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THE ROLE OF THE
GOVERNMENT & THE PRIVATE
SECTOR IN THE IMPLEMENTATION
OF TRAINING PROGRAMS FOR
THE FIVE STAR HOTELS
EMPLOYEES IN EGYPT

HAZEM ABDEL AZIZ ABDEL HADY

1997



The American University In Cairo
School of Business, Economics & Communication

Thesis
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The Role of the Government & the Private Sector
In
The Implementation of Training Programs
For
The Five Star Hotels Employees
In Egypt

A Thesis Submitted To The Management Department
Of
The American University In Cairo
In Partial Fulfillment Of The Requirements For
The Degree Of Master Of Public Administration (MPA)

By
Hazem Abdel Aziz Abdel Hady
B.Sc. Hotel Management

Under The Supervision
Of
Dr. E. H. Valsan
Director, MPA Program
&
Dr. Gehan Kafafy

May, 1997

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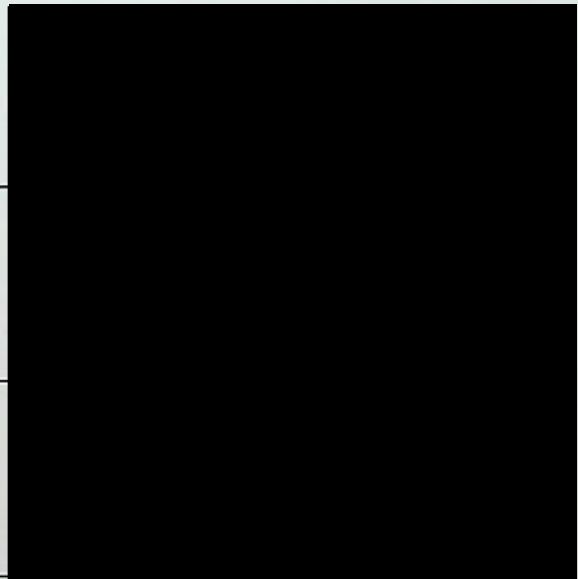
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Acknowledgments

I would like to extend my appreciation to my supervisor Dr. E. H. Valsan for all his help and assistance he has provided me not only on my thesis but all along the years of my graduate program as well.

I would like also to thank Dr. Gehan Kafafy for her contribution and efforts as a supervisor of my thesis and Dr. Salah El-Sabaa for his encouragement and support as a reader of the thesis.

Special thanks to Mr. Hakim Michael for his guidance during the thesis preparation.

Dedication

CHAPTER	TITLE	PAGE
CHAPTER ONE		
<i>Introduction & Methodology</i>		
1.1	Introduction	11
1.2	Methodology	12
CHAPTER TWO		
<i>Survey of Literature</i>		
2.1	Definition of Training	20
2.2	The Objective of Training	21
2.3	The Importance of Training	22
2.4	Factors Affecting Job Performance	23
2.5	Planning & Job Performance	24
2.5.A	Training Needs Analysis	25
2.5.B	Identification of Training	26
2.5.C	Selection of Trainers	27
2.5.D	Choosing Training Methods	28
2.5.E	Implementation of the Training	29
2.5.F	Evaluation of the Training Program	30
2.5.G	Follow-up	31
CHAPTER THREE		
<i>The Empirical Study</i>		
3.1	The Kitchen Appliances Training Program	32
3.1.1	The International Research and Training Center	33
3.1.2	The Kitchen Appliances Program	34
3.1.2.A	Program Administration	35
3.1.2.B	Program Evaluation	36
3.1.2.C	Personal Interviews	37
3.1.2.D	Structured Questionnaire	38
3.2	The Management Training Program	39
3.2.1	Program Administration	40
3.2.1	Program Planning	41
3.2.2	Performance Evaluation	42
3.2.3	Personal Interviews	43
3.2.4	Structured Questionnaire	44

To
my wife,
son
&
Family

Table Of Contents

CONTENT	PAGE
CHAPTER ONE	
<i>Introduction & Methodology</i>	
1.1 Introduction	01
1.2 Methodology	12
CHAPTER TWO	
<i>Survey of Literature</i>	
2.1. Definition of Training	20
2.2. The Objective of Training	24
2.3. The Importance of Training	25
2.4. Factors Affecting Job Performance	31
2.5. Planning & Implementation of Training	34
2.5.A. Training Needs Analysis	36
2.5.B. Identification of Training Objectives	43
2.5.C. Selection of Trainees	45
2.5.D. Choosing Training Methods	47
2.5.E. Implementation of the Training Programs	79
2.5.F. Evaluation of the Training Programs	79
2.5.G. Follow-up	89
CHAPTER THREE	
<i>The Empirical Study</i>	
3.1. The Kitchen Apprentice Training Program	92
3.1.1. The Information, Research and Training Center	95
3.1.2. The Kitchen Apprentice Program	98
3.1.2.A. Program Administration	99
3.1.2.B. Program Evaluation	102
3.1.2.C. Personal Interview	102
3.1.2.D. Structured Questionnaire	111
3.2. The Management Training Program	123
3.2.1. Program Administration	123
3.2.2. Program Planning	124
3.2.3. Performance Evaluation	125
3.2.4. Personal Interviews	126
3.2.5. Structured Questionnaire	132

CHAPTER FOUR	
<i>Conclusion & Recommendations</i>	146
Bibliography	155
List of Tables	161
Appendix (A)	167
Appendix (B)	171

Chapter One
Introduction & Methodology

CHAPTER ONE

Introduction & Methodology

1.1. Introduction

World economic studies indicate that tourism is one of the three largest global industries. In many countries, tourism is the second largest of the major industries such as agriculture, manufacturing and services. In 1991, the tourism industry recorded a total of 2.3 billion tourists, 420 million people. The UNWTO estimates that the number of tourists will reach 4 billion by the year 2000.

Chapter One

Introduction & Methodology

According to the UNWTO, the tourism industry is the fastest growing sector in the world economy. The industry is expected to reach a total of 4 billion tourists by the year 2000. The industry is expected to reach a total of 4 billion tourists by the year 2000. The industry is expected to reach a total of 4 billion tourists by the year 2000.

From (Table 1.1 & 2), we can see that in the decade the total number of tourists increased from 254.2 million tourists in the year 1980 to reach 420 million by the year 1990 which is 64% increase. Also, the tourism industry increased from 102.2 billion USD in the year 1980 to 235.2 billion USD in the

1. World Tourism, World Tourism Organization, Madrid, 1994, p. 1.

2. World Tourism, World Tourism Organization, Madrid, 1994, p. 1.

CHAPTER ONE

Introduction & Methodology

1.1. Introduction

World economic studies indicate that tourism is one of the three largest global industries. In many countries, tourism income exceeds that of the major industries such as iron, steel, automobiles and electronics. In 1991, the tourism industry recorded a total of 2.3 trillion USD employing 120 million people. The International Travel Association reported that during the year 1995 the international tourism income exceeded the 444 billion USD and by the year 2000 it will reach 844 billion USD ¹. The international tourism income represents 7% from the total international trade volume. The trends of the International Tourism Association refer to the fact that 1500 million person are traveling around the world yearly with 2000 billion USD expenses which is around 12 % from the international Gross Domestic Product (GOP).²

From (Tables 1 & 2), we can realize that in one decade the overall number of tourists increased from 284.8 million tourist in the year 1980 to reach 425.1 tourists by the year 1990 which is 100% increase. Also, the tourism revenue increased from 102.2 billion USD in the year 1980 to 235.2 billion USD in the

¹ Abdel Wahab, Salah Eldine. "The Egyptian Tourism in the Present Challenges". Tourism Researches Magazine. January 1994, N#11.

² Ismail, Ahmed Abdel Hamid. "Egypt and the International Travel". Tourism Researches Magazine. November 1991, N#09.

year 1990 which is also 100% increase. In Egypt, we can find that the number of tourists visiting Egypt from the year 1980 until the year 1993 is continuously increasing. Also, tourism income increased from 1.2 billion USD in year 1980 to 1.3 billion USD in the year 1993. We can notice that the difference is marginal because the changes happened only in the hard currency exchange. But if we compare it with the Egyptian Pounds we will find that the tourism income increased from 400 million EGP in the year 1980 to reach 4.4 billion EGP in the year 1990. This increase is due to the government's efforts to encourage tourism and its investment which is regarded as a major source of the national income. Despite the increase of tourists visiting Egypt, Egypt's share from the international tourism is around 0.5% which is a marginal percentage compared to the cultural and tourist attractions Egypt has.

Table 01

Egypt's Share in the International Tourism

Year	Intern'L Tourism in Million / Tourist	Tourism to Egypt in Million / Tourist	Egypt's Share from the Intern'L Tourism %
1980	284,841	1,253	0.44
1981	288,848	1,376	0.48
1982	286,780	1,423	0.50
1983	284,173	1,498	0.53
1984	312,434	1,560	0.50
1985	326,501	1,518	0.46
1986	334,543	1,311	0.39
1987	361,165	1,795	0.50
1988	393,160	1,969	0.50
1989	405,306	2,503	0.62
1990	425,097	2,600	0.61
1991	450,200	2,214	0.49
1992	475,600	3,206	0.67
1993	500,200	2,508	0.50
1994	510,400	2,684	0.52

Sources:

1. The International Tourism : The International Tourism Association
2. Tourism to Egypt : CAPMAS

Table 02

Egypt's Revenue Share in the International Tourism

(USD Million)

Year	Total Intern'L Tourism Income	Egypt's Tourism Income ¹	Egypt's Share in the Intern'L Tourism %
1980	102272	118.9	1.16
1981	104309	172.8	1.65
1982	98634	205.4	2.08
1983	98295	350.3	0.35
1984	109832	371.1	0.33
1985	115027	466.7	0.40
1986	128705	436.1	0.34
1987	169529	1993.6	1.17
1988	194171	2684.1	1.38
1989	209155	3323.2	1.59
1990	235172	2623.1	1.11
1991	278000	1306.1	0.47
1992	279000	2262.1	0.81
1993	301124	1335.3	0.44

Source: Ministry of Tourism, Unpublished Report

From the year 1993 until 1995 the Egyptian government agreed on the investment in 200 new tourist projects. These projects will add 87,000 rooms to the existing number of rooms which is 64,958. The government target is to reach a total number of 121,865 room by the year 2002. These projects are going in parallel with other tourism investment projects of a total of 22.3 billion Egyptian Pound which should generate 257,000 job opportunities ². The Egyptian Government tourism investment plans could be noticed in Dr. Kamal El Ganzouri, Egyptian Prime Minister, statement before the People's Assembly during the government's 1996 official statement,

¹ Egypt's income from tourism was calculated based on the following exchange rates:

- USD 120 P.T. until October 1987
- USD 231.3 P.T. until October 1988
- USD 259.2 P.T. until October 1989
- USD 230-338 P.T. from 08 October until now

² Nafea, Ibrahim. " Egyptian Tourism and Important Steps on the Right Way ". El-Ahram Newspaper. 2 March, 1996, Page 03

" Tourism is a very important industry for the Egyptian economy as a major source for increasing the hard currency income, and as a way for effective utilization of the manpower which helps in reducing the inflation rate."¹ , Dr. Ganzouri, added that, " The government target during the year 1996 is to increase the volume of tourists to 5.8 million tourists, and to increase the tourism income to USD 5.3 billion."²

Some indications of the tourism industry development in Egypt could be analyzed from (Table 03) which analyzes the trend of tourism in the past five years from the year 1991 until 1995.

Table 03
Consolidated Table Of The Tourism Industry Trend
In The Past Five Years

(In Millions)

Year	Tourist Volume	Number Of Tourist Nights	Tourism Income US \$
1991	2.21	21.83	1,316.23
1992	3.20	16.23	2,278.70
1993	2.50	15.08	1,332.40
1994	2.30	13.70	1,779.30
1995	2.80	18.30	2,298.90

Source: Information Center of the Ministry of Tourism³.

Tourism has a direct effect on the economic development as a whole since it helps in increasing the national income and because of its relation with many other economic fields which contributes, finally, to enhance the economic development. (Table 04) is an analysis of the tourism contribution to the GDP from 1988 until 1991. We can notice from this analysis how tourism contribution to the GDP is increasing yearly yet it is with marginal percentage.

¹ El Ahran Newspaper, 28 January, 1996

² Nafea, Ibrahim. " Egyptian Tourism and Important Steps on the Right Way ". El-Ahran Newspaper. 2 March, 1996, Page 03

³ Information Center of the Ministry of Tourism (1993). 1993 Egypt's Tourism in Figures. Ministry of Tourism.

But we have to notice that tourism does not only contribute to the GDP but also contributes to the different fields of production which help in introducing the final product to the tourist.

Table 04
Tourism Contribution In The GDP In Egyptian Pounds

(In Millions Egyptian Pounds)

Fiscal Year	GDP	Tourism Output	%
1988/1989	45419.4	571.4	1.25
1989/1990	47910.6	694.4	1.44
1990/1991	50176.6	513.1	1.02
1991/1992	52932.3	715.0	1.35

Source : National Bank of Egypt¹

Since the hotels' revenues are considered to be one of the major sources of income generated from tourism industry, and in order that Egypt might cope with the massive tourist demands, the existence of suitable accommodation hotels is highly recommended. The number of hotels increased in Egypt from 287 hotels in the year 1985 to 415 hotels in the year 1991 with 44.6% increase. Meanwhile the tourists number increased from 1.2 million tourists in the year 1980 to 2.7 million in the year 1994 which represents more than 100% increase². This means that the increase in annual accommodation capacity is proportional to the increase in the tourists volume.

¹ National Bank of Egypt. *The Economic Report*. #01 Volume 42, 1991, Page 146

² Information Center of the Ministry of Tourism (1991). *1991 Egypt's Tourism in Figures*.

The hotels industry in Egypt are varying between three to five to stars as far as ranking and standard are concerned. Ownership, also, is varying between private and public management. Actually, the hotels industry in Egypt went through many phases. The first phase was when the hotel industry was dominated by a massive nationalization program. The program caused the failure of most of the government-owned hotels in terms of heavy losses and poor working conditions. The successful public sector hotels did not generate more than 1% profit.¹

The second phase began when the Egyptian Government offered the lease of the Nile Hilton Hotel to the Hilton Corporation in 1959, whereby the Hilton has to pay a fixed amount that increased to 10% a year from the Gross Operating Profit (GOP). In the third phase, the government, represented by Egoth Company, agreed to offer management contracts of some of its hotels to international managing hotel companies. In 1963, the government signed a management contract with the Sheraton; and followed with other agreements with the Marriott and the Meridian. The government agreed with those international managing companies to manage with two main conditions: First, it is the responsibility of the managing company to develop the hotel quality, and the employees' performance standards to reach the international level, second, is to pay 20 % of the hotel GOP.²

¹ Part of the speech of Dr. Fouad Sultan, former Minister of Tourism, during the conference of Tourism in Egypt. March 1988.

² Essam Eldine, Gamal. "Tour De Force, Privatization in Tourism". Business Monthly. December, 1992.

But the performance and the quality of service rendered by the other public-owned hotels led the Egyptian Government in 1985 to officially adopt an economic reform in the tourism sector. One of the main reasons which led the Egyptian Government to begin privatizing the public sector hotels in 1985 was the skill level of its employees as explained by Abdel Hamid Farghali, Chairman of the Holding Company for Tourism Development who said that,

“ The aim of privatizing the public sector hotels was to replace managers in the tourism industry with the necessary authority to conduct good business “, he added that, “ The state-owned hotels were deteriorating badly; they were lacking both management and training.”¹

Now the Egyptian government is executing the fourth phase, by selling the government owned-hotels to the private sector. This program is going in parallel with the government economic reform. The Cairo Sheraton Hotel as well as many other government-owned hotels have been offered for tender.

As a matter of fact, the hotels industry is considered one of the industries requiring massive manpower since one hotel room needs 1.7 direct job opportunities and 1.5 indirect job opportunities making 3.2 job opportunities per room. And since this industry requires young manpower so we can analyze its importance in reducing inflation². Rob Davidson sees that tourism creates two different kinds of job opportunities. The first is the direct manpower which is working directly in the tourism activities like: hotels and

¹ Essam El Dine, Gamal. “ Tour De Force, Privatization in Tourism ”. Business Monthly. December 1992. Page 21 - 24

² Nafea, Ibrahim. “ Egyptian Tourism And Important Steps On The Right Way ”. El-Ahram Newspapers. 22 March, 1996, Page 03

travel agents. The second is the indirect manpower which include those working in fields supplementary to tourism e.g. food products, china and silverware industries.¹

In Egypt, as described in (Table 05), there are 59,149 employees working in all the accommodation establishments out of which there are only 5,579 employees hold certain qualifications in tourism which represent 9.4%. While the employees that hold no tourism qualifications represent 53,570 employees which is equal to 90.6 %². In the Official Tourism Organizations supervising the tourism activities, there are 7,012 employees out of which only 271 employees hold a certain tourism qualifications which represent 3.9%. While the remaining 6,741 employees have no tourism qualifications which is equal to 96.1%.

Table 05

Breakdown of Labor Capacity in the Tourism Sector By Qualifications

Type	Tourism Qualification High, Intermediate & Above	%	No Tourism Qualification High, Intermediate & Above	%	Total
All Accommodation Establishments	5,579	9.4	53,570	90.6	59,149
Official Tourist Organizations	271	3.9	6,741	96.4	7,012

Source: Information Center of the Ministry of Tourism³.

¹ Davidson, Rob (1989). Tourism. Prentice-Hall. USA

² Ministry of Tourism & CAPMAS. A Study On The Labor In The Tourism Sector. August 1993, Volume 02.

³ IBD

There are 41,022 employees in the hotels industry in Egypt. The five stars hotels have the biggest share which represents 18,535 employees which is equal to 45.2%¹. Yet the five stars hotels represent the highest share, we can find, as analyzed in (Table 06), that there is a gap between the number of employees holding certain certificates in tourism and all other employees with no tourism certificates for both high and intermediate education levels.

Table 06
Analysis of Employees Working in the Five Stars Hotels
Based on their Level of Education

Type	Total	Tourist Qualifications	%	No Tourist Qualifications	%
High Education	6,864	1254	18.3	5610	81.7
Intermediate Education	11,671	1950	16.7	9721	83.3

Source : Information Center of the Ministry of Tourism & CAPMAS

The continuous growth of tourism and hospitality industry in Egypt, with its significant contribution to the national economy as a great potential in attracting private investment, depends on the preservation and enhancement of our natural and cultural resources, but to a greater extent, it is dependent upon the industry developing well trained, professional staff who can deliver superior product and service.

