today it is very much common to find multimedia teaching tools in many places. This ascertains their popularity which is because of their interactive nature. Drawbacks of multimedia learning include higher costs and complexity of the technology that is involved.

## **Role and importance of training:**

The role of training programs is indispensable as far as Hotels are concerned. As the number of customers depends upon the service a hotel offers which in turn depends on the soft skills possessed by the employees, imparting training regarding soft skills is very much necessary.

The following are the general characteristics of a training program:

1. **Training should bring confidence in employees.** Cassidy says (2001), *“Although confidence is an "inside job," training programs build skills, provides resources and enable employees to better respond to the customer's needs. All of these add up to greater confidence for the employee in challenging situations. When an employee is more confident he can face the customers with better manners”* .  
This would please the customers and increase preference for the particular hotel.
2. **It should improve effectiveness of employees.** Training programs allow the employees to practice interpersonal skills, make mistakes and receive feedback in a safe environment. According to Cassidy (2001), *“When an employee makes a mistake with a customer, it can be costly. Training allows staff to develop necessary job skills without fear of reprisal.”*
3. **It should establish company work standards.** We can find two employees who are exactly alike. Everyone possesses varying work standards. A company-run training program can establish acceptable work standards and behavior from the very beginning of the employment cycle and help make the employee more effective sooner (Cassidy 2001).

4. **It should build employee morale.** Time spent on training indicates that the employers have respect for the employees. It further implies that the employers want the employee to be an integral part of the success process for their organization. Employees feel better about themselves, the organization, and their coworkers when they know management cares about them.
5. **It improves communications.** During training, participants have the opportunity to ask questions regarding concerns that might have overlooked in the daily operations. Training programs frequently begin a dialog process that may not have occurred otherwise. The training process also allows management to discover individuals and total team skill levels. This allows management to establish future training needs and programs.
6. **It should create a team-building environment.** When individuals from different groups within the organization gather for training, it allows them to create stronger inter-organization relationships. Additionally, the training environment provides the opportunity to share common concerns, problems and ideas. People often discover they are not alone in their skill levels or workplace issues.
7. **It should increase problem solving abilities.** People who are well-trained are able to think on their feet faster. They are also apt to have a greater network and knowledge of resources to help them solve problems. Front line staffers that are able to address customer concerns on the spot save management time and the organization money.

8. **It should reduce customer and employee complaints.** A well-trained staff is able to satisfy the customer's needs faster and more efficiently. When staff is well trained, there are fewer customer complaints. Employees also have the skills to resolve conflict and communicate better. Optimum skill levels allow employees to resolve their own conflicts and decreases management's need to be involved in employee disagreements.
9. **It should strengthen existing skills.** Every time an individual receives customer service, communications, leadership or basically any kind of training, it helps to strengthen and enhance existing skill levels. If people do not immediately practice and use what they have learned in a training program, all but about 10% of the information is forgotten within six weeks. Regular reviews of the information help reinforce and enhance existing skills. This also aids in building confidence within the employees and helps make them more effective.
10. **It should indicate the company's commitment to optimum performance standards.** Whether it's a safety program or a computer class, the information presented during the training process establishes the organization's expected employee performance level. Regularly scheduled training programs serve to reinforce and provide an example of an organization's standards and expectations.
11. **It should air feelings and challenges.** Frequently, issues will arise during the training process that may not surface in a normal work setting. Staffers have the opportunity to express concerns, fears and indicate challenges that they

feel need to be resolved in order for the organization to move forward.

Workshops and training session can provide a safe environment for staff to express themselves without fear of retaliation.

12. **It should serve as an ongoing advertisement for the customers.** Staff training demonstrates to the customers that the company wants to provide the best possible service and products. When customers feel that they are getting the very best because the company is willing to invest in its staff, it serves as an advertisement for quality.

## **Methodology:**

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In setting out the methodology relating to this dissertation it is important to focus on the associated aims & objectives:

### **General aim of the paper:**

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To evaluate the effectiveness of training program in the case of the Paradise Hotel in South Korea.

### **Specific objectives of the paper:**

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1. To evaluate the opinion of the trainees regarding the training programs.
2. To suggest measures to make the training program more effective.

### **Outline of various methods:**

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The research for this will be carried out on a Case Study basis.

Case study is defined as follows in Wikipedia--the free encyclopedia,

*“...a series of diverse continuous events, set in an organisational framework and normally in a well-defined environment. Those studying the case are led to a specific point in time and circumstance where they become a participant in the case.”*

According to Yin (1984), it is possible to up to 6 sources of evidence in a Case Study. These 6 sources are elaborated in the following paragraphs:

1. **Documentation:** It generally includes letters, memoranda and administrative documents such as proposals etc. The most significant use of documents within a case study is to substantiate verification from other sources. There has been some uncertainty over the dependence on documents in case study research as recommended by Yin (1984).

This may be attributed to casual investigators who may mistake certain types of documents for projects.

2. **Archival records:** These generally include service records such as the number of customers served over a specified time or organizational records such as financial budgets etc. Yin (1984) therefore believes that, *“it is important that the investigator be careful in determining the accuracy of records and the conditions under which they were produced.”*
3. **Interviews:** These are the most significant sources for a case study, and can take numerous forms from an open-ended interview to a structured interview. Interviews can, for that reason be, used to substantiate interview data with information from other sources as suggested by Yin (1984). Interviews must be considered as verbal proof and for this reason they could be subject to problems of bias, deprived recall and poor or imprecise verbalization.
4. **Direct Observation:** It occurs when the researcher makes a site visit e.g. to a new organization. In relation to direct observations can be either formal or casual, the main concern is the dependability of the examination. One way to rise above the difficulty as suggested by Yin (1984) is to use many observers.