The figures presented in (Tables 05 & 06), show that the employees working in the five stars hotels, as well as the official organizations supervising the

¹ Ministry of Tourism & CAPMAS. A Study On The Labor In The Tourism Sector. August 1993, Volume 02.

tourism activities, lack the art of hospitality knowledge which could be generated by training and the development of their skills which could enhance finally their performance. Training fills the gap between the actual and desired level of performance of the employees. It is assumed that improved performance on the part of the employees leads to a more efficient organization. Since efficiency implies an increase in the ratio of the output in relation to the input, efficient organizations are expected to produce more product or offer more and better services (output) at a comparatively lower cost.¹

The importance of training for development was discussed in the People's Assembly during the discussion of creating a national fund aiming at designing a national policy for planning, training, and manpower development. This mission will be implemented by planning and organizing integrated training programs to coordinate between the needs of the economic and social development projects, and the technical support training centers² in terms of equipment, finance and support.

Mr. Ahmed El Amawy, Minister of Manpower & Employment stressed on the importance of training for the development of Egypt's manpower. He pointed out that,

“Real development will never achieve its targets without training, management, and the effectiveness of the human factor. This triangle is the cornerstone of development.”

¹ Analoui, Farhad (1993). Training and The Transfer Of Learning. Averbury Publisher. London.

² El Ahram Newspaper, 20 September, 1994

Mr. Amawy added that,

"Conducting a training needs analysis for 13,448 enterprises, it revealed the need to train around 24,186 employees."¹

Moreover, the National Council for Education & Scientific Research emphasized the importance of having a specialized law for training & development which will cope with the Egyptian economic transfer. When imposing this law systems and policies will be created to have a mission and objectives for all existing training centers in the country, and provide these centers with modern equipment needed. The law shall emphasize on the importance of the coordination between both private and public sectors in financing these training centers.²

In Egypt, training in the government sector is controlled by twelve ministries through their training centers. For example, Ministry of Industry supplies the industry sector, public and private, with trained manpower³. Ministry of Health, for instance, takes the responsibility of the nursing training centers for a three-year program. Ministry of Social Welfare also runs specialized training centers for unemployed youth from 14 to 25 years old who didn't complete their education.

Finally, in the Ministry of Tourism, training is the responsibility of the Training Center of the Ministry of Tourism. The Center is a governmental organization

¹ El Ahran Newspaper, 19 October, 1994

² El Ahran Newspaper, 03 May, 1996

³ Abdel Mallek, Eilia. " Human Resources Development Through Training & Education ". Community Development Magazine. Volume XI, N#01, 1987.

responsible for providing training for the employees working for the Ministry of Tourism, the Tourist Police Officers, as well as Tourism Inspectors, and finally providing training programs for hotels.

1.2. Methodology

A survey of the related literature is first presented covering all aspects and components of the training process. Then a case study is presented in an exploratory manner which is focusing on evaluating the role of both the government, represented in the Training Center of the Ministry of Tourism, and the private sector in their contribution to the Egyptian hotels industry as far as training is concerned.

In short, tourism is playing an important role in enhancing the Egyptian economy. Accordingly, the Egyptian Government has a target to increase the tourist volume to 7,425,000 tourists by the year 2000 and reach 19,258,000 tourists by the year 2010. These figures require that the number of employees working in hotels should be 109,653 employees by the year 2000, and 221,104 employees by the year 2010.¹

Definitely, the effective utilization of human resources will be the cornerstone of the perfect implementation of Egyptian government plans. We have to agree on the concept that our investment will never generate the expected

¹ Ministry of Tourism and CAPMAS. A Study On The Labor In The Tourism Sector. August 1993, Volume 02.

outcome without the ensuring that the human resources performance is up to the required standard.

Today, human resources development is not only focusing on the training of the employees, but it is going beyond this limit to developing their managerial skills by offering several levels of technical and managerial development. We should have a global mission for the hotel field training, we must have the strategy that copes with the expected challenges as David Kearns put it,

“ The key thing about training is that it should integrate the strategy of the company, the direction of the company, and the skills and the behaviors that people need in order to get the job done should all combined and integrated into the training.”¹

Based on worldwide survey implemented by Arthur Andersen and New York University based on the topic of what new challenges will face the hospitality industry in the new millennium? The conclusion of the answers to this topic showed that hospitality industry is,

“In a profound state of change...transforming the marketing of hospitality products, the product itself, the hospitality organization, the ability to attract capital and technological revolution.”²

This means that the primary focus in the coming millennium will be on customer service and how to drive information technology to serve our customer; the level of hotel service; and the level of measuring performance. So, what did the Egyptian government and private sector prepare for these

¹ David T. Kearns. “ The Xerox CEO’s View of Training”. Training & Development Journal. May 1990, page 40

² Issues & Trends Report (Fall 1996). Hospitality Training in the 21st Century: Trends in the Industry. The American Society for Training & Development.

expected challenges? Actually, we have to work fast in order to cope with these challenges and to prepare a long term training program that helps in the development of our hospitality industry employees.

The Research Objective

The research objective is to analyze the major training programs for five star hotels organized by the government represented in the Training Center of the Ministry of Tourism, and by the private sector represented in the five star hotels.

1.2.1. Research Questions

1.2.1.A. Major Research Questions

What is the role of both the government represented in the Training Center of the Ministry of Tourism and the private five star hotels in enhancing the skills of employees working in the five star hotels in Egypt? How does it answer the needs of this sector?, and how it could contribute to the efficiency of the hospitality employees to ensure a high work standard?

1.2.1.B. Specific Research Questions:

- What is the Training Center of the Ministry of Tourism mission in hotels' training?
- To whom are the training programs dedicated?

- What are the training programs organized by the Training Center?
- How are these training programs implemented?
- How are these training programs evaluated?
- What are the results of the training programs implemented?
- What is the role of the five star hotels during the program implementation?
- What are the advantages of the Management Training program organized and implemented by the five star private hotels?
- Why is the program conducted? And to whom is it designed for?
- How is the program implemented and evaluated?

1.2.2. The Research Area

The research area will be the Training Center of the Ministry of Tourism and the major five star hotels in Egypt.

1.2.3. Methods Of Collecting Data

1.2.3.A. Data Collection:

The Collection of data started by a pre-test field visit to four hotels which are : Sheraton Montazah in Alexandria, Etab Ismalia in Ismalia, Movenpick Jollie Ville Luxor in Luxor and Gezirah Sheraton in Cairo. In addition, an interview was conducted with the Director of Information, Training & Research Center of the Ministry of Tourism, as well as with some of the training managers of

the five star hotels. Actually, the field visits, in addition to, the interviews helped a lot in assisting the researcher in developing the questionnaires.

The Researcher Depended Mainly On:

a) **Archival Data**, which was a very useful and reliable method of collecting information, specially the ones containing figures. It helped in reaching better analysis of the future human resources needs as far as training is concerned.

b) **Interview**, Face-to-face interviews are considered to be a very powerful means to get data since it gave the researcher the chance to interpret the body language of the interviewees which resulted in getting accurate data.

A structured interview was conducted with:-

- The Director of the Information, Researches and Training Center of the Ministry of Tourism.
- Selected five star hotels training managers

c) **Questionnaire**, Two questionnaire forms were developed. The questionnaires were distributed among:-

- Trainees on the Kitchen Apprentice program,
- Trainees on the Management Training program.

The types of questions included in the questionnaire are both open ended and closed ended questions, and direct & indirect ones.

1.2.3.B. Population

The population chosen for the purpose of this research are:-

1. Forty three trainees of the Kitchen Apprentice Training program organized by the government.
2. Thirty two trainees of the Management Training program implemented by the private sector five star hotels.

1.2.4. Limitations Of The Study

1. The researcher is only analyzing the training programs for hotels launched by the Training Center of the Ministry of Tourism which is the Kitchen Apprenticeship program, and the Management Training program implemented by the five star hotels.
2. The number of sample chosen for the analysis is limited because the population is also limited.
3. No literature of other researchers is used because no previous literature covering training in the Egyptian hospitality industry is available.
4. The researcher analyzed only the five star hotels because of two reasons:-

- The employees working in this category are around 25,823 employees representing 43.7% out of total 59,149 employees working in the different accommodation establishments in Egypt¹.
- These hotels are the ones mentioned by the Training Center of the Ministry of Tourism as the hotels implementing their specialized training programs for hotels, and some of these hotels are, also, implementing the Management Training program.
- According to the researcher's experience, only five star hotels have training departments which could implement training programs for its employees.

1.2.5. Organization Of The Research

The research consists of four chapters. The first chapter is an introduction to the problem area, followed with the basic research questions and the research methodology. The second chapter is a survey of the related literature which covers all the aspects and methods of the training process. The third chapter is the case study which is focusing on one hand, on the role of the government represented in the Training Center of the Ministry of Tourism; and on the other hand, the role of the private sector as represented

¹ Ministry of Tourism & CAPMAS. A Study On The Labor In The Tourism Sector. August 1993. Volume 02, Page 34.

in five star hotels Management Training program. The fourth chapter includes the conclusion of the research.

* * * * *

Chapter Two
Survey Of Literature

CHAPTER TWO

Survey Of Literature

2.1 The Definition Of Learning

The definition of learning has been given by many scholars of different views and opinions. According to the dictionary, it is defined as:

"To guide the development of individuals to the maximum of their capabilities."

Robert Gagne defined learning as a set of changes in the knowledge and skills acquired by an individual as a result of practice or experience. According to

Chapter Two

Survey Of Literature

The main objective of learning is to guide the development of a learner towards acquiring knowledge, behavior change, and attitudes to meet specific needs.

Asa White Argyle supports the view of learning as a way of changing behavior to ensure a higher and better outcome. He said

"The purpose of learning is to get better results by changing behavior."

Learning is also seen as a way of developing the skills of individuals to enhance their present knowledge for a higher achievement of their future as

described by William Inge's and also by

1. Gagne, Robert M. (1965). *Learning and Instruction*. New York: Holt, Rinehart & Winston, Inc. Page 10.

2. Asa White Argyle, (1968). *Human Learning*. London: Methuen & Co. Ltd. Page 10.

3. Argyle, Asa (1968). *Human Learning*. London: Methuen & Co. Ltd. Page 10.

CHAPTER TWO

Survey Of Literature

2.1. The Definition Of Training

The definition of training has been tackled from different point of views and concepts. According to the dictionary, to train means

“ To guide the development of; to instruct so as to make proficient or qualified.”¹

Karen Eich Drummond sees training as a way to guide the development of an employee to gain a new skill or to change a certain behavior. According to her,

“ The need for training, learning, and coaching is clear. Training means to instruct, to guide the development of a trainee towards acquiring knowledge, behavior (skills), and attitudes to meet specific need.”²

Also, Chris Argyris supports karen’s view of training as a way of changing behavior to ensure a higher and better outcome. He said,

“ The purpose of training is to get better results by changing behavior.”³

Training is also seen as a way of developing the skills of employees to enhance their present knowledge for a higher effectiveness in the future as described by William Tropery who stressed that,

¹ LaGreca, Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold, NY Page 03.

² Eich Drummand, Karen (1992). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 63.

³ Argyris, Chris (1992). On Organizational Learning. Balckwell, Oxford. Page XIV.

" Training is the process of developing skills, habits, knowledge, and attitudes of the employees for increasing the effectiveness of employees in their present jobs as well as in their future positions." ¹

Richard Plunkett, also, agreed on William Tropery's concept by adding,

" The purpose of training involves helping the trainees acquire the necessary skills, knowledge, and attitudes which will enable them to carry out their present duties as well as to prepare themselves for increased responsibility." ²

Other researchers, like Otis Haislip and Jack Miller, see training as an investment in employees since it will generate a higher outcome in the future.

According to Otis Haislip,

" Training is a present capital investment for a significant future return represented in higher employee productivity and improvement product. " ³

Jack Miller adds that the more we train people, the more we will have potential and reliable employees working for the welfare of the organization.

He pointed out,

" Good training is an investment in a person with the potential to be good worker." ⁴

Meanwhile, Farhad Analoui sees that there is a difference in defining training between the British and American Scholars. While the British scholars are focusing on the training of the employee for the benefit he will gain for his development, we find that the American scholars are more focusing on the

¹ Tropery, William (1953). Public Personnel Management. Van Nostrand Co., Inc., Toronto. Page 145.

² Plunkett, W. Richard (1975). Supervision: The Direction of People at Work. Brown Company Publishers, USA. Page 274.

³ Haislip, Otis. " How to Treat Training as an Investment ". Training Magazine. Volume 40, N# 02, 1987. Page 63.

⁴ Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY

organization and the benefit it will gain by the contribution of the trained employee. According to him,

“ The term training has become popularly and commonly used by non specialist as learning to do something. It is associated with learning to do a job in a workplace. There is a difference in defining the term training between the British and the American scholars. In England, the Department of Employment Glossary of Training Terms offers the definition as the systematic development of the attitude, knowledge, skill, or behavior pattern required by an individual to perform adequately a task or job. Actually, in this definition, the emphasis is placed on the systematic approach, individual and not group training. On the other hand, the American definition places more emphasis on the organization support for training, people ,and the overall effectiveness of the enterprise. Training is referred to as any organizationally initiated procedures which are intended to foster learning amongst organizational members in a direction contributing to organizational effectiveness.”¹

Elizabeth Hawthorne, for instance, differentiates between training & education by stressing that training is more specific, while education is more global. According to her,

“ Training and education are different processes. Essentially, education is a process of learning to think and to examine to solve problems. Training is specific and skill oriented.”²

Also, Jac Fitz-enz supported this argument by adding that training is more focusing on the proficiency of the employee skills, while education is looking for delivering certain knowledge and concepts. She said,

“ Education is the presentation of concepts and information to people for the purpose of imparting knowledge. Training is more of an interactive event whose goal is to make a person proficient.”³

¹ Anoloui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 04.

² Hawthorne, Elizabeth (1987). Evaluating Employees Training Programs. Quorum Books, NY Page 01.

³ Fitz-enz, Jac (1984). How To Measure Human Resources Management. McGraw-Hill, NY Page 187.

In the hotel industry, it is important to ensure effective implementation of training programs, so, it is the responsibility of the hotel top executives to monitor the execution of programs. Farhad Analoui addressed the issue that managers and trainers in hotels are all responsible for effective training. He writes,

“ Training specialists and even managers, in both private and public sector, are all basically concerned with effective training. The term “effective training” automatically implies that whatever knowledge and skills have been acquired in a learning situation should be totally, without loss, transferred to the actual workplace situation.”¹

Arther Nigro agrees with Farhad Analoui and adds that the involvement of the General Managers in all aspects of training; the establishment of uniform procedures and accountabilities for planning, implementing, and monitoring training; the creation of training plans and materials directed towards key business issues and basic job task performance standards; and the designation of qualified staff to manage the training function are points which should be taken into consideration to insure effective training in the hotel industry.²

¹ Anoloui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 51.

² Nigro, J. Arther (1987). “ Hotel Service Quality Challenges in Developing Countries.” Increasing Productivity through Training in Developing Countries. Asian Productivity Organization, Tokyo.

2.2. The Objective Of Training

The overall goal of training is to bring about a desired level of work performance. There is a close and deep relationship between the success of the training program and the degree of clarity of its goals and objectives.

George Odiorne emphasized that most training sessions have one of two basic purposes or objectives: First, to present information, like: facts, knowledge or principles, second, to present and develop physical skills.¹

Also, Richard Plunkett emphasizes the major definition of training objective as,

“ Acquaintance of sorts of knowledge, skills and attitudes that enable the trainees to carry out their current tasks and duties, and thus making them eligible for promotion to higher ranks.”²

On the other hand, we find that James Abbey has a different concept regarding the training objectives. He sees that training objectives should orient new employees to the organization and their jobs, to help the employees perform well, to qualify them for future jobs, to inform them of changes within the organization, and to provide opportunities for personal development.³

¹ Odiorne, George (1987). The Human Side of Management. Lexington Books, London.

² Plunkett, W. Richard (1975). Supervision: The Direction of People at Work. Brown Company Publishers, USA. Page 276.

³ Abbey, R. James (1987). The Art & Science of the Hospitality Management. Educational Institute of the American Hotel & Motel Association, USA.

According to Martin Broadwell, training objectives will never be achieved unless they are accurately and clearly defined. He sees that,

“ The most important single consideration in the teaching-learning process is setting the objectives. Taking a proper perspective, the entire course from beginning to end, should revolve around objectives.”¹

Dugan Laird stressed on the importance of identifying the training objectives because trainees who know precisely what is expected from them are much more aware of the organization overall objectives and targets. Management also knows what it is getting for its investment when it has a statement of the outcome. Finally, the trainees' supervisors will have a tool for motivating the learners, for communication expectations. They can establish accountabilities for the learning and for applying it to the job after the training.²

2.3. The Importance Of Training

The need for training lies in the fact that knowledge and skills are not automatic. Human beings are born with the mind “in blank state”³ at birth. Everything we know today, we have learned at some point.

Training is not a one man responsibility, it is actually the responsibility of all managers at all levels. Training, also, requires time commitment, so, if

¹ Broadwell, M. Martin. “ Speaking From Experience”. Training & Development Journal. February, 1980, Page 26-27

² Laird, Dugan, (1978). Approaches to Training and Development. Addison-Wesley Publishing Company, California, USA.

³ Dixon, Nancy (1990). Evaluation: A Tool for Improving HRD Quality. University Associates, Inc., San Diego, USA

someone doesn't find the time for training, what happens? Managers will lose control over some very important aspects of their business, such as work methods, quality control, quality service and performance standard. Farhad Analoui, for instance, pointed out that training is not only focusing on improving the performance of semi-skilled employees, but goes beyond this limit through improving the managerial skills of managers and supervisors,

" Training cannot only be employed as a means of improving the performance of the unskilled, semi-skilled, or skilled employees, but can also be used as a powerful tool to improve the knowledge and skills of managers and for developing their managerial potentials and ability so that the organization as a whole may benefit from their increased effectiveness." ¹

George Odiorne sees that training could be a useful tool in controlling payroll since a trained employee cost less than untrained one,

" Training is another approach to payroll control. Trained employees do faster job at higher performance level than untrained employees." ²

In the hospitality and service field, as mentioned by Robert Woods, training is an important tool for effective delivering of service since most of tasks are directly related to the service of guests which need accordingly a certain level of attitude and behavior proficiency, according to him,

" It is not enough for hospitality employees to simply know how to perform the tasks required in their jobs. Since most hospitality employees work with the public, they must also know how to deliver the behavior associated with good service " ³.

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 01.

² Odiorne, George (1987). The Human Side of Management. Lexington Books, London. Page 200

³ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 161-162

Donald Kirkpatrick added that all guest contact employees in the services industry should be highly trained since their attitude with the guests is recommended as a good marketing approach. He says,

“ Guests take away a positive image of the property and its employees, for pride and high morals are products of the self-confidence that come from training. Training also can reduce turnover and absenteeism.”¹

Some managers see that hiring experienced employees in the hotel field is the way to avoid training. But, we can argue that even experienced employees still need familiarity with the organization's service standards, and other policies. According to Genevieve LaGreca,

“ Experienced employees may bring bad habits with them or to do things in a different manner than the organization likes to be done.”²

Meanwhile, Karen Eich Drummond stressed that training has many benefits which results in the end in a high productivity and efficiency, and reduction in turnover and cost.

“ Training increases productivity because employees do their jobs more efficiently which allow management to spend more time in planning and organizing. There are fewer errors or problems such as accidents, which are counterproductive. Instead, the quality of both products and services is more consistent. Costs are lower, due to less waste, fewer accidents, and less breakage. Employees are more confident and proud of what they are doing. Employees feel they belong to the organization, more loyalty which can be translated into lower absenteeism and turnover rates and lower recruitment and training costs.”³

¹ Kirkpatrick, L. Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA. Page 200.

² LaGreca Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold, USA. Page 05.

³ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, USA. Page 64.

Peter Bramely emphasizes also the benefits of training as a way of reducing cost. He pointed out also the importance of analyzing the benefits earned from training by using a cost-benefit analysis. He states that,

“ Employees who know what they are doing will help keep costs down. There will be less breakage, less waste, and less spoilage. By using a cost benefit analysis, the intention is to discover whether the benefits from training are more valuable to the organization than the cost of training. Many products of training can be costed. Product benefits, like increased volume of quality product; system benefits, like increased productivity or efficiency; hygiene benefits, like reduced turnover and absenteeism, and reduction in accidents.”¹

Jack Miller points out the benefits of training in the hospitality industry and its importance for following the hotel standards which will result in a high productivity and the feel of confidence. According to him,

“ Good training teaches each employee how to perform each job according to his hotel standard. The employee can feel good about themselves because they know how to do their job. A satisfied employee will have more positive attitude and will be more productive.”²

George Odiorne supports Jack Miller statement by highlighting the importance of training as a motivation tool for better performance.

“ Motivation and the will to work hard are the hardly major fruit of training. They grow out of the system of management, the organization culture, the behavior of the supervisor, and the personal situation of the worker.”³

¹ Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw-Hill, NY Page 80.

² Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, USA. Page 6-7 & 6-8.

³ Odiorne, S. George 1987. The Human Side of Management. Lexington Books, London. Page 110

In the hospitality industry, Arther Nigro sees that training creates a sense of responsibility from the employee towards achieving the hotels overall goals and targets and for more understanding of the operation needs. He said that training,

“ Enables employees to feel more confident on the job and to understand hotel concerns better; shows that the hotel management values their work, and is concerned with their well-being; and it builds a sense of partnership and the responsibility towards achieving hotel goals.”¹

In order that training achieves its required objectives some points should be carefully considered as guides to excellence in training as described by Carolyn Nilson who stressed the importance of focusing on behavior, designing training for results, relating training to its context, identifying training needs, identifying training objectives & criteria, using simulation In training, and identifying training stages.²

One of the most important methods which enhance the achievement of effective training is breaking each job into tasks. A job breakdown specifies how each task within a job is to be performed. Job breakdown, as explained by Jack Miller,

“ Job breakdown puts into writing the procedures you want your people to follow and gives you a written document that can be used for training each individual to perform the job according to your standards.”³

¹ Nigro, J. Arther (1987). “ Hotel Service Quality Challenges in Developing Countries.” Increasing Productivity through Training in Developing Countries. Asian Productivity Organization, Tokyo. Page 27.

² Nilson, Carolyn (1992). Trainers Complete Guide to Management & Supervisory Development, Prentice-Hall, N.J., USA.

³ Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 3-5

Genevieve LaGreca sees that breaking a job into tasks and tasks into steps is recommended in order to facilitate the training process for both the trainee and the trainer. He stated that,

“ Breaking the job into tasks is essential for both the trainer and trainee. An entire job is too complex to be taught directly, so it needs to be presented as a series of steps. Breaking the job down into smaller segments make it possible for the trainer to teach and the trainee to learn the job.”¹

Genevieve LaGreca stressed also on the fact that it can often be difficult to break a task down into steps, especially for someone who knows the task very well. LaGreca believes that once we master a task, the steps become automated and we perform the task without being consciously aware of the steps we use.

He also adds that job breakdown sometimes refers to as 'Job Analysis' which is the identification of the tasks an employee must perform in the job and the steps the employee must take to complete each task. Job analysis comes before job training because the trainer needs to know what he should teach and why. A job analysis identifies both the purpose of the instruction and the procedural order of the job.

¹ LaGreca Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold, NY
Page 45

2.4. Factors Affecting Job Performance

Genevieve LaGreca argues that there are some factors which affect the job performance in hotels. He sees that while training is necessary to insure proper performance by employees, it alone is not sufficient to solve all the organization's performance problems. LaGreca adds that there are three factors which affect the job performance which are selection, motivation and operational equipment.

First, selection of employees must be suitable for the job and capable of being trained. The best skills training program in the world cannot make fundamental changes in a person. Someone whose strength and interests do not lie in customer relations may not be trainable, for example, as a waiter. Second, It is not enough that employees know how to perform, they must also want to perform. They may be trained by the best methods possible, but if they are unmotivated, the organization will never get the desired performance results. Third, the employee may not have the tools or the time to perform well. Motivated, well trained employees need favorable operating conditions to perform their job properly.¹

There are some other factors for ineffective training, as described by Farhad Analoui, which could be identified as having a negative influence on training programs and thus cause the program not to achieve its set of objectives.

¹ LaGreca Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold, NY

Some of these factors are the incorrect identification and analysis of the training needs; wrong choice of training methods; inappropriate design of the training program and learning activities; irrelevant content and weak structure of the program; unsuitable structure of the learning situation; failure to identify and assess the capacity of the individual and learners, the nature of their past learning experience and their capability of learning and relearning the material and finally unqualified trainers and the lack of sound evaluation procedure.¹

On the other hand, Jack Miller believes that time, cost, frustration, and complexity of the training are the main challenges of the implementation of training which cause the failure of transfer of learning. According to him,

“ Time, it takes the trainer’s time to teach, and the employee ‘s time to learn. Cost, the trainer’s and the employee’s time cost money. Training is an investment in the future which should be proven to the management. Frustration, employees just get trained and then quit. They cannot or they don’t respond to the training. It can be easy to give up training because we simply quit trying. The failure to clearly communicate our expectations can cause a problem. And the complexity of the training for a job that requires creative skills or communication skills can be a problem.”²

Farhad Analoui emphasizes the fact that we often neglect to follow-up the trainee’s performance in the workplace which cause the failure of transfer of skills learned. According to him,

“ Too often we stop paying attention to the trainee once the job is learnt, whether this learning has taken place within the classroom or on-the-job. The transition from ‘ learning ‘ to ‘ doing ‘ may well be

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 5,

² Miller, Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 6-6 & 6-7.

the most crucial and most neglected phase of the training problem."¹

Accordingly, careful attention needs to be paid to the task of transferring and applying the new learning to within the trainee's work environment. Otherwise, added Ferhad Analoui,

" Too often employees attend a training program, find the skills valuable, but do not use them on the job. There has been no transfer of skills and knowledge acquired. Everyone, the organization, the trainer, the employee, loses."

After completion of any training program, evaluations exercises are undertaken to assess the degree of success of the training program in terms of improving performance of the trainee involved. Should the trainee's performance seen as satisfactory, he is accordingly certified and sent to the respective workplace environment with the hope that the individual trainee will transfer the learned knowledge to the actual workplace. When the trainee is transferred from the training situation into the actual workplace, and do not perform the level which was achieved whilst in the learning situation. This problem has known as the problem of transfer.

Transfer is a process which begins with the individual and concerns the ability and motivation to learn in a particular learning situation and which concerns the extent to which the learnt knowledge and acquired skills can be seen to materialize within the working environment and consequently contributes to the effectiveness of the individual concerned, the unit,

¹ Analoui, Farhad (1993). Training And Tthe Transfer Of Learning. Avebury, Great Britain. Page 11

department or organization as a whole. When learnt knowledge and acquired skills are observed to be performed as expected, the transfer is regarded as positive, and in case where the trainee has not satisfactorily displayed the newly acquired skills, behavior and competence the transfer is described as negative. According to Ferhad Analoui transfer is a:-

“ Systematic processes which are concerned with some form of planned control, rather than random learning experience; changing the behavior, skills & attitudes into people of individuals and as a member of social work group; and improvement of both the present and the following job performance (effective transfer) and enhancement of the effectiveness of the organization in which the individual or groups works.”¹

2.5. Planning & Implementation Of Training

The planning and implementation of a training program was widely analyzed and described by writers which usually begins when the management is aware of a problem that needs a training to solve it. The management then is engaged in a problem solving process where it specifies the symptoms of the problem, establishes the cause, defines the problem and measures the need, proposes alternative solutions, evaluates these solutions, and to choose the best solutions which could solve the need or problem.

The next step is to analyze training needs in order to specify why training is needed. The training objective should be identified to agree on the standard of performance the trainee should achieve and the conditions under which the

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 7.

trainee must perform. Then we have to define the training methods of measuring performance. The next step is to select the employees who need training and specify the content that must be covered to move trainees from their present performance to the desired behavior.

After agreeing on the training content, objective, and performance measurement, we have to pretest the trainees in order to know where do we stand, as far as performance is concerned and to select the control group. The training method as well as the training materials & aids should be identified. Then the training program is processed. Evaluation measurement of skills, and the trainees reaction and learning outcomes measures during and after the training program implementation, should be identified.¹

After the trainees return to the workplace, the management has to measure the performance and to determine whether or not the training objectives and the desired performance have been achieved. Then we can organize follow-up activities to reinforce what the trainees have learned on the original program.

Robert Woods sees that training should be viewed as a continuous cycle rather than a single event. It begins with Developing & conducting needs assessment; identifying training objectives; establishing training criteria;

¹ Smith, Barry (1987). How To Be An Effective Trainer. John Willey & Sons Inc., New York, USA

selecting trainees and trainers; pre-test trainees; choosing training methods; implementing and evaluating training.¹

So, in order to give a deeper analysis of the training planning and implementation, we believe that the integration and consolidation of many writers points of view could be summarized and illustrated in the following steps:-

- A. Training Needs Analysis
- B. Identification of Training Objectives
- C. Selection Of Trainees
- D. Choosing Training Methods
- E. Implementation Of The Training Program
- F. Evaluation Of The Training Program
- G. Follow-up

2.5.A. Training Needs Analysis

The Training Needs Analysis (TNA) is considered to be the measure factor in planning a training program. As a matter of act, it is regarded to be the basic and principle factor where the planning and the implementation of a training program are based. Training needs is required to be determined because employee will have the recommended skills and they will be ready for more development. Also, any organization success depended mainly on the

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA.

availability of an effective and efficient human factor. So, it is necessary to analyze the needs of the training needs. Time is money, efforts could be wasted in organizing, planning and implementing training programs while it was not based on a careful analysis of the operation and the organization training needs.

Mohamed Harby, for instance, pointed out that the key for successful training is TNA if it is based on reliable assessment . He states that,

“ The secret of training successfulness is involved in a right assessment of training needs.”¹

Authors agreed that the identification of the employees' training needs is considered to be the cornerstone of a successful training program where training needs are seen as a gap between the actual level of performance and the desired one. According to Barry Smith,

“ TNA is used to cover gaps between adequate and inadequate job performance. Thus provides a basis for finding organizational needs and training objectives from them.”²

John & Pitone Dopyera, also, support the same concept of Barry Smith by adding,

“ It is to show the discrepancy between desired or required levels of proficiency and actual or starting levels of proficiency.”³

¹ Harby, Mohamed. “ The Systematic Approach as an Integrated and Flexible Way to Determine Training Needs.” Arab Magazine for Management. 1986, Volume 10, N#01. Page 73.

² Smith, Barry (1987). How To Be An Effective Trainer. John Willey & Sons, NY Page 19.

³ Dopyera, John & Pitone. “ Decision Points in Planning the Evaluation of Training.” Training & Development Journal. May 1983, Page 66-71.

In the hospitality industry as mentioned by Robert Woods, TNA analyzes the difference between the actual and desired level of performance. He, also, added that since the hospitality is a guest oriented service, so, the analysis of the training needs could be based on some forms of guests complains. He points out that,

“ The training cycle begins with a needs assessment or identification of a problem. The problem is usually a discrepancy between a desired outcome and what actually happens. In the hospitality this discrepancy can take many forms, like, guest complaints about a service, or room cleanliness.”¹

Donald Kirkpatrick and Abdel Salam Selim have a different definition of TNA. They believe that it is what an employee or supervisor need of knowledge, skills and attitude in order to effectively implement his work.

On the other hand, Mohamed Abdel Wahab referred that TNA has two edges. The first edge is the analysis it gave regarding the behavior and skills that should be developed in an employee. While the second edge analyzes the points of weaknesses and any gap in employee's performance. According to him,

“ By training needs we mean two aspects: First, information, attitudes, skills, or given abilities technical or behavioral that should be developed, changed, or modified for certain enlargements or developmental purposes, or to provide solutions for expected problems or any other circumstances that necessitate a proper preparation to be handled. Second, Points of weakness, or technical or human weakness, actual or probable, regarding the capabilities, information, or skills of the employees, or specific problems to be solved.”²

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Society Hotel & Motel Association, USA. Page 163

² Abdel Wahab, Mohamed (1981). Training & Development. PAI Press, El-Riad. Page 66

Mohamed Abdel Wahab also adds that it is really important to have TNA prior to the implementation of any training program because scientific procedures will increase the potentiality of accurate determination of the existing deviation in performance. He mentions that,

“ In order to achieve its objective any managerial activity must be based upon scientific as well as practical methods.”¹

Another author like, Robert Craig, believes that TNA is a training management tool which helps the training process. According to him,

“ TNA is not only a training process, but also a training management issue reflecting the mission, philosophy, and the strategy of the training function.”²

On the other hand, Leslie Rae give a different TNA definition. She sees TNA as a problem solving situation which involves the collection of information related to a problem, analyzing these information, and then giving the appropriate training remedy if it is a training related problem. According to her,

“ Identification of the training needs is essentially a problem solving situation which follows the classical approach: Data collection & analysis, generation of possible solution, and selection of solutions action.”³

There are obvious reasons which highlight training needs. One of these reasons is that new hired employees have no or little experience of the job. Accordingly, their contribution to the operation will not be up to the required standard of performance, so, they have to be trained to acquire the skill and

¹ Abdel Wahab, Mohamed (1981). Training & Development. PAI Press, El-Riad. Page 61

² Craig, s. Robert (1966). Training & Development Handbook. McGraw Hill Book Company, NY, USA, Page 218

³ Rae, Leslie (1985). The Skills of Human Relations Training: A Guide for Managers & Practitioners. Nicholas Publishing Company, NY Page 256

knowledge to do their job as recommended. When even training needs appear to be obvious, it is still necessary to analyze the specific knowledge and skills requirements in order to choose appropriate methods that will meet them. For instance, Sharon Bartram sees that analysis of the training needs provides a clear direction for the management of the areas which need investment, so, it will be easier to calculate the return on these investments.¹

In the hospitality industry, there are three reasons for developing a training needs assessments. The first reason is analyzing the organization where every training program affects the specific unit receiving the training and the organization as a whole. The second reason is the task & behavior analysis. Its objective is to determine which task and behavior are required for each specific job. The third and last reason is the individual analysis which identifies the strengths and weaknesses of the person performing the job. The purpose of individual analysis is to determine specifically which employees require what types of training.²

Donald Kirkpatrick, on the other hand, sees that there are other ways to determine the organization training needs which is based mainly on testing the supervisors and employees, as well as, analyzing the employees' performance appraisal³. Effective training needs analysis will contribute to

¹ Bartram, Sharon (1994). Training Needs Analysis. Gower, England

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA

³ Kirkpatrick, L. Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA

identifying training issues and priorities in a systematic way. By examining individuals as well as overall aspects of the organization, effective decisions can be made. Priorities training needs throughout the organization will become apparent, so, appropriate methods for meeting these needs will be identified. Meanwhile, training will be systematic and planned but flexible enough to cope with any request. The benefits of training will be measured against the initial costs. The contribution training makes to organizational growth and success will be recognized.¹

Conducting needs assessment is one of the most important steps when developing a training program or when determining for what training is needed. J. Finnigan reported that the TNA should be initiated mainly by the Training or Line Managers since they are the most involved in operation and human resources activities. According to him,

“ Line managers must be deeply involved in individual’s training needs although the Training Manager will have to be the prime mover. There are four basic channels along which the desire for training may be transmitted: 1. From the line managers, 2. From the individual, 3. From the Personnel Manager, 4. From the Training Manager.”²

Sharon Bartram believes that it is crucial to analyze carefully the training needs before the initiation of any training program since any expenses will be directly related to the benefits generated. She stated that,

“ Training & Development is an investment. It is important to treat it as seriously as investment made as machinery. Working out the benefits

¹ Bartram, Sharon (1994). Training Needs Analysis. Gower, England.

² Finnigan J. (1978). Industrial Training Management. Businee Books Limited, London. Page 32

to be gained in comparison to costs is just as important before deciding on your investment.”¹

In the hospitality industry, Robert Woods believes that there are obvious facts which determine the need for training, So, these facts gear the management to the implementation of the required training program. He reports that,

“ There are evidences that training is needed in the hospitality industry. These evidences include: -unhappy guests or employee, low productivity, low sales, high costs, poor product quality and high accident rate.”²

Robert Woods, also, added that there are twelve different methods which could be used to conduct needs assessment. No single way actually is recommended for all situations but it mainly depends on the situation itself. These Methods are advisory committee, job description & job specifications, work sampling, job performance measurements, attitudes surveys, performance appraisals, skill tests, performance documents, guest feedback, questionnaires, exit interviews, and critical incidents.

Authors have different views concerning the levels of training needs analysis. While Barry Smith³ sees that the Training Need Analysis should be identified at three stages which are: Surveillance, Investigation, and analysis, we find McGehee and Thayer⁴ classified TNA into organization, job data, and person Levels where they believe that it is often concentrated on the personal analysis only and neglects the other two levels which are necessary to

¹ Bartram, Sharon (1994). Training Needs Analysis. Gower, England. Page 04

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 64

³ Smith, Barry (1987). How To Be An Effective Trainer. John Wiley & Sons, NY

⁴ Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw-Hill, NY

ascertain the effectiveness of the TNA. The integration of the three levels are, then, highly recommended for ensuring the reliability of the analysis. On the other hand, T. Boydell¹ suggests that the Training Needs Analysis should be identified at different three levels which are organizational, occupational, and individual levels.

Peter Bramely argues that it is important that the organization training needs should get along with the organization business objectives. He pointed out that,

“Training and development is a subsystem of the organization and has its own inputs from the organization and outputs to the organization. If this interaction is to result in increased organizational effectiveness, then it is clear that priorities for training needs must be related to the organization goals. This implies that training plan should be constructed in the same context as the business plan, and be closely related to it.”²

2.5.B. Identification Of Training Objectives

All authors agree on the importance of identifying the objective of training prior to the initialization of any training program. The expected achievement of the training program should be identified for both the management and employee. The objective should be specific, measurable and realistic. This criteria will help all concern employees to carefully analyze what is expected from them.