5. **Participant Observation** is unique in that the investigator may in reality take part in it through a variety of roles; this can on the other hand be a crisis as there maybe a possibility for prejudice.
6. **Physical Artifacts** can consist of any physical substantiation that maybe gathered during a field visit as recommended by Yin (1984).

**Table below shows their respective strong points and weaknesses:**

Sources of Evidence	Strengths	Weaknesses
Documentation	<p><u>Stable</u> — repeated review.</p> <p><u>Unobtrusive</u> — exist prior to case study, exact — names etc.</p> <p><u>Broad coverage</u> — extended time span.</p>	<p><u>Retrievability</u> — difficult biased selectivity.</p> <p><u>Reporting bias</u> — reflects author bias.</p> <p><u>Access</u> — may be blocked.</p>
Archival	Same as above precise and quantitative.	Same as above privacy might inhibit access.
Interviews	<p><u>Targeted</u> — focuses on case study topic.</p> <p><u>Insightful</u> — provides perceived casual inferences.</p>	<p>Bias due to poor question bias.</p> <p>Incomplete recollection</p> <p><u>Reflexibility</u> — interviewee expresses what interviewer wants to hear.</p>
Direct Observation	<p><u>Reality</u> — covers events in real time</p> <p><u>Contextual</u> — covers event context</p>	<p><u>Time</u> — consuming</p> <p><u>Selectivity</u> — misses facts</p> <p><u>Reflexibility</u> —</p>

		observer's presence might cause change.  <u>Cost</u> — observers need time
Participant Observation	Same as above  Insightful into interpersonal behavior.	Same as above  Bias due to investigator's actions
Physical Artifacts	Insightful into cultural features  Insightful into technical operations	Selectivity  Availability

(Taken from Cassidy (2001): Education and Industry in hospitality industry)

Interview and surveys would be used to gather data out of the six above methods.

Surveys are usually in the form of a questionnaire. A comprehensive survey of the information needs of your institution would seek information on the types of information users, the types of information sought like factual, reviews, in-depth, clinical, research, administrative, the frequency of the need like daily, monthly, annually, and where the information is currently found like hospital library, other library, personal library, consultation with colleague, not found, et c. (Sleeth 1994).

### **How to collect the data:**

The main route for accessing data will be through interviewing the employees of Paradise hotel. Surveys would be conducted and responses that the employees give would be noted. In House hotel training the data will be collected from each hotel's literature on staff training, outlining various training initiatives etc.

According to data collection methods (n. d),

*“The main point of an interview is to elicit the participant's point of view. Unstructured interviews are conducted at the stage where the evaluator is uncertain of what the key issues might be for teachers and students. Conducting a structured interview reveals the participants' perceptions on the issues the evaluator believes to be important. If the interview is unstructured, then it is possible for the participants to put new items on the agenda of the evaluation.”*

### **How to analyze the data:**

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Once all the data has been collected the next step is to decide how the data will be analyzed. For the case study the data collected will be analyzed through compare & contrast. According to Yin this may be done by,

*"Looking for patterns immediately while we are reviewing documents, observing or interviewing, or we can code the records, aggregate the frequencies and find patterns that way or both. Sometimes we will find significant meaning in a single instance, but usually the important meanings will come from reappearance over and over"*

### **Presentation of findings:**

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According to Cassidy (2001),

*“The presentation of the findings is very important to enable the researcher to analyze the data and enable the reader to understand their findings quickly in their simplest form. To achieve this, tables were selected as being the best possible way to set out and access the basic information.”*

### **Questions that the employees would be asked:**

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The questions that would be asked to the employees can be summed up in the table below:

**Table**

Questions	Yes	No
1) Does training make the employee more comfortable with the allotted work?		
2) Does training improve the relationship among employees?		
3) Does training improve the relations among the employees?		
4) Does proper training improve the promotion chances?		
5) Is in company—on the job training preferable?		

6) Is in company—off the job training preferable?		
7) Is external—off the job training preferable?		
8) Is lecture method preferable?		
9) Is case method preferable?		
10) Is role play method preferable?		
11) Is use of multimedia tools beneficial?		
12) Overall is training beneficial?		

The above questions would be asked to acquire knowledge regarding the general opinion that the employees have towards training methods.

**Data that would be collected from the organization:**

The following table depicts the details that would be collected from the employers:

**Table**

1) Number of employees working in the organization.	
2) Number of employees trained through on the job training	
3) Number of employees trained through off the job training.	
4) Number of employees approving training	
5) Number of trained employees who are getting paid higher than untrained employees	
6) Number of untrained employees who are getting paid higher than trained employees	
7) Total number of trained employees.	

8) Number of trained employees who have been promoted to a higher rank after training.	
9) Number of trained employees who have not been promoted to higher rank even after training.	
10) Number of who have not been promoted and are not in favor of training.	

The data collected above would be helpful in determining the impact of training on the employees rank. It would also give the employees have towards training.

### **Conclusion:**

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Based on the answers to the questions the general view that the employee has regarding training would be ascertained. Taking the total views into consideration suitable solutions would be recommended. The following may be some of the recommendations:

1. Inclusion of training oriented towards the job rather than pen and paper training.
2. Inclusion of interesting syllabi and curriculum.
3. Inclusion of innovative tools like computers into training programs to impart better training.
4. Inclusion of multimedia tools like CD-ROMs, projectors, visual and audio etc in the curriculum to make it more interesting.

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