¹ Boydell, T.H. (1976). The Identification of Training Needs. Staples Printers. St. Albans Ltd. London.

² Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw-Hill, NY Page 10

Karen Eich Drummand explained that both the manager and the employee should know exactly the outcome of the training. The training objective should be realistic and achievable. According to her,

“ The actual purpose of the program must be defined. Broad general learning objectives should be set for the overall training program. Also, specific performance-based objectives are set which will be used to guide training lessons. Performance-based learning objectives should be realistic, measurable and achievable. Then both the manager and the employee will know exactly what is expected to result from the training.”¹

Other authors like Jack Miller believes that the training objective is the difference between what we have and what we should have as far as information and knowledge are concerned.

“ Training objectives are determined by subtracting what the person knows from what the person needs to know and then teaching the result of this equation.”²

On the other hand, we find that Donald Kirkpatrick sees that the training objectives should be set for three different aspects of the program: What results are the management trying to accomplish?, What behaviors do the management want supervisors and managers to have in order to accomplish the pre-set results?, and what knowledge, skills and attitudes the participants should learn in the training program?³

¹ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 69

² Miller, E. Jack (1991). Personnel & Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 7-12

³ Kirkpatrick, L. Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA

Robert Woods pointed out that in the hospitality industry training objectives fall under four categories. The first is the reaction-based category which is based on the trainee's reaction to the program, and it is related also to the trainee's view to the training process. The second category is the learning-acquired which is related to the learning acquired during the program. The third category is on-the-job-behaviors which is related to the quality of service in terms of the degree of friendliness displayed by guest-contact personnel. Finally, is the category of the results-oriented objective where the objective is to improve measurable outcomes of an individual or group. Programs which train employees to use cash registers, reduce waste in the kitchen are examples of training programs with results-oriented objectives.¹

2.5.C. Selection of Trainees

Employees who participate in training determine whether the program is successful or not. The selection of trainees begins by accurate determination of the training needs of each trainee. Determining the training needs could be obtained from the employee's direct supervisor in co-ordination with the department trainer and the training manager.

When we are selecting trainees for any training program, authors believe that there are major questions that should be answered. Jack A. Romines² and

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA

² Romines, A. Jack. "A Self Examination for Training Developers." Training & Development Journal. July, 1982.

Donald Kirkpatrick stated that the selection of trainees are made after answering certain questions: Who can benefit from the training?, What programs are required?, Would training facilitate or improve the accomplishment of these tasks?¹

In the hospitality industry, Peter Bramely stresses on other questions: Do we question trainees at the beginning of the training event about why they have come?, How many attend the training because it is their turn to do some training this year? ,and how well is selection done in the hotel?.²

Before beginning any training program, management should test the selected trainees to establish what the employees currently know. Because no base lines of knowledge, skills are identified before implementing training, it is difficult to compare performance after training. As a result, it is impossible to evaluate the success of the training program. According to Robert Woods,

“ Hospitality managers should identify two separate groups during pre-testing. One group should be tested before and after receiving training. The other group would be tested twice, once before and once after the program but they would not receive the training. The second group called the Control Group. The type of testing is called “Pretest-Posttest Design with a Control Group”. By measuring both groups managers can clearly assess the impact of the training program.”³

¹ Kirkpatrick, L. Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA

² Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw Hill, NY

³ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 171-172

2.5.D. Choosing Training Methods

There are different training techniques and methods, and it becomes difficult to determine which method or technique is adequate for a certain training program. Actually, the training method is related to the types of training that are needed and the objective of the training. The methods to be used for training depend upon the number and type of standards and the learning objectives of employees. Many authors like T. Batten and Robert Woods believe that there is no single method that should be implemented for each training but it could be even a combination of methods to achieve the desired training goal. According to Batten,

“ There are many training purposes. There are also several training methods, and it is important to recognize that only one method is inherently better than any other. A method or combination of methods should be suitable for one training purpose, may not suit another. The only sound criterion is judgment by results.”¹

Donald Kirkpatrick stressed that the training methods used have a direct impact in changing employees' knowledge as well as their behavior and attitude. According to him,

“ There are many methods and techniques for the training and development of supervisors and foremen, all of them can be effective in changing knowledge, and to a lesser extent attitudes and skills.”²

On the other hand, we find that there are other authors who believe that the selection of a training method depends mainly on the clarity of some factors

¹ Batten, T.R. (1962). Training For Community Development. London Oxford University Press. Page 82.

² Kirkpatrick, Donald (1971). A Practical Guide for Supervisory Training & Development. Addison-Wesley Publishers, USA. Page 57

related to the objective, administration, and management of the training program as described by Bashat who said that,

“ Number of trainees, nature of the training, curriculum, trainees intelligence levels and their individual differences, trainees cultural level and scientific and practical background, available number of lecturers and trainers and the standard of their skills and abilities, training places available, audio-visual aids which can be provided, timing of the training implementation, congruity and similarity to work environment, cost of training method itself and how far this cost is compatible with the revenue of using such a method.”¹

In the hospitality industry, Robert Woods believes that in order that the training method becomes effective, the training method applied should motivate the trainee to improve his performance and clearly demonstrate desired skills. Moreover, it should provide an opportunity to participate, timely feedback on the trainee's performance and some means of reinforcement while the trainee learns. He also stressed the importance that the training method should be structured from simple to complex tasks, be adaptable to specific problems, and encourage positive transfer from training to the job.²

Farhad Analoui also emphasizes the importance of choosing the right training method since it is used as a channel between the training environment and the actual workplace. According to him,

“ Training method, whether used for 'operative' or 'managers' or off-the-job basis tend to act as the vital bridge between the learning processes on one hand and their transfer to the actual workplace on the other.”³

¹ Bashat, Ahmed (1978). Principles of Training. Dar El-Nahda El-Arabeya, Cairo. Page 188

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA

³ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 78

The most useful classification of the training methods belong to Miner and McGhee and Thayer. They have used the proximity of the training locations to the actual workplace as the major criterion and suggest that there are two basic categories of training methods, on-the-job-training and off-the-job-training. All other methods techniques are seen as intermediate between these two extremes.¹

2.5.D.1. The Off-The-Job-Training Method

Off-the-job-training is a term which is used to describe any method other than those which involve the individual trainee in the actual workplace, and the training activities are usually carried out in a classroom, or special learning center. The off-the-job-training means instruction that is done when both the trainee and the trainer are not on duty as mentioned by Robert Woods,

“ Off-the-job-training is a training which takes place in an environment other than the actual workplace.”²

There are many advantages of off-the-job-training. The trainer is able to explain things in greater details; cost is known and can be built in a system of budgeting and control; the trainee is benefits of well trained instruction and a planned training environment with good equipment; groups exchange ideas; useful for job skills training and management development and safe environment to make mistakes.³

¹ Analoui, Farhad (1993). Training and the Transfer of Learning. Avebury, Great Britain.

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 179.

³ Bartram, Sharon (1994). Training Need Analysis. Gower, England. Page 15.

On the other hand, Farhad Analoui pointed that the off-the-job training could have some disadvantages when it is applied, for instance, for management training program since these kinds of training programs request its implementation out of the workplace which generate major problems when the trainees return to the actual workplace and face the difference in environment as far as relations with peers and attitudes are concerned. He says,

“The rational that new values and attitudes need to be acquiring away from the workplace has been questioned. This has led to considerable criticism of the use of the off-the-job-training for management training. For example, It is conceivable that in order to achieve changes in attitudes or skills in trainees, training instructors may attempt to install social beliefs, attitudes, and behaviors which differ from the workplace. However, when the trained employee re-enter to the workplace, he will be confronted with social and cultural system and his newly imported values, attitudes and behaviors may not be compatible with those of the organization.”¹

Off-the-job-training is thought to be more suitable for learning tasks which are of a complex nature. This is often the case where new technology, and equipment are introduced. Therefore, in order that the employee meet the management and his peers prospect he has to be engaged for some time in a learning process outside the work environment in order to prepare himself to the new challenge. According to Farhad Analoui,

“ In order to re-establish former work relationships, the individual trainee may have to re-adjust his behavior in order to fit-in with his colleagues and supervisors expectations. The individual trainee will, therefore, have to go through a process of corrective socialization. If the individual fails to successfully complete this workplace social learning program, the expected transfer will be negative. In order to avoid the negative aspects of using off-the-job methods, trainers

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain.
Page 66

attempt to build-in some form of reality into the content and design of the training program.”¹

However, Sharon Bartram pointed out that the off-the-job-training could take the form of individual or group meetings. According to Sharon,

“ Off-the-job-training could take the form of group meetings in which there is more than one trainee, or of individual lessons between the trainee and the trainer.”²

There are several techniques of the off-the-job-training which is designed for complex training needs as mentioned by Farhad Analoui who said that,

“ The off-the-job-training involves a variety of diverse activities like lectures, seminars, conferences, case studies, demonstrations, simulations and games. The off-the-job-training is used by organizations with specific and complex training needs.”³

Some of the most common used off-the-job training methods are:-

- A. Lecture
- B. Simulation
- C. Computer Based Learning
- D. Group Problem Solving
- E. Management Training
- F. Case Study
- G. Role Playing
- H. Behavioral Modeling
- I. Business Games
- J. Project
- K. Orientation

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 67

² Bartram, Sharon (1994). Training Needs Analysis. Gower, England. Page 17.

³ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 65-66

2.5.D.1.A Lecture Training

The most common form of the off-the-job-training is the oral presentation of information to audience. It is best used when the information needs to be passed on to a large audience for non-technical training session. It normally deals with educational, supervisory or managerial followed by proficiency test as described by M. Kuber¹ and Paul M. Stocks who pointed out that,

“ Often the best method of passing along information is telling it. This is probably the most common method. It is widely used and is the traditional method of the teacher in factual non-skill training. It is ideal for use teaching such job-related subjects as arithmetic and for handling other types of the theoretical courses, provided it is coupled with exercises or problems.”²

The lecture training is usually seen as the best training method which serves the supervisory and managerial level since it gives a suitable opportunity for the managers to exchange ideas and information. This is supported by Donald Kirkpatrick's statement which says,

“ The most basic technique that should be used in a supervisory training is that of lecture. This is a presentation on the part of the leader in order to impart knowledge to the participants. It should be used whenever the leader has information that the group does not have.”³

Barry Smith sees that the lecture training consists of three major steps which are introduction, body and conclusion. The Introduction step has some basic functions which are to gain interest where the trainers attract the trainee's

¹ Kuber, M. (1986). Principles of Selection of Teaching and training Methods. ILO, 10th Impression, Geneva.

² Stockes, M. Paul (1976). Total Job Training. Taraporeval Publishing Industries, India. Page 84

³ Kirkpatrick, Donald (1971). A Practical Guide for Supervisory Training & Development. Addison-Wesley Publishers, USA. Page 77

attention by highlighting any important issue related to the session subject; to check current knowledge where the trainer knows the trainee's knowledge limit regarding the subject; to orient where the trainer explains the session objective and how it is related to the work environment; to preview the session where the trainer is highlighting the session's importance without telling the trainees how the session will be conducted; and to motivate by creating the need to learn.¹

The second step is the body which consists of the explanation step where the trainer gives the trainee new information concerning the subject.; activity by trainee step which indicates how much information has the trainee understood, and it demonstrates also the behavior of the trainee and whether or not he understood the explanation and he can repeat it; finally, the summary step the trainer summarizes and consolidates the lecture key points and learning objectives.

The third and last step is the conclusion where the trainer reviews with the trainees the major key learning points; test the trainees in order that the trainer guarantees a positive understanding and learning; link the session subject to real work importance; clarify by giving the trainees the chance to ask question; and to finish by closing the session with no doubts that the session is over.

¹ Smith, Barry (1987). How to be an Effective Trainer. John Wiley & Sons, NY

2.5.D.1.B. Simulation Training

Simulation training involves the virtual duplication of the work environment in an off-site-setting. According to Glueck,

“ This mode of training ensures that during the course of training, the trainee learns to perform a task in an environment which simulates the real working situation.”¹

Some hospitality training is suited for this method. For instance, training employees to use electronic equipment such as cash registers by setting-up the equipment in an empty room, as mentioned by Karen Eich Drummond, who said,

“ A simulation of a hotel Front Desk can be made, at which employees can practice their skills without causing any problems for actual guest. It is an excellent method to provide realistic job-related learning experiences.”²

The advantages of the simulation training involves that training can take place without interrupting the normal flow of business; the use of video equipment in skilled and semi-skilled operative training also results in the kind of feedback which is meaningful to the learner involved; and the individual is placed in the position of observer of his own performance while learning a specific task. On the other hand, simulation training has some disadvantages. It is regarded as expensive because of the cost of duplicating the workplace. It does not include an economical option. In fact, unless large numbers of trainees use this purpose, on a regular basis, the cost of running the

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 67

² Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 73

simulated workplace will be more than financing the training in the workplace. It has been suggested that despite the presence of similarities between the simulator and the actual workplace equipment in the real work environment, the trainee cannot escape from the thought that the simulator is not a real thing as described by Farhad Analoui,

“ The way in which the individual trainee perceives the simulation in use, affects his acceptance of the reality of the training situation in hand. It is the comparison between this perceived reality and the actual workplace situation which largely determines the success of the learning activity .”¹

2.5.D.1.C. Computer-Based Learning

Computer Based Learning (CBL) is any form of learning that is delivered or managed by a computer. It is also called “Programmed Instruction”² & “Computer-Assisted Instruction”³. Generally, it occurs when a trainee accepts learning inputs through the usage of a computer.

CBL is the modern technique of paper and pencils tests. In CBL the employee is required to go through series of educational or training courses where he has to pass certain tests at the end of each course in order to be moved to the next educational level. According to Robert Woods,

“ In this method trainees learn at their pace. Originally, Programmed Instruction was accomplished through papers & pencils tests which evaluated whether trainees had learned enough to proceed to the next stage or not. Today, papers & pencils have generally been replaced by computers. Materials presented through Programmed Learning is

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 68.

² Smith, Barry (1987). How To Be An Effective Trainer. John Willey & Sons Inc., NY USA Page 255

³ Zeidner, Joseph (1986). Human Productivity Enhancement. Volume 1., Praeger, NY Page 02.

broken down into small components. After reviewing each component, the trainee is asked to complete a series of questions on the material. When the trainee passes the test on this material, he moves to the next section."¹

Karen Eich Drummond supports Robert Woods and adds that this method provide a positive feedback on the employee's training performance since it gave an instant feedback based on a logical learning sequence. According to her,

" It uses a manual or a teaching machine as a computer to present programmed material or subject matter with organized, logical sequences that demand continuous responses on the part of the employees. Programmed Instruction is useful because it involves that the employee's feedback is instant, and each employee can select his own pace."²

Jack Miller also emphasizes that Programmed Individualized Instruction minimizes the risk of error; provides immediate feedback; allows the learner to learn at his own pace; and requires no special classroom or equipment. On the other hand, he sees that it is not useful for non-self-directed learners or employees who are not motivated.³

2.5.D.1.D. Group Problem Solving

It is an effective method of analyzing all aspects of a problem. This method allows many ideas to be highlighted and can activate a positive approach to solving a problem, as described by Jack Miller who pointed out,

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 174-175

² Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 72.

³ Miller, E. Jack (1991). Personnel & Training Manual for the Hospitality Industry. Van Nostrand Reinhold.

" It is a useful way for showing all sides of an issue if the members of the group are open and honest. This allow many ideas to be brought out and can stimulate a creative approach to solving a problem."¹

In the hospitality industry, for example, a group of cooks may be asked to solve a problem concerning the high consumption of energy within the kitchen. The group should analyze the problem and decides what solution should be taken and develop a plan of action.

2.5.D.1.E. Management Training

Management training is a training organized for potential staff, supervisors, and senior managers in order to develop their knowledge and skills for a future higher managerial level.

As a matter of fact, management training is conducted with different perspectives. Many authors like Ottoway agree that management training has often been implemented outside the organization, in the hope that the learning of behavioral skills, complex concepts, values and new attitudes will be facilitated. Ottoway emphasizes that,

" Management training is usually conducted in specialized training centers instead of in-house because of the reason that management training is about acquiring new values and attitudes and that they need to be acquired in specialized learning situations."²

¹ Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold. NY Page 7-5

² Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain. Page 66

We find, on the other hand, that in the hospitality industry management training is a program which is usually conducted within the hotel with the possibility that the trainee could participate in some courses outside the hotel. Hilton International, for example, believes that the management training program objective is to develop future management prospects through planned training. It offers trainees the opportunity to learn by applying theory to working situations and prepares them for key personnel assignment, within a reasonably short period of time. All prospective trainees must have high potential for advancement, a proven background of initiative and sound judgment.¹

2.5.D.1.F. Case Study Training

The case study training is one of the most used training techniques. It depends mainly on offering a problems or a series of problems within a frame of a case, the trainees is then asked to find a suitable solution. The problems are usually relative to real life. According to Robert Woods, case study training,

“ Is a series of events, either real or hypothetical, which take place in a business environment. During this method, participants are asked to sort through this data provided in the case to identify the principal issues and their proposed solutions to these issues.”²

¹ Hilton International. Hilton International Human Resources Manual For Personnel & Training Managers. Hilton International

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 176

Barry Smith supports Robert Woods definition and added that in order that this training be successful the need of sufficient materials should be a prerequisite. He mentioned,

“ A Case Study is a description of an event that involves some problems which can take place in reality. It is actually considered to be one of the training techniques which depends mainly on the full participation of the trainee. The case has often sufficient materials to make the problem real and allow the development of real solutions”.¹

Jack Miller also supports Barry Smith definition, and added that the case study is based on the analysis of problems happening in the work place. The trainer should carefully assure the training objectives are understood by the trainees. According to him,

“ It is similar to role playing using written situations for discussion. The case study must be realistic and based upon observation of problems occurring in the work place. At the end of the case study, ask questions that is related to the learning objectives for employees.”²

Meanwhile, Ahmed Bashat believes that the case study training enables the trainee to acquire the skills of decision-making and promoting their ability of objective discussion. According to him,

“ The case study method provides the trainees with a good opportunity to be trained also as to solve problems, in addition, to the benefit they gain from the discussion raised. Besides, it does not only lead to a remarkable increase in the skills of the human relationships, communication and simplification, but also activates the faculty of query in the field of supervision and administration.”³

¹ Smith, Barry (1987). How To Be An Effective Trainer. John Willey & Sons, NY Page 192

² Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 7-5

³ Bashat, Ahmed (1978). Principles Of Training. Dar El-Nahda El-Arabeya Press, Cairo. Page 157

Karen Eich Drummond sees that the case study training is a good opportunity for analyzing information and related work problems, and she stressed on the importance of having a skilled trainer who can run such training . According to her,

“ Case study allow for analysis and application for information. There must be ample time for this method, and trainer must be skillful.”¹

The advantages of the case study training include that it provides opportunities for the exchanging of ideas and possible solutions to problems which the trainees faces in real work; it encourages the transfer of training by allowing the trainee to be close to the real world setting; and, it encourages the exchange of ideas, opinions and views between trainees. On the other hand, the case study training disadvantages are the trainees may get wrong impression of the real work situation; and, trainees may fail to realize that discussion taken in the training situation is different from those which have to be made in real life setting.²

In the hospitality industry, Robert Woods argues the case study training does not match the “real life” settings even if the problems adopted in the case are similar. This is because the hospitality problems have many forms which make it difficult then to stimulate. According to him,

“ In real life we won't face a single issue as managers face in case studies. Instead, real life managers will face that issues plus many others at the same time. In addition, participants may tend to approach

¹ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 73.

² Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY

case studies analytically. In a real life hospitality environment, problems arise come in all shapes and sizes.”¹

2.5.D.1.G. Role Playing Training

In the role playing training trainees are asked to act the role they will be called after they return to their work environment. This role play training usually follow a case study. Barry Smith emphasizes,

“ Role playing is a training in which the trainees act or play the roles of the characteristics in a Case Study.”²

Role playing training portray a real exaggerated work situation. The purpose of this method is to give participants a chance to experience such situations in a controlled setting. According to Richard Plunkett. role playing training,

“ Helps people act out a situation to what they see as it is logical conclusion. Participants see one another in different lights and have a chance to evaluate critically the solutions of others while trying out their own solutions on the groups”.³

Donald Kirkpatrick emphasizes the importance of this method as a effective tool in supervisory training. He referred that,

“ Role playing can be a very effective in supervisory training. It involves the group and maintains high interest and enjoyment on the part of the participants. Also, it can be very helpful in the learning process. By participating in a role play situation, people will learn better than by just listening to somebody discuss it.”⁴

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 176.

² Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 194.

³ Plunkett, W. Richard (1975). Supervision: The Direction of People at Work. Brown Company Publishers, USA. Page 289.

⁴ Kirkpatrick, Donald (1971). A Practical Guide for Supervisory Training & Development. Addison-Wesley Publishers, USA. Page 82

On the other hand, we find Karen Eich Drummond supports the role playing concepts in enhancing the employees' skills and the importance of having skillful trainers. According to her,

“ Employees simulate a specific real or hypothetical situation involving two or more people. The role playing is followed by discussion and analysis. It requires much time and skillful trainers.”¹

Also, Jack Miller pointed to the importance of the role play training as a way for breaking the daily work routine, so, the employees will act without pressure. He added that it is important the training should be followed by discussion and follow-up to assure the training achieve its objectives.

According to him,

“ It is a useful method allowing learners to practice skills without the pressure of performance. It should portray a real work situation. You have to explain the exercise and the situation involved to the group. The players are given direction for dialogue and actions while the rest of the group acts as observers. A period of feedback and discussions complete the learning activity.”²

The advantages of the role play training are : Encouraging the transfer of training to the work place since it stimulates the real life environment; emphasizing that good human relations require skill; also it is an action-oriented training as the trainees observe and practice new ways of behaving; the technique demonstrates the difference between thinking and doing in that the trainee is required to carry out a decision; the trainees come to understand the effects of their behavior with the others; it could create a new

¹ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 73.

² Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 7-5.

insights by taking the trainee out of the usual operation and work environment settings, and facing him with the more complex information; it highlights that the employee's behavior is not only dependent on his personality but also on the situation in which the incident takes place.¹

Moreover, Robert Woods describes that in the hospitality industry the role playing training is a suitable opportunity for the employee to break frustration and help in increasing his moral. Should this training be implemented effectively, a positive results should be then obtained. He mentioned,

“ The advantages of this method that training evokes emotions and frustration. And because four principles of learning are involved - active participation, modeling, feedback and practice - role playing often results in a high level of learning.”²

The disadvantages of the role play training are: Trainer could cause negative reactions if he mishandles the session; the problems generated could be irrelevant to the actual work environment of the trainee; the session could be dismissed since the trainees are not good actors; the trainers or the trainees don't take the experience seriously; and, trainees may loose self confidence rather than built-it up. And, they may not regard role play as a serious training method.³

¹ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY

² Woods, H. Robert (1992). Managing Hospitality Human Resources. Educational Institute of the American Hotel & Motel Association, USA. Page 177

³ Atteya, M. Nermin (1990). The Determination of the Training Needs, the Implementation and the Evaluation of the Training Programs in the Egyptian Petroleum Sector. Thesis Submitted to the AUC, Management Department. MPA Program.

2.5.D.1.H. Behavioral Modeling Training

Social theory claims that most human behaviors are learned by observing others¹. Accordingly behavioral modeling training is focusing on the practicing side of training rather than the listening side. This is supported by Barry Smith definition where he stated that in the behavior modeling training the trainee is observing a skill implemented by the trainer and then is repeating the same skill and the trainer is correcting his performance. According to him,

“ In behavioral modeling training, the learner copies a model performance, and is giving feedback, rewards and further practice.”²

The procedures taken in implementing the behavioral modeling training are basically common between writers. It is mainly a consecutive steps ended by the objective that the trainee is mastering the required skill. Karen Eich Drummond described the behavior model training steps by saying,

“ The first step is to explain the behavior needed to perform a task, such as how to deal with a complaint from a guest. Next, the trainer demonstrates the desired behavior. Next, the trainee is asked to practice the procedure, and they receive feedback on their attempts.”³

Barry Smith divided the behavior model into three steps: Introduction, body and conclusion. In the introduction step the trainer announce the topic of the skill session; highlight its importance; the trainer test the trainee's current knowledge; and the trainer state the goal of implementing this skill. In the body step the trainer perform the skill in front of the trainee, and then the

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA

² Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 66.

³ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 72.

trainee is asked to perform the skill and the trainer is giving corrective action. Finally, the conclusion step the trainer review the task steps and the key learning objectives of the skill.¹

2.5.D.1.I. Business Games Training

In this training method, trainees learn how to deal with a variety of issues in a simulated business environment, like the company's services or products. The business games training is used to train both supervisory and managerial levels to take decision out of the work settings. Trainees are divided into two groups where they are given a situation in a form of a game and they are asked to find a suitable solution. Donald Kirkpatrick highlighted that the management games are most suitable for the supervisory level development. According to him,

“A more sophisticated technique for supervisory training are management games and exercises. In these techniques, commonly called “simulation”, the supervisors are divided into small groups and given a realistic situation to deal with. They compete with each other and are judged on some basics of effectiveness, usually in terms of productivity, profits, sales, or similar criteria.”²

Karen Eich Drummond supports Kirkpatrick's definition and adds that the business games should have an objective to meet the required targets. She said that,

“ Games be simulation that are made competitive. Games have a set of rules and defined objectives to meet. They may be designed for one person or for groups.”³

¹ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY

² Kirkpatrick, Donald (1971). A Practical Guide for Supervisory Training & Development. Addison-Wesley Publishers, USA. Page 85

³ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 73

The advantages of business games training are being suitable for the trainee by giving him a real life stimuli problems which helps the trainee for a better understanding of work environment; and the transfer of theoretical knowledge to the work place. On the other hand, its disadvantages are that trainees sometimes become projecting to winning and forget that the goal is to learn; and they may feel that the outcome of this training is unrealistic.

2.5.D.1.J. Project Training

Project training gives trainees a very good chance for creative thinking. After analyzing a specific topic during a lecture, trainees are then asked to do a project concerning the same topic but which corresponds to their work field. In the project they have the problems in their work environment and how they can solve these problems.¹

Advantages of project training are: Learning in the workplace; combining with on-the-job opportunities for development; having a good strategy to identify weak area in the organization; and giving trainees a good chance for initiative and creativity. While the disadvantages of project training could be the capability of the coach if it is limited; and, If the project is not taken with full interest by the trainees, the project will loose its meaning.²

¹ Abbey, James R. (1987). The Art and Science of Hospitality Management. Educational Institute of the American Hotel & Motel Association.

² Bartram, Sharon (1994). Training Need Analysis. Gower, England.

2.5.D.1.K. Orientation Training

All writers agree that the purpose of orientation is to create a positive response to the business and job and responsibility of management to reduce tension and create a positive impact on the new employee critical first days of employment.

Genevieve LaGreca describes the orientation training as creating a positive attitude toward the company values and goals; a sense of belonging to a new group; and understanding the importance of each job and how it fits into the organization. According to him,

“ Orientation is the fact of familiarizing new employees with the physical layout, informing them of the general policies and procedures of the establishment, and introducing them to their co-workers. The purpose of orienting new employees is to impart knowledge and to motivate.”¹

Also, Robert Woods gives a similar description of the orientation and adds that it could be the way the employee achieves his career targets. He pointed out,

“ Orientation is an introduction about the company managerial philosophies, company history, policies and procedures. This introduction provides new employees with the information they need to succeed in the company.”²

¹ LaGreca, Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold, NY Page 19.

² Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA. Page 145.

Karen Eich Drummond emphasizes the importance of orientation training as a way of generating the sense of belonging, loyalty of the employee, as well as, the importance of maintaining the company's standards. She highlighted,

" Orientation is designed for new employees. Its purpose is to make new employees knowledgeable about their new job and at the same time give them a feeling of belonging to a competent organization where procedures and standards are important. "¹

And added that orientation training objective is to give information regarding the history, organization, and objectives or philosophy of the company, policies and procedures such as conduct and work schedule; performance specifics, including job description, performance standards and performance evaluation; training programs; disciplinary procedures; and finally pay & benefits. According to her,

" When a new employee comes on board, orientation to the job and the company is needed. Job orientation includes being introduced on how to become proficient at the new job. Company orientation refers to the employee learning about the company and how his job fits in with , and contributes to, the company goals." ²

Hilton International raises the flag of the importance of effective orientation program for both the employee and the hotel. Hilton company believes that it provides a feeling of security to the new employee; opportunity to meet top management, supervisory staff and co-workers; familiarization with job duties and performance standards; clear understanding of terms of employment and working conditions; understanding company policies, rules and tradition;

¹ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY Page 65

² Eich Drummond, Karen (1991). Staffing your Food Service Operation. Van Nostrand Reinhold, NY Page 147.

information on opportunities for training, education and development; and finally, introduction to safety and teamwork.

" Orientation is a process of familiarizing new employees with whatever is necessary for them to feel at home and to understand and perform their duties effectively. It is the best way the company has to show employees it cares about them and their ability to perform their job correctly."¹

Orientation Program is generally divided into three main stages as agreed by many writers. These three stages are: General orientation, induction training, and follow-up interview. General orientation covers the hotel mission statement, management philosophy, the role of employee in meeting organizational goals, general policies and procedures, benefits, guest-employee relations, the terms of employment, and the hotel rules.

The induction training is one of the most important processes in hospitality industry. It is the process of introducing new hired staff to the company, its people, policies and procedures. The aim is to give the employee such information and skills to make him capable and comfortable in his new position. If Induction Training is carried out with care, it can contribute to the overall effectiveness of the firm. If Induction training is not carried out successfully then this will lead to higher rates of labor turnover.²

¹ Hilton International. Hilton International Human Resources Manual For Personnel & Training Managers. Hilton International. Page 30.

² Hornsey, Timothy (1984). Manpower Management in the Hotel and Catering Industry. Bastford Academical & Educational Ltd., London.

Follow-up interviews are usually conducted from one to three months of employment, prior to the employee probation period where the human resources department have a meeting with the employee and discuss with him a set of points covering the employee's past three working month as described by Robert Woods and Genevieve LaGreca who said,

" Follow-up meetings are periodic discussions you have with the new employee during the first month of employment. The purpose is to ensure that the training is progressing well by communicating how the new employee is doing and by assisting with any problems he may be having."¹

2.5.D.2. The On-The-Job-Training Method

On- the job training (OJT) is considered to be one of the most widely used training methods. The objective of OJT is to let the employee to be trained on the job within the operation not out of it. So, the employee will have a great chance to be exposed to the real work environment and to know all its requirements as far as skills needed and standard required.

Farhad Analoui addressed the same issue and added that the OJT is mainly designed to train the unskilled and semi-skilled employees. According to him,

" The trainee is in both the physical and social environment of the workplace thus he is engaged in the process of acquiring both the technical and social requirements of the job. Most managers show a preference for this mode of training unskilled and semi-skilled employees because the trainee requires little special attention in terms of extra equipment or manpower and it is usually results in some form of production."²

¹ LaGreca Genevieve (1988). Training Food Service Employees. Educational Institute of the American Hotel & Motel Association, USA. Page 37

² Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Grate Britain. Page 62

Robert Woods and Karen Eich Drummond emphasized the importance of selecting a qualified trainer for the OJT or otherwise will be of no use, since a skilled trainer will transfer all required skills positively while an unskilled trainer will have a deep negative impact on the trainee's attitude which will be very difficult to be changed in the future. According to Karen Eich Drummond,

“ During OJT, the new employee works with peer, manager or supervisor on the actual job. It is with little use if the employee is put with someone who either cannot or does not want to train a new person or the structure of the training is loose. OJT has the potential for providing good hands-on experience .”¹

The OJT has many advantages which include: The availability of feedback from the experienced employee which provides the trainee with ample opportunities to gradually modify his performance to that which is recognized as effective by his colleagues and peers as well as its immediate application to the job, and its strong emphasis on skill development². When OJT is well utilized it could have a great positive effect because it provides the individual trainee with the opportunity to become familiarized with the norms, values, and generally the dominant cultural value system of the work organization while going through a process of acquiring the task-related knowledge, skills and values of the job learning in the workplace.³

In hospitality industry, the new employee is able to use what has been taught immediately. OJT works best when the employee being trained observes a

¹ Eich Drummond, Karen (1991). Staffing Your Food Service Operation. Van Nostrand Reinhold, NY Page 150

² Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, Great Britain.

³ Bartram, Sharon (1994). Training Needs Analysis. Gower, England

task and then immediately performs the task under the supervision of the trainer¹. Timothy Hornsey believes that the OJT has a major advantage which is zero cost. According to him,

" OJT has the advantage that is superficially cheap, as no fees are payable. The trainee learns on customary equipment and is trained in the exact procedures of the workplace, thus minimizing the problems of transfer of learning. OJT is flexible and can be adopted to fit in within the pressures of operation."²

Other researchers, as Gluek, disagree with Timothy Horsney's point of view. Gluek sees that if the trainee is not carefully watched by the trainer, he could cost the organization a lot by misusing of equipment or sophisticated devices which could cause a customer dissatisfaction. According to him,

" Despite the high degree of effectiveness of this training OJT, if it is not handled properly the ultimate cost can be high in damaging machinery, inferior products, dissatisfied customers, especially in the hotel industry, and badly taught and developed trainees."³

Trainer's capabilities and the bad habits which could be generated if the training is not carefully designed is the major disadvantage of the OJT. Training assignment can be mishandled, for example, one employee is asked to teach another one some desired skill not because he can teach, but because he can perform the tasks or behaviors. Being good at a job does not necessarily make someone an effective trainer⁴.

¹ Miller, E. Jack. (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY

² Hornsey, Timothy 1984. Manpower Management in the Hotel and Catering Industry. Bastford Academical Educational Ltd., London

³ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, United Kingdom. Page 63

⁴ Woods, H. Robert (1992). Managing Hospitality Human Resources.. Educational Institute of the American Hotel & Motel Association, USA

And because the training is fast performed, trainers generally have little or no time to give trainees feedback; he may be under work pressure which affects his training performance; he may find the training difficult; and, he may be only able to pass on his existing knowledge by the methods by which he was trained so trainees will perform in the same way another trainers right or wrong behavior, therefore, no creativity or innovation can be generated from the trainee's side which can be serious in an area of rapid technology change¹. Job takes priority, so, the trainee may not get enough explanation of what to do, and also may spend too much time doing menial jobs without any significance, such as running for suppliers.²

There are five major techniques of the on-the-job-training method which are:-

- A. Job Instruction Training
- B. Coaching & Counseling
- C. Apprenticeship Training
- D. Buddy Method

2.5.D.2.A. Job Instruction Training

It is a structured approach to training which requires trainees to proceed through a series of steps in a sequential pattern. This method is good for

¹ Hornsey, Timothy (1984). Manpower Management in the Hotel and Catering Industry. Bostford Academical Educational Ltd., London

² Eich Drummond, Karen (1991). Staffing Your Food Service Operation. Van Nostrand Reinhold, NY

task-oriented jobs, such as food preparation. This method is also used to teach a particular job to someone new to the position.¹

According to Jack Miller the JIT method consists of four steps. In the first step, the trainer prepares workers for training and explains how this training will be important for the operation. In the second step, the trainer demonstrates what the trainee has to do. Then the trainee should see and hear clearly the task implementation. In the third step, the trainee will begin practicing the task as shown. The trainer has to explain to the trainee each step he is practicing and give reasons why we are doing it in this way. In the fourth and last step, the trainer makes a follow-up, by checking the trainee's performance, after his return to work, in order to get sure that learning has been transferred to real environment with no complications.²

2.5.D.2.B. Coaching & Counseling

The trainer convenes with the employee in order to establish the reason beyond this deficiency in performance. When the problems are carefully analyzed, both the coach and the trainee should agree on an action plan to overcome the deficiency .

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA

² Miller, E. Jack. (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY

In hospitality industry, and according to Jack Miller, coaching and counseling is an informal way of discussing problems facing the employees. So, it will generate suitable opportunities to solve these problems as well as setting the desired targets. According to him,

“ Coaching & counseling is a method of encouraging improvement without hovering over people. Discover the problem, set improvement goals, praise when possible, be ready to discuss problems, and put them on their own as much as possible.”¹

Coaching and counseling are generally divided into formal and informal forms. The informal form is when the trainer is moving around the work place and talking and discussing issues with the employee. While the formal form is used when the employee's performance is no longer up to the required standard and not meeting the management expectations. Especially, if the employee have a past good experience in performing the job. Since coaching & counseling training is done in the work place environment, the employees individually have the opportunity to solve their own problem. Also, it is seen as a way of meeting the individual needs, and for management development. On one hand, we found that coaching & counseling is interrupting the work place; and capabilities of the coach or trainer sometimes is not up to the desired standard.²

¹ Miller, E. Jack. (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY 7-3

² Bartram, Sharon (1994). Training Needs Analysis. Gower. England

2.5.D.2.C. Apprenticeship Training

Apprenticeship training is a method where a trainee is committed to a training program for a specific period of time in order to master a skill. In this method, a variety of training techniques of both on and off-the job methods are applied. So, its is regarded as an effective method to transfer learning. As a matter of fact, this method is used mainly to train non-managerial positions.

Analoui Farhad mentioned,,

“ Apprenticeship training offers an integration of on and off-the-job learning which under ideal conditions is extremely effective. This approach is usually employed in order to prepare the trainee for a variety of skills and occupations mostly of a non-managerial nature.”¹

Analoui added,

“ According to Glueck, the apprentice normally commits himself to a period of time of intense training that involves both formal classroom learning and practical on-the-job experience during the training period.”²

The apprenticeship program responsibility is shared between the institution which initiated the program and the organization where the trainer is actually implementing the program. This organization is then required to submit regular progress sheet to the institution as an evaluation of the trainee's performance. According to Jack Miller,

“ The apprenticeship implies the help of another institution in the development of a trained worker. This other institution will require the student worker to provide regular progress reports.”³

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, United Kingdom. Page 64.

² Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, United Kingdom. Page 64.

³ Miller, E. Jack. (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY 5-9

In fact because of the apprentice trainee link with the actual job situation, the apprenticeship method tends to be more successful in preparing the apprentice to perform effectively. This approach is usually employed in order to prepare the trainee for a variety of skills and occupations which is for non-managerial nature. On the other hand, the apprenticeship tends not to fully guarantee future employment.; and the employee who could potentially benefit from the creative thinking and initiating new ways of performing tasks, it is usually confronted with the existing employees possessing long years of experience.¹

2.5.D.2.D. The Buddy Method

In the hospitality industry, buddy method is the most used training technique to train new hired employees. They are usually using other colleague doing the same job to be the trainee's trainer. According to Genevieve LaGreca,

“ A common approach to training food service employees is known as the ‘ buddy method ‘. This method uses an experienced employee, usually doing the same job, to teach job skills to the new employee. The training is done on the job.”²

The buddy method advantages are: The trainer serves as role model, accordingly, the trainee has a good chance to observe the work done through an experienced employee; it is less costly as it positively utilizes the available manpower as trainers; and it is on-the-job. On the other hand, this method disadvantages involves the possibility that the trainer could be unskilled and

¹ Analoui, Farhad (1993). Training And The Transfer Of Learning. Avebury, United Kingdom.

² LaGreca, Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold. NY

he could be performing the job not according to the specified standards, so, these bad habits will be passed to the trainee.

Also, the trainer should possess a good knowledge of how to pass a complete information to the trainee or otherwise the information will be transferred incorrect. Sometimes, the trainer is working while he is teaching, so, he gives all his attention to his work to be completed first. If the trainer, for example, has a negative attitude, he will definitely pass it to the trainee. Poor teaching skills can inhibit learning. The trainer could be good in performing his job, but he could be, meanwhile, not good in teaching.¹

* * * * *

After analyzing both on & off-the-job training methods we can realize that the need of careful selection of the appropriate training method is important for each training program. No single training methods could be applied for all situations. Sometimes it is desirable even to use a combination of different training methods in order to cover all training needs. The most important is to apply the method which fit within the objectives of the training itself and to assure the positive transfer of the key learning points to the trainee in order to be easily transfer to the actual work environment

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¹ LaGreca, Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold. NY

2.5.E. Implementation Of The Training Programs

Proper implementation is as important to the success of any training program as the proper selection of methods, trainers and trainees. All training sessions should be documented as, what was taught, who attended, and date & time. A training record for each employee should also be maintained. These records are important to monitoring an employee's performance. But unfortunately managers often fail to implement the training programs as planned because they simply implement the easiest training program possible which defeats the purpose of planning.¹

2.5.F. Evaluation Of The Training Programs

In order to achieve the desired results of implementing any training programs, the evaluation process considered to be the aim of wise judgment of a success or a failure. The evaluation of the training program is considered to the cornerstone of assessing whether or not the transfer of learning was achieved and it could be seen in a change of productivity or attitude. Therefore the evaluation process is seen as important step in the training cycle. According to Donald Kirkpatrick,

“ The reason for evaluating is to determine the effectiveness of a training program.”²

¹ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY

² Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA. Page 03

Often the evaluation step is ignored in the hospitality industry. As a result many hotels don't really know what effect the training program has had on the employees or on the hotel as a whole. One of the most important results of passing an evaluation test is the increase in self-esteem. It has been proven that a person with satisfying learning is strongly motivated to return for more learning experiences.¹

Donald Kirkpatrick pointed that the evaluation process is usually implemented at the end of the training cycle. It is usually taking many forms. Some of these forms could include the comments sheets of trainees at the end of the training program or the degree of transfer of learning taking place in the classroom which could be measured by the improve of knowledge for example. According to him,

“ Evaluation means measuring changes in behavior that occurs as a result of training programs. The only real evaluation lies in determining what final results occurred because of training programs; other think only in terms of comment sheets that participants complete at the end of a program; others are concerned with the learning that takes place in the classroom, as measured by increased knowledge, improved skills, and changes in attitude.”²

Other writers like Goldstein describe the evaluation process as a mean of collecting data and information needed for decision making. Goldstein defines evaluation as,

¹ Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY

² Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA. Page XIII

" The systematic collection of descriptive and judgmental information necessary to make effective decisions related to the selection, adoption, value and modification of various instructional activities." ¹

Also, Peter Bramely supported Goldstein's statement of by adding that,

" The definition of evaluation is valuable as it implies that evaluation is a set of information-gathering technique. And further, that selection of a particular strategy or technique or of the particular aspect of the learning process which examined, will vary with the purpose for which the evaluation is intended." ²

While other writers like Tyson and Birnbrauer look to the evaluation process as a method of achieving the recommended service standard but in order to achieve this target it needs the commitment of all concerned. They pointed,

" Good evaluation is a timely, consistent and accurate process that upgrades and improves the quality of services and the results of those services. If every one involved gives total commitment." ³

2.5.F.1. The Objective of Evaluating Training Programs

Training requires commitment and a continuous assessment in all the stages and steps of implementation to assure and ascertain the desired performance and the employees performance reached the desired objectives. So, evaluation is the management tool to analyze whether or not money and time invested in the human resources development contributed to achieve the productivity targets. Fredrick Swierczek & Carmichael Lynne reported,

¹ Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw-Hill, NY Page 87

² Bramely, Peter (1991). Evaluating Training Effectiveness. McGraw-Hill, NY Page 87

³ Tyson & Birnbrauer. " High Quality Evaluation ". Training & Development Journal. September, 1985. Page 33

" The goals of evaluation are important: To improve the training program; to provide feedback; to program planners, managers and participants; and to assess employee skills levels."¹

On the other hand, Peter Bramely sees the evaluation process as the final step in the training cycle where it could give reliable information of the targets which should be achieved and on the efficiency training cycle steps. According to him,

" Evaluation completes the cycle of training. Evaluation is integral to the cycle and has the key role of quality control of the cycle by providing feedback on the effectiveness of the methods used, the achievement of the objectives set by both trainers and the trainees, whether the needs originally identified, both at organizational and individual levels have been met."²

The validity of the money spent on training activities was usually a question that needs an answer. Therefore, writers took the lead of identifying the importance of the evaluation process in giving the right answer. They all actually agree that the evaluation process is the only reliable solution. Mark Brown, for instance, pointed to the importance of training for decision makers in order to determine training economic outcome. He actually believes that the evaluation process give the answer of whether or not money spent on the training activities helped in achieving the desired performance targets. He says,

" By looking to training as investment, it has become increasingly important to determine what economic benefit may be directly contributed to training programs. This recent emphasis on return on investment for training dollars has made sound evaluation techniques

¹ Swierczek, Fedric & Lynne Carmichael. " The Quantity and Quality of Evaluating Training ". *Training & Development Journal*. January, 1985, Page 95-99

² Bramely, Peter (1991). *Evaluating Training Effectiveness*. McGraw-Hill, NY Page 87

of prime importance for training directors, who are being held accountable for the results their programs are designed to achieve."¹

Elizabeth Hawthorn shared also the responsibility of answering the question of the validity of the money spent on the training activities by adding that the information gathered through the evaluation process could lead decision makers to modify their plans. According to her,

" Evaluation is used for multiple purposes. Even simple personal and informal evaluations are conducted when someone perceives that he has something at stake, something to lose or something to gain. A lot of money is invested in evaluation because there is a belief that there is a need to look at what is being done and what is being expended, such as dollars, human energy, or natural resources. There is a need to help decision makers to determine, continue, or modify projects or activities."²

Also, Barry Smith stressed on the importance of analyzing the money spent in the training activities. He sees that the management should know whether or not money spent for training and the development of the employees are successfully invested. He points out,

" Unless you can show that money invested by the organization in training has produced tangible results, then the training service and its personnel may be dispensed with. Positive reactions by trainees and evidence that trainees learned are not sufficient contribution in the context of the total global organization performance. The training effort must demonstrably assist the organization to achieve its goals."³

¹ Brown, Mark. Evaluating Training Via Multiple Baseline Designs. Training & Development Journal. October, 1980, Page 11

² Hawthorne, M. Elizabeth (1987). Evaluating Employees Training Programs. Quorum Books, NY Page 35

³ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 381

Finally, Elizabeth Hawthorne sees the evaluation process as a management tool that gives needed information to decision makers which could help them in taking any planned actions. According to her,

“ Evaluation research is essentially conducted to aid decision making in an applied setting. As such, evaluation research is a managerial tool. The essence of evaluation research is the provision of information that is gathered systematically and is useful to decision makers.”¹

Meanwhile, we find that Donald Kirkpatrick refers to the importance of evaluating the training programs to justify the existence of the Training Department by showing how it contributes to the organization's objectives and goals, and to decide whether to continue or discontinue training programs. In addition, he refers that the information gained from the evaluation process could improve future training programs.²

2.5.F.2 Evaluation Levels

Writers have different concepts concerning the levels of evaluation training programs but they do agree that the knowledge, skills, and attitude are the triangle which illustrate the failure of the success of a training program.

Jack-Fitz-Enz, for instance, believes that there are four levels of evaluating training programs. The first is ' The Trainee Reaction Survey '. If the trainee smiles a lot, the trainer will give the program a good evaluation. The second

¹ Hawthorne, M. Elizabeth (1987). Evaluating Employees Training Programs. Quorum Books, NY Page 33

² Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA

level is ' The Knowledge Test '. It is a pencil & paper quiz which measures how much the trainee knows. It is given after the program & there is no pre-test against which to compare scores. Therefore, there is no proof that the trainee's knowledge level increased because of the program. The third level measures performance after the program. It looks to the trainee's ability to perform. The fourth level measures performance before and after the program and a retention of follow-up come months later.¹

One of the most applicable techniques for evaluations is that of Donald Kirkpatrick. He believes that training should be evaluated on four levels: Reaction, learning, behavior and the levels.²

The reaction level measures how those participated in the program react to it. If training is going to be effective, it is important that trainees react favorably to it. It refers also to the views of trainees regarding the training program, for example, did they like the program and its methods?. On the other hand we find that Barry Smith believes that the reaction level is with a minor importance to the organization since we cannot base the success of a complete training program on the liking of the trainees. According to him,

“ Trainees should feel that program met the needs. If they feel it did not, then they are not likely to be motivated for future training. But remember, liking a program doesn't guarantee that learning has occurred. So the trainee reactions are really a secondary interest to the organization.”³

¹ Fitz-enz, Jack (1984). How To Measure Human Resources Management. McGraw-Hill, NY

² Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA

³ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 103

The learning level, according to Donald Kirkpatrick, is defined as the level in which the training program implemented successfully changed the trainee's behavior or attitude.

“ The extent to which participants change attitudes, improve knowledge, and increase skills as a result of attending the program. Those actually are the basic three elements that a training program can accomplish.”¹

Barry Smith supports Kirkpatrick's definition and added that the learning level consists of the program content that trainees observed and remembered which can be measured by performance or by written tests during and after the program. He also emphasizes the importance of noting that demonstration of learning does not guarantee that new learning will be later applied on the job.²

Robert Woods added that, in the hospitality industry, the learning level could also be used to evaluate how the trainee learned from the training program. The learning evaluation could use a variety of techniques which include oral and written tests as well as the supervisors opinions on the employees performance after their return to the workplace. according to him,

“ Managers should ascertain whether or not the trainees learned anything from the program. Learning is relevant to training programs designed to increase the trainee's knowledge. A variety of methods are available for evaluating the learning acquired. These include tests

¹ Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA. Page 22

² Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY

(oral & written), performance, observations of work progress, and observation of simulations."¹

The behavior level evaluates whether or not the employee's behavior is positively changed, and the employee is able now to practice what he had learned into the workplace. He also emphasized that we can get the right feedback by many ways like the turnover and absenteeism rate as well as by the employees performance appraisal. According to him,

" Has the on-the-job behavior of the trainee improved? In relation to his job, is production up, waste down, absenteeism down, cost down, morale better? Measuring behavior is more difficult than measuring reaction and learning but we can do it through records of production, quality control, cost & payroll, and through the regular performance appraisal conducted by supervisors which is applied after the training program. "²

Robert Woods also stressed on the effectiveness of conducting the behavior evaluation just after the implementation of the training program. He referred that this evaluation could be conducted by the employee's supervisor in order to assure that key learning objectives have been transferred accurately to the real work environment. According to him,

" Evaluating employee's behavior immediately after a training program is an effective method of evaluating the program. The appraisal might be conducted by the employee's supervisor. The objective is to ascertain whether the employees are using the behaviors that they learned during the training. "³

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA. Page 181

² Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 104

³ Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA. Page 182

Donald Kirkpatrick sees that the determination of the success of a training program usually arise from the level of transfer of learning into the workplace. If the skills and attitude of the employees were positively changed, so, the training was successfully implemented or vice versa. He mentioned,

“ The Behavior Level determines the extent to which change in behavior has occurred because the participant attended the training program. No final result can be expected unless a positive results have been occurred at the work place. Therefore, it is important to see whether the knowledge, skills, attitudes learned in the training program have transferred to the job.”¹

Finally, the result level analyzes of whether or not the performance of the organization improved after the implementation of the training program.

Donald Kirkpatrick pointed that the result level,

“ Is the final result occurred because the trainees attended the training program. This final result can include increase production, improved quality, decreased costs, reduced frequency or severity of accidents, increased sales, reduced turnover, and higher profit and return of investment.”²

Writers like Robert Woods agrees that the result level is important for the organization since it gives the management a reliable feedback. The management meanwhile could test the result of the training program implemented by analyzing some managerial aspects like the employees turnover rate. According to him,

“ The ultimate test of training program is the effect on the organization. Good programs will have a positive effect. To assess whether the training yielded such result, managers might evaluate any measurable criteria. Managers could look at the turnover rate to measure, for

¹ Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA Page 61

² Kirkpatrick, Donald (1994). Evaluating Training Programs. Berrett-Koehler Publishers, San Francisco, USA. Page 25

example, the effectiveness of the training designed to measure the employees satisfaction."¹

Jack Miller added that the employee's injury and illness and workers skill level give also to the management the right indication about the result of the training implemented and the degree of the transfer of learning into the workplace. He pointed out that,

" There are symptoms that provide evidence about the effectiveness of a training program implemented in hotels. These symptoms are: Employee tenure, injury & illness, turnover rates, and workers skill level."²

2.5.G. Follow-up

Karen Eich Drummond emphasizes the importance of following-up the training activities to achieve the desired consistent and permanent work performance or the expenses and efforts made to train may be lost. Karen sees that the Follow-up could be achieved through effective coaching which is a two-step process. First, job performance is analyzed; second, performance is reinforced and corrected face-to-face.³

Barry Smith noted the importance of following-up on trainees after executing training programs. He says that,

" Often trainees will learn material in the training program but fail to improve their performance on the job. So, we have to perform a comprehensive, planned follow-up program."⁴

¹ Woods, H. Robert (1992). Managing Hospitality Human Resources. . Educational Institute of the American Hotel & Motel Association, USA. Page 182

² Miller, E. Jack (1991). Personnel Training Manual for the Hospitality Industry. Van Nostrand Reinhold, NY Page 9-1

³ Eich Drummond, Karen (1990). Human Resources Management for the Hospitality Industry. Van Nostrand Reinhold, NY

⁴ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY Page 123

Since it is recommended to follow-up on the training implemented, so the usage of effective follow-up techniques is therefore desirable. Some of these techniques could include the usage of action plan where each trainee develop an action plan utilizing aspects of the training is his job. Individual project is another techniques used where the trainee is asked to complete an entire project which get along with all consolidated key and learning points covered in the training program. Another common technique is the individual guidance and coaching where the trainee's supervisor guide the trainee after the completion of the training program.¹

In the hospitality industry, Genevieve LaGreca stressed on the importance of supervising the trainee's' performance after the implementation of the training program in order to assure that we achieved the desired targets. He said,

“ Once the training is completed, there is a need to continually train and motivate employees in order to maintain performance standards. If you fail to closely supervise employees, their performance will slacken off.”²

As a matter of fact, ongoing efforts and commitment are needed to maintain performance standards. Some of the effective ways are to motivate employees and to communicate their performance standards. There are other two main ways to monitor performance. The first way is the informal way where the trainer should be able to perform each task in his place, so he will

¹ Smith, Barry (1989). How To Be An Effective Trainer. John Willey & Sons, NY
² LaGreca Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold. NY
Page 149

be able to positively evaluate and give the right recommendations; the trainer's reaction should be communicated directly to the employees in order to effectively improve performance. The second way is the formal way which involves focusing on a specific aspect of the job performance, develop specific procedures for monitoring.¹

After careful analysis of the basic components of the training process, we can notice the importance of seeing training as a combination of various elements which have to be integrated together in order to assure a perfect transfer of learning to the workplace. Should we achieve this target, then we will guarantee that the need of training whether to avoid the gap between a desired level of performance and the actual one, or to develop a competent staff who could carry out efficiently the requirements of their job.

We tried to analyze carefully the academic applications of the training process. What will be the case when executing these academic theories in a developing country like Egypt? Vincent Miller for instance believes that developing countries suffer from a host of problems. One of these problems is the lack of trained personnel². So, in the Empirical study chapter we will study how these theories are actually implemented.

¹ LaGreca Genevieve (1988). Training Food Service Employees. Van Nostrand Reinhold. NY
² Miller, Vincent (1979). The Guided Book for International Trainers in Business and Industry. Van Nostrand Reinhold. USA

CHAPTER THREE

The Empirical Study

The empirical study is based on the analysis of:

1. The kitchen apprenticeship training program organized by the Training Center of the Ministry of Education.
2. The management training program organized by the Ministry of Education.

Chapter Three **Empirical Study**

3.1. The Kitchen Apprentices Training Program

Introduction

The study of public administration is called public because it is related to the responsibilities of the government to public justice. Since the government is responsible of implementing many of the social and economic goals of the community, its most goals should be performed through the members of organizations which are organized for this purpose. Accordingly, the structure and the resources of the organization as well as the official regulations are determined by the objectives of its administration. So, it is important to analyze

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CHAPTER THREE

The Empirical Study

The empirical study is based on the analysis of:-

1. The kitchen apprentice training program organized by the Training Center of the Ministry of Tourism.
2. The management training program organized by the five star hotels.

* * * * *

3.1. The Kitchen Apprentice Training Program

Introduction

The study of public administration is called public because it is related to the implementation of the government's public policies. Since the government is responsible of implementing many of the social and economical goals of the community, so these goals should be performed through the ministries or organizations which are organized for this purpose. Accordingly, the structure and the mission of the ministries as well as the official organizations are determined by the objective of its initialization¹. So, it is important to analyze

¹ El-Sherif, Aly (1981). Public Administration. Dar El-Nahda El-Arabeya, Lebanon. English Edition.

the role of the Ministry of Tourism, represented by its Training Center, in delivering a trained and skilled labor or employees for the hotel industry.

In Egypt, tourism is the responsibility of the Ministry of Tourism which is responsible for providing services to the tourist, marketing Egypt, monitoring the hotels and travel agents establishment performance and providing information about the potential areas for tourism investment. In addition, it is responsible for providing qualified labor for the tourism market.

There are many organizations working under the umbrella of the Ministry of Tourism. These organizations are ¹:-

A. The Egyptian Tourism Authority (ETA)

It is responsible for promoting Egypt through advertising and mass media. It is also responsible of fifteen Egyptian tourism offices distributed all over the world to promote the Egyptian tourism.

B. The Holding Company of Tourism, Housing and Cinema

The Holding Company is consisted of the following:-

- * Egoth Company
- * Misr Travel
- * Misr for Hotels Company

¹ Information gathered during the interview with the Director of the Information, Research and Training Center of the Ministry of Tourism.

- * The Egyptian Company for Hotels
- * The Grand Cairo Hotels Company

C. The Conferences Authority

It is responsible of managing Egypt's conference centers e.g. the Cairo International Conference Center, Alexandria Conference Center, and Luxor Conference Center.

D. The Tourism Development Authority

It is responsible for determining the Tourism areas which could be used for future investment, and arranges the respective feasibility studies. Therefore, it has an information bank which could help the investor in developing new projects.

E. The Tourism Police

It is indirectly under the responsibility of the Ministry of Tourism. However, policemen attend specialized training courses arranged by the Ministry of Tourism to facilitate their communication with the tourists.

F. The High Council of Tourism

It is headed by the Prime Minister. Its mission is to discuss problems facing tourism and how to overcome them.

G. The Egyptian Chamber of Tourism

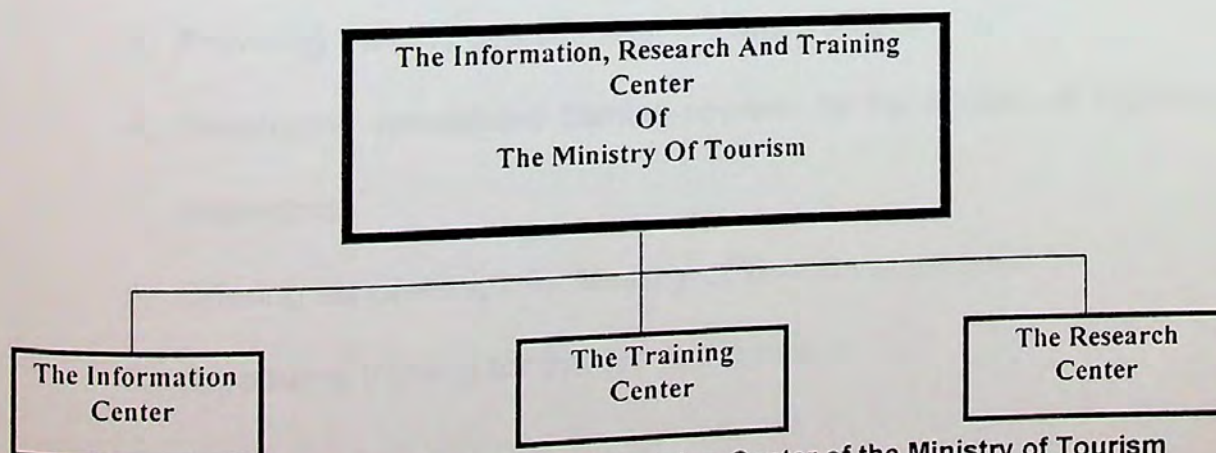
It involves members of the different organizations responsible of the tourism industry in Egypt where they discuss the development of tourism and obstacles facing this industry.

H. The Regional Bureaus for Promoting Tourism

They are located in the governorates of Egypt where there are tourism activities. They are presented in the governorate's council. They should facilitate the tourism activities and solve problems raised within the local administration.

3.1.1. The Information, Research and Training Center

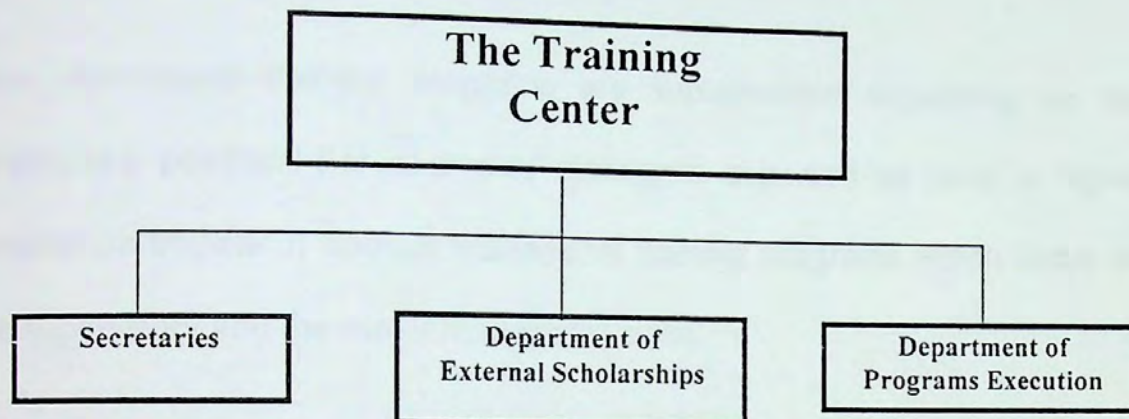
The Training Center of the Ministry of Tourism is a department of the Ministry of Tourism. The Training Center is the sole entity in the Ministry of Tourism responsible for providing different and specialized services for the Ministry's employees as well as for the Egyptian travel and hotel market.



Source: Information, Research and Training Center of the Ministry of Tourism

3.1.1.A. The Training Center Organization Chart

The Training Center is headed by a training manager reporting to the director of the information, research and training center. In the hierarchy of the training center, there is a special department for external scholarships, and another department concerning the implementation of the training programs.



Source: Information, Researches and Training Center of the Ministry of Tourism

3.1.1.B. The Training Center Responsibility

The Training Center is responsible for providing the following:-

1. Training Ministry of Tourism employees
2. Training the Tourism Police officers
3. Providing training courses for the tourism guides
4. Developing specialized training courses for the Ministry of Tourism inspectors
5. Offering scholarships for Ministry of Tourism employees.
6. Organizing training for the five star hotels

3.1.1.B.1. Training Ministry of Tourism Employees

This Training involves the implementation of orientation training for all new hired employees at the Ministry of Tourism. And to brief them about their job description. This is a kind of on-the-job training or coaching. The top, intermediate and low level ranks are involved in this training.

Also, specialized training programs are implemented depending on the employee's position. For example, managers expected to have a higher position participate in special managerial training programs which focus on the supervisory and the major managerial skills.

3.1.1.B.2. Training for the Tourism Police Officers

Special training programs are held for the police officers, who are to join the tourism department. The respective officers should be enrolled for a specific period of time in specialized training programs to become familiar with the methods concerning dealing with tourists, in addition to major information needed for tourism.

3.1.1.B.3. Training Courses for the Tourism Guides

Also the Training Center is responsible for providing educational courses for those interested in achieving licenses as tour guides. The trainee should be engaged for a training course where he should attend many sessions covering the different aspects of the Egyptian tourism and culture. Then the

trainee should pass both theoretical and practical examination in order to pass the course and to achieve the desired license.

3.1.1.B.4. Training Courses for the Ministry of Tourism Inspectors

Ministry of Tourism is responsible for monitoring the performance of hotels, travel agents and public tourist restaurants. The Ministry's aim is to assure that they meet the basic standards and requirements set by the ministry. In order to achieve this target, they have specialized department for inspectors to monitor this policy. Accordingly, those inspectors are engaged in training course to get the knowledge of the different types of tourist establishments and the standard which should be reached in each one of the them.

3.1.1.B.5. Scholarships for Ministry of Tourism Employees

Ministry of Tourism, represented by its Training Center, offers scholarships for the employees working in the Ministry of Tourism. These scholarships cover courses in planning, marketing and public relations.

3.1.2. The Kitchen Apprentice Program

The Training Center implements only one training program for all the hotel industry in Egypt. This Training program is the Kitchen Apprentice training program which is a two-year program implemented in coordination with some five star hotels. After the trainees accomplish the program they receive a certificate of achievement from the Ministry of Tourism.

This training objective is to prepare youth to possess the skills and knowledge of the kitchen operations in order to have a professional labor in the Kitchen Department. The candidate who should join this program should meet the following qualifications:

- To be 18 - 24 years old
- The military service should be performed or exempted
- Holds an intermediate certificate
- Passes the physical examination

Selection of trainees is based on a practical examination held at the Training Center. After the candidate passes the exam, he goes through another process where an interview is held with a representative of selected hotels and a member of the Training Center.

3.1.2.A. Program Content

In the hotel the program is the responsibility of the training manager, personnel manager, executive chef, and the food & beverage manager.

1. The Training Manager

The training manager is number one responsible for the program. He should coordinate the selection of trainees with the Training Center of the Ministry of Tourism; to arrange the program implementation with the food & beverage manager, the executive chef, and the personnel manager; to prepare the

trainees theoretical and practical examination. Finally, he should arrange the training room for lectures.

2. The Personnel Manager

He/she is responsible for the administration side of the program by ensuring that official papers are completed, and the monthly Performance Appraisal is sent to the Training Center of the Ministry of Tourism.

3. The Executive Chef

Since the trainees are actually under his direction, he is directly responsible for assuring that trainees are having the training program based on the approved plan and schedule. He should also ensure that the kitchen trainers are giving the training to the trainees according to the right standards. Finally, he should observe the development and the progress of the trainees and report any problems confronted directly to the training manager.

4. The Food & Beverage Manager

It is his responsibility to coordinate with the executive chef and the training manager, so as to reach perfect implementation of the program which contribute to the success of the food & beverage department.

It is a two-year program where the trainee should be trained in all the sections of the kitchen department i.e. the butcher, the entremetier, the saucier, the pastry, the garde de manger. The training department in coordination with the

food & beverage manager and the executive chef are responsible for the perfect implementation of the program.

A combination of both on & off-the-job methods are used during the implementation of the program. Off-the-job-training is presented in the form of lectures organized by both the training manager as well as the kitchen department trainer. Lectures covering many topics concerning the kitchen operations are presented. Some of these topics are: Kitchen fire prevention, food sanitation, methods of cooking, and food hygiene. Audiovisual such as: Overhead and slide projectors as well as video tapes are used. On-the-job training is presented in job instruction technique (JIT) where kitchen skills are covered.

The performance of the trainees is measured by using both theoretical and practical tests. Since the trainee should attend various lectures about the food sanitation, personal sanitation, cooking techniques, he is then tested to evaluate whether or not he or she understood these lectures. This test is organized by the training manager in coordination with the kitchen trainers.

After the trainee finishes his training in every kitchen section, he is asked to go through a practical test which involves a practical demonstration of the trainee's ability to perform what he was learned. This test is observed by the hotel general manager, the training manager, the food & beverage manager

and the executive chef. If the trainee passes both the theoretical and the practical test, he could proceed to the next training in another section.

Two major examinations are organized during the whole program. The first is a mid-program examination where the trainee should go through both theoretical and practical tests which cover all sections and all lectures subjects discussed during the year. The second is a final program examination where the trainee should pass both theoretical and practical exam which covers the whole program subjects. This exam should be attended by representatives of the Training Center of the Ministry of Tourism, in addition to the top management of the hotel. The hotel could also invites outsiders, other training managers from other hotels and even guests, to attend this exam.

3.1.2.B. Program Evaluation

There is no formal method of evaluating the program by the Training Center of the Ministry of Tourism. Only at the end of each training period reports are sent to the Training Center covering the trainees' performance during both theoretical and practical tests.

3.1.2.C. Personal Interview

Three personal interviews were conducted with:-

1. The Director of Information, Research and Training, and the training manager of the Training Center of the Ministry of Tourism
2. Training managers of selected five star hotels.

3.1.2.C.1. The Training Center Interview

The first personal interview was conducted with the Director of Information, Research and Training Center and the manager of the Training Center. The objective of the interview is to extract the necessary information regarding:-

- * The role of Training Center in enhancing the skills of the employees working in the hotel industry in Egypt.
- * How they analyze the needs of the hotel sector in terms of skilled labor.
- * What are their future plans and challenges faced.
- * Their objectives in organizing the Kitchen Apprentice Training Program.
- * Their role in the selection of trainees, implementation and evaluation of the program, and what are the challenges confronted.

The director of the Center as well as the Center training manager believe that in order to be able to evaluate the labor and employees working in the tourism market as a whole, the hotel market in particular, a complete analysis of all labors working in that field should be analyzed. Therefore, in the year 1993

the Center in coordination with CAPMAS put and developed a complete guide containing full analytical information covering:-

- Hotels (All types and categories)
- Travel Agencies
- Governmental Organizations
- Pubic Tourist Establishments

The analysis gathered all information regarding the qualifications and number of manpower working in these areas, and the number of all hotel establishments in Egypt and its classification. The next step, added the Director of the Center, was to submit its results to the top executives of the Ministry of Tourism in order to find solutions to the problems facing the tourism labor market. So, by implementing this research they have a good opportunity to analyze the needs of the tourism market including the hotel sector.

But, unfortunately, since 1993 no action has been taken by the Ministry of Tourism. The Director of the Center believes that if the top executive management will not move to solve the existing problems related to the labor working in the tourism industry in Egypt, no one else will solve these problems.

The Director adds that concerning the hotel industry in Egypt, the Training Center is implementing one sole training program which is the Kitchen

Apprentice training program, and they are planning to enlarge the scale of the hotels implementing this program to cover more hotels.

Concerning whether or not the Ministry of Tourism plan to organize specialized courses for the hotel industry, the training manager emphasizes that they cannot organize any course at present because the planning and implementation for a training program on the national level needs suitable financial resources while the overall budget of the Training Center is EGP 4,000 with additional EGP 6,000 for meeting rooms rent. So, the total budget of the Training Center of the Ministry of Tourism is only EGP 10,000 (US\$ 3000.00). Thus, they cannot implement any additional program for the hotel sector. The Training Center Manager adds that they depend mainly on hotels to initiate these specialized programs, and then they could adopt the best program which cope with the training needs of the Egyptian hotel market.

As far the technical hotel schools and the other private hospitality training centers distributed in the country, the director of the Center stressed that the Ministry of Tourism Training Center, unfortunately, has no control over these schools, and these schools are working under the umbrella of the Ministry of Education, accordingly it is their responsibility to control these schools and the data delivered.

Regarding the kitchen apprentice program, the director of the Center mentioned that they initiated this program as a result of a study which stated

that the hotel market is expanding sharply, so the need of having skilled and professional employees working in the kitchen department was clear since the kitchen area is considered to be the cornerstone of the services rendered by hotels. The training manager of the Center added that they implemented this program in coordination with the five star hotel level since these hotels possess the international standard and the professional teams which could monitor the execution of the program.

The training manager of the Center also added that their role begins with the selection of trainees in coordination with each hotel and the Ministry of Tourism bureaus in each governorate. The determination of the numbers of trainees depends mainly on each hotel needs. He also added that they usually announce the program by publishing advertisements in newspapers, and based on the geographical area the candidate is presented to the Ministry of Tourism bureau and selection is made in coordination with each hotel. During selection candidates should meet the following criteria:-

- To be 18 - 24 years old
- The military service should be performed or exempted
- Holds an intermediate certificate
- Passes the physical examination test

As mentioned by the director of the Center, during the implementation of the program the Ministry of Tourism role is focusing only in receiving the trainees' performance report and the scores of the trainees' tests from the

management of the hotels. Finally, they attend the final test at the end of the program.

The training manager of the Center added that they keep records of all graduate trainees and the hotels they graduated from. According to him, the Center doesn't keep records of those graduated trainees who are not selected by hotels, and the Ministry is not then responsible for providing suitable places for them in other hotels.

The major challenge facing the Training Center is the lack of resources challenging the Center of enlarging the scale of trainees participating in the program among all hotels categories in Egypt as highlighted by the director of the Center. Another challenge is the fact that many five star hotels do not participate in the program.

3.1.2.C.2. Interviews with the Training Managers

The second personal interview was conducted with seven training managers of selected five star hotels which are: Sheraton Montazah in Alexandria, Ramses & Nile Hiltons and Gezirah Sheraton in Cairo, Sheraton and Movenpick Jollie Ville in Luxor, and finally, Hurghada Sheraton. The objective of the interviews is to gather information covering:-

- How they identified the need of having skilled kitchen trainees
- What was their criteria in selecting trainees

- What are the training methods used
- Who implement the program
- How the program is implemented
- How they evaluate the program
- What are the challenges confronted in the implementation of the program

The training managers of hotels agree that the need for skilled employees to work in the kitchen department is an important issue. So, when it revealed the idea of exposing trainees for a two-year kitchen program where both on and off-the-job training methods are applied, they agree on joining the program. For instance, the Nile Hilton training manager highlighted that originally this program was initiated by the hotel, moreover, they prepared the program manual which is the same one used until now among all hotels implementing the program.

In coordination with the bureaus of Ministry of Tourism in each governorate the selection of trainees is organized. Trainees are then exposed to the selection criteria of each hotel. During the selection, some hotels have special requirements. They are interested in selecting the candidate who possesses a suitable English language, ambitious, has no previous work experience in the kitchen in order to assure the trainee's long term loyalty, and to pass the hotel physical examination test.

At the end of the program, selection of trainees is not only based on the employee's performance at the final presentation, but also on the trainee's overall behavior and attitude level during the implementation of the program, as mentioned by some training managers. They stressed on the importance that the attitude of the trainee is even more important than his behavior because you can change the behavior of an employee during the course of training while it will be very difficult to change an employee's attitude. Training managers added that the average number of trainees participating in the program is around eight to ten trainees. Sometimes, a training manager added that after few months of the program initiation some trainees cannot afford the hard work, or they don't complete the program and resign. At the end of the program trainees who are selected to continue as permanent employees are offered either first or second cook position which is usually according to the trainee's overall performance and productivity during the program.

Concerning the training implementation, training managers highlighted that it is executed by both the training department and the kitchen department trainer. They also added that trainers had to previously attend " Trainee the Trainer " training course which is designed to train trainers how to implement skills training and off and on-the-job-training. In the Kitchen Apprentice case, each section of the kitchen has its own trainer, accordingly, when the trainee join a section the trainer is then responsible for providing him/her with the necessary skills.

Regarding the training methods used, the hotels' training managers stressed that both off and on-the job training methods are applied. Off-the job-training is used in the form of lecture sessions where trainees attend specialized kitchen programs covering the kitchen sanitation and hygiene, watching video tapes on the kitchen cooking methods. These programs are usually given by the training manager. On the other hand, the on-the-job-training is implemented in the form of JIT where the trainee observes the trainer executing a skill and then the trainee is asked to perform in return the same skill under the supervision of the trainer. Coaching and counseling is also used when the training manager feels that the performance of a trainee is declining where a corrective action should be taken. The trainer of each section of the kitchen is responsible of transferring the skills of his section to trainees. Thus, the trainer and the training manager should convene to set the skills training required to be implemented.

As far as evaluation is concerned training managers believe that the preferred method used is the theoretical and practical presentations which are applied at the middle and final of the program. Another evaluation tool lies in observing the trainee's change in behavior and attitude within the program, as well as, his supervisors reports.

Concerning the role of the Ministry of Tourism during the execution of the program, training managers agree that the Ministry of Tourism contribution is

very marginal compared with what should be. During the selection of trainees phase, their role is only limited to putting an advertising in newspapers, receiving the trainees' performance review form hotels, and attending the final presentation at the end of the program

As for the training managers understanding of the Ministry of Tourism's role as a whole in the hotel market, Upper Egypt training managers stated the issue that Ministry of Tourism has a weak presence. Other than the only program organized by the Ministry of Tourism, it has nothing else to offer. Furthermore, they have no control over the hotels technical schools available in the region which consequently led by sequence to the poor skills of graduates which negatively affected the availability of skilled labor.

3.1.2.G. Structured Questionnaire

A structured questionnaire was distributed among sixty of the kitchen apprentice trainees in seven hotels which are the only hotels implementing the program. Forty three questionnaires were the total received.

01. What is your education qualification?

- A. Hotel School
- B. Other educational degree

Answers: A: 28/43 B: 15/43

Analysis:

This question indicates that around 65% of the kitchen apprentice trainees are graduated from a hotel school which shows accordingly that hotels are keen to select those trainees that possess the knowledge and information regarding the kitchen activities. On the other hand, we find that some other hotels with 35% are just looking to those candidates that generally graduated from different schools regardless of their knowledge about hotels.

02. Do you have previous hospitality work experience?

A. Yes

B. No

Answers: A: 07/43 B: 36/43

Analysis:

The questionnaire showed that around 84% of the kitchen apprentice trainees have no previous working experience in the kitchen which indicates how the majority of hotels prefer to select those with no experience in order to guarantee their long term loyalty which could be gained through experience.

03. If yes, how long is this experience, and in which department?

Those having working experience who represent 16% of total trainees tested have an average experience of one to three years. Their experience is limited to the training implemented within their hotel school time. Their

experience is mainly focused on the food & beverage and kitchen departments.

04. How did you know about the Kitchen Apprentice training program?

- A. Ministry of Tourism Newspapers Advertising
- B. Graduate Kitchen Apprentice Colleagues
- C. Hotels Announcement

Answers: A: 12/43 B: 23/43 C:08/43

Analysis:

After analyzing answers received, their being informed about the program depended mainly upon their geographical location. For example, answers showed that in Upper Egypt candidates usually know about the program from other graduate trainees which is due mainly to the close relationships between citizens in these areas. On the other hand, we find that other trainees in Cairo hotels mainly depend on the Ministry of hotels advertising and the hotels announcement.

05. How selection is made?

- A. Ministry of Tourism Interview
- B. Hotel Interview
- C. Both (A+B)
- D. Other

Answers: B: 36/43 C: 07/43

Analysis:

Answers showed that the trainees are mainly selected after a direct interview with the hotels training & personnel managers with 84%, while the remaining percentage are selected after going through a preliminary interview with the Ministry of Tourism representative, and then a second interview with hotels' training managers believing that they are actually selected after the Training Managers interview.

Definitely, these answers show that the Ministry of Tourism Training Center has no significant role during trainees selection phase, and selection is totally the responsibility of personnel and training managers in hotels.

06. What is the breakdown of the program?

All trainees agree that the program is a two year-program. But around 35% of trainees mentioned that yet in the program has a defined period which is not usually respected by hotels since some trainees could join the program one to three month late but still they can be graduated at due date.

These circumstances apparently highlight that both the hotels training managers and the Training Center manager are not giving too much attention to the perfect administration of the program and the necessity of giving a fair time frame for all trainees because when some trainees join the program late this affect their program schedule and time spent in each section of the Kitchen.

Regarding the breakdown of the program itself, trainees agree that they are rotated between the different sections of the kitchen which are: The garde manger, the entremetier, the butcher, the pastry and the saucier. But the time spent in each section is not likely to be constant. Trainees mentioned that sometimes due to the importance of some sections, e.g. the entremetier and saucier, some hotels give them longer time than planned which affects the time dedicated for other sections. This incident indicates that hotels are not following totally the program system. Meanwhile, it shows that the Ministry of Tourism Training Center is not following up the program execution by checking the duration spent by each trainee in each section in the Kitchen.

07. Who is helping you in understanding the new skills inside the kitchen?

- A. The Department Trainer
- B. Colleague
- C. Self

Answers: A: 07/43 B: 25/43 C:11/43

Analysis:

We can analyze from the information gathered that training is mainly implemented off-the-job by the trainee's colleague with a percentage equal to 60%. Meanwhile, the department trainer is contributing marginally which led to leaving trainees learning with no control or supervision from another colleague or depending on themselves by watching and learning. The usage

of a colleague as a symbol to perform certain skills, the buddy technique, could easily contribute to the failure of transferring information. These results also show that there is a lack of scheduling tasks and supervising skills implemented.

08. During the learning of a new skill does the trainer introduce, analyze, and repeat the skill?

Trainees explained that kitchen programs implemented off-the-job are generally programs covering different aspects of the kitchen as far as cooking methods, sanitation and hygiene are concerned and they are implemented at the training room. The trainer usually shows a video tape covering the subject and then explains the key learning points. Answers showed also that it is rarely that trainers explain skills in a systematic way as it is done in the behavioral modeling technique. Moreover, trainers show the skill as if they are doing their normal work and just asking trainees to watch and to extract the right procedures. The misuse of the off-the-job-training technique could lead to the failure of transferring skills to the trainee, and longer time for positively implement this transfer.

09. Did you participate in any coaching and counseling training sessions?

A. Yes

B. No

Answers: A: 05/43

B: 38/43

Analysis:

The questionnaire showed that hotels are not giving too much attention to the implementation of coaching and counseling sessions. As a matter of fact, the execution of these sessions are highly recommended when a new trainee joins a training program. He sometimes cannot cope with the surrounding environment and thus cannot act as required and acquire the new skills, Therefore, coaching and counseling sessions are then a vital method in adopting the trainee to this new environment .

10. Did you participate in related kitchen training programs outside the kitchen place?

A. Yes

B. No

Answers: A: 18/43 B: 25/43

Analysis:

Only eighteen tested trainees which represent 41% referred that they did participate in off-the-job training programs which cover the basic cooking methods and other related kitchen programs. On the other hand, 59% of the sample said that they did not participate in such programs. These answers show that both the performance and the skill levels of trainees will be negatively affected. Since they are not exposed to the recommended off -the-job techniques and programs needed to develop their skills and kitchen knowledge. This is also violating the importance of off-the-job-training method which is seen as a perfect way in explaining greater details of information out

of the work setting, thus, gives the trainer the opportunity to explain accurately and the trainee the chance to acquire positively the recommended skills and to use the available equipment with marginal cost.

11. Did you participate in other training programs?

A. Yes

B. No

Answers: A: 43/43

Analysis:

During the training program all Kitchen Apprentice trainees participated in certain training programs. Some of these programs are elementary fire fighting and sanitation and hygiene programs implemented for all the hotel staff. The objective of these programs is to aware the employees of the hotel fire policy and the importance of hygiene and sanitation.

12. Who is conducting these training programs?

A. The Training Manager

B. The Department Trainer

C. Others

Answers: A: 27/43 B: None C: 16/43

Analysis:

63% of the training implemented is conducted by the hotel training department, still 37% of the programs are sometimes conducted by other persons in the hotel like the hotel Industrial Safety Officer in the case of the

fire awareness course; and the hotel doctor in the case of sanitation and hygiene courses.

13. Is your training in each Kitchen department evaluated? If yes, how is evaluation made?

A. Paper & Pencil Test

B. Practical Test

C. Both (A+B)

D. Other

Answers: A:10/43 B: 33/43 C: None D: None

Analysis:

The answers show that evaluation is alternated between the usage of paper & pencil and practical tests which are used at the end of each kitchen section. While the evaluation process is considered to be the most significant method in determining the success or the failure of the program, we find that hotels still using ineffective methods of evaluation which is the paper and pencil test while neglecting the control group technique which is considered to be more effective.

14. Are you committed to work at the hotel at the end of the program?

A. Yes

B. No

Answers: A:10/43

B: 33/43

Analysis:

All tested trainees stressed that complete working with the hotel at the end of the program is not totally guaranteed since it is the hotel decision. They also stressed that they normally like to complete working with the same hotel since they already know the standard required; in addition to the good relations they have with peers and supervisors.

15. After the implementation of the program are you given the choice to select the department that you most like to join?

A. Yes

B. No

Answers: A: 18/43

B: 25/43

Analysis:

Information gathered showed that it is mainly the management decision. Some trainees mentioned that during the last four months of the program which is called the "specialization period" the trainee is giving the chance to join the section that he likes most and then the management could decide which section the trainee will join if he is selected to work with the hotel at the end of the program.

16. What is your achievement of the Kitchen Apprentice program?

The achievement of the program is different in view of the sample chosen. While some of them is looking at the program as a perfect

opportunity to mastering a new job, others see the program as a chance to join the hospitality industry with its benefits. But generally, they believe that the program was their life time opportunity where they have an ample chance to practice and demonstrate new skills.

17. Did the program develop your kitchen skills? How?

A. Yes

B. No

Answers: A:43/43

Analysis:

Trainees highlighted that their kitchen skills are definitely developed after joining the Kitchen Apprentice program because they have a golden chance to be rotated for two years between the different sections of the kitchen department. So, they have the chance to understand various skills and standards.

18. What are the challenges faced during the program implementation?

Trainees referred to different challenges faced during the program implementation. Sometimes they are asked to do routine kitchen works which consume their time; trainers have no time to train; they are executing skills without being trained which means that they are transferred from trainees to kitchen workers; they are spending longer time in certain sections beyond the

schedule which mean that both the training departments are not effectively following up the trainees' schedule.

19. What are your career development plans after the implementation of the Kitchen Apprentice program?

The plans of trainees are limited to the desire of being promoted to get higher position in the kitchen. They believe that it could be possible to achieve their plans since they know the know-how, because they had the chance to practice side by side off-the-job learning which could be an edge in their career plans.

* * * * *

To conclude, we can realize that the program objective has a paramount importance for the hospitality industry, five star hotels in particular, since it provides technical and professional cooks needed. But, unfortunately, the program implementation is not matching its desired objective. The program is the responsibility of both the Training Center of the Ministry of Tourism organizing the program, and the five star hotels executing the program. Actually, the Training center role is missed. Since it doesn't deeply interfere in trainees' selection, program implementation, or program evaluation and follow-up. Their only marginal contribution is only focused on the participation at the program final presentation and issuing the program certificates to

trainees. On the other hand, we find that hotels also are not giving enough attention to the program implementation. Yet they are selecting the candidates wisely, but they are not effectively following up their performance. Moreover, the program schedule is not respected, and trainees are transferred to be normal kitchen workers when a shortage in staff exists.

* * * * *

3.2. The Management Training Program

The Main objective of the Management Training program is to develop future management through planned training. Actually, the program offers the chance to apply theory to the work environment, and to prepare young potential employees for key personnel positions within a short period of time.

3.2.1. Program Administration

The program administration is the responsibility of the Training Manager who should act as a coordinator between the trainee and the receiving departments. The trainee has to submit " The Trainee Report " at the end of each of the hotel sections. The trainee is then asked to review his report with the designated department head in order to get sure that the trainee understands that department. The department head in return should complete the trainer report which should be handed to the training manager who

reviews the report, after careful analysis, with the trainee. In order to assure that the trainee is fully involved in each department activity, the trainee is asked to do certain work assignments. The trainee is asked also to do specific projects which are considered to be a good opportunity for the trainee to be positively involved during the training implementation and to evaluate his performance.

3.2.2. Program Planning

There is a difference in planning the management training program among hotels. While the Sheraton chain believes in full management training program where the trainee is recommended to be rotated for three consecutive years in all the hotel departments and where his final destination is discussed at the end of the training period, we find that the Hilton chain is more focusing on the specialized management training programs where planned programs for the front office, food & beverage, and sales & marketing departments are dedicated. Accordingly, the trainee knows from the start his final destination. In general, the trainee should be rotated in all the hotel departments and sub-departments as described hereunder but the period spent is different from one hotel to another according to the type of the program implemented.

	Department	Sub-Department
1	Rooms Division	Front Desk Reservation Group Coordinator Guest Relations Concierge Telephone Operator Front Office Manager Office Housekeeping Laundry Security
2	Food & Beverage	All Hotel Outlets & Bars Stewarding Food & Beverage Manager Office
3	Kitchen	Saucier Garde Manager Saucier Enremetier Butcher Pastry Executive Chef Office
4	Accounting	Accounts Receivable Accounts Payable Inventory General Stores General Cashier Receiving Food Cost Chief Accountants Office
5	Personnel & Training	
6	Engineering	
7	Information Systems	
8	Purchasing	

3.2.3. Performance Evaluation

Evaluating the performance of the trainee is made through various levels. The trainee is requested to submit a trainee report which includes a set of questions covering the training executed. Meanwhile, the department head receiving the trainee should also submit trainer report analyzing in return the

trainee's performance. In Hilton International, the trainee is requested to submit quarterly a self-evaluation form where he evaluates his progress during the past three months of training and identifies his own development needs. The training manager should also arrange periodical coaching and counseling meetings with the trainee to assure that the trainee is positively developing. The training manager is also required to update both the hotel general manager and the department head receiving the trainee at the end of the program of the trainee's overall performance.

3.2.4. Personal Interviews

Interviews were conducted with four training managers of selected five star hotels which are: Ramses & Nile Hiltons, Gezira & Cairo Sheratons in Cairo. Only Hilton and Sheraton hotels chains are selected because of their known and reputable management training programs, and because they are managing 13 five-star hotels out of 37 representing 35% of the total five star hotels in Egypt¹.

The objective of the interviews is to gather information covering:-

- How they identify the need of having management trainees,
- What are their criteria in selecting trainees,
- What are the training methods used,
- Who implement the program,

¹ Ministry of Tourism & CAPMAS. A Study On The Labor In The Tourism Sector. August 1993. Volume 02, Page 33

- How the program is implemented,
- How they evaluate the program,
- What are the challenges faced

The training managers stressed that the objective of the Management Training program is to develop a positive understanding of the functions of each department and how it inter-relates with other departments. They also highlighted that since the Management Training program is designed for potential staff, so, trainees must learn and practice professional supervisory and managerial techniques as planning, organizing, time management, communications skills and risk taking. They added also that trainees must have a formal on and off-the-job-training where they can practice and demonstrate their skills.

The training managers also emphasized that at the end of the training program the trainee is not committed to work for the hotel. However, the researcher found that the Sheraton and the Hilton chains have different perspectives concerning this point. The Sheraton doesn't guarantee the hiring of all trainees since the chain policy is to select the maximum number of trainees who join usually the general management training program and to hire those who are potential at the end of the program. On other hand, the Hilton chain has a different perspective. The Hilton is more relying on the specialized programs like rooms division, and food & beverage. So, it selects limited number of trainees where there is a definite need for them.

Training managers added that before the trainee is hired the hotel general manager, training manager and department head receiving the trainee at the end of the training period should have a comprehensive idea where the trainee will be working. This meeting will help in identifying the areas which will be deeply emphasized during the training.

Selection of candidates is different from one hotel to another. While some hotels as the Hilton prefers to select candidates with previous work experience, we find that the Sheraton believes in selecting those having no hospitality experience. However, selected trainees should meet the following criteria:-

- Must have potential for advancement
- Ambitious and hard worker
- Proven background of initiative
- Graduated from respectable school and university, hotel schools are preferred
- Have a good record of personal and professional accomplishments
- Excellent English language, additional language(s) is a plus
- Exempted or performed the military service
- Pass the physical examination test

So, we can realize that selection of trainees for the program is an important issue for hotels. It is not regarded as a simple procedure, but, it is seen as selecting a candidate and preparing him for an executive position needed for

the hotel welfare. This means accordingly that poor selection will cost a real waste in both the time of all departments involved as well as the money spent in training.

Training managers of different hotels agree that the department head is not expected to be the one who teaches and trains the management trainees, yet he is responsible for coaching the trainee and assisting him in achieving the pre-set objectives. The department head is still responsible of planning the trainee's training in coordination with the department trainer, check periodically the trainee's performance, prepare coaching and counseling meetings, and assign the trainee with special work assignments and projects to assist in his development.

As far as the training methods used, both on and off-the-job methods are implemented. Since the trainee is rotated between all the hotel departments, starting from the executive offices to the technical and operation sites, so, he is then trained on and off the job. Off-the-job techniques like lectures are used when the trainee is participating in some programs covering the supervisory and managerial techniques conducted at training room. Computer based learning is also used during the training at the front desk, then he is asked to join a computer program specialized in covering all the front office computer system. techniques. The same training is also applied during his training at the accounting department where the trainee is trained on the accounting computer system. Group solving technique is also used during

each department communication meeting as mentioned by one of the Hilton training managers, where problems facing the department are discussed among the employees of the department, accordingly the trainee has the chance to share responsibilities.

Also the trainee according to some hotels' policy should be involved in some sorts of specialized training programs dedicated for both supervisory and managerial levels like train the trainer program which is designed to teach trainees how to carry a skill training session. During the managerial training program some sort of business games is involved where a certain problem is stimulated. In addition, the trainee is asked to perform some work assignments, case studies and projects which are considered to be the major evaluation tools in assessing the trainee's performance and development.

Regarding on-the-job techniques used, training managers stressed that JIT is the most widely used in operation departments like the front office, food & beverage, housekeeping, and the kitchen. This is due to the fact that these departments involve many technical skills.

Definitely, the use of a different training technique in the management training program will enhance the transfer of learning which is desired. The researcher believes that the use of this techniques is due to the nature of the management training program itself since the program involves a mix of

operational and managerial departments where different training methods and techniques should be used to correspond each type.

Concerning the evaluation of the program, training managers stressed that despite the trainee and trainer reports implemented at the end of each section and the self evaluation made by the trainee, the trainee is mainly evaluated after executing specialized designed projects and case studies through the program, and the final project executed at the end of the program which usually cover all major key points.

The researcher believes that the use of projects and case studies for evaluating the trainee's overall performance is the most effective and suitable technique. Projects normally involve the involvement of the trainee in a set of requirements to be accomplished within a deadline. So, the trainee tries to fulfill those requirements in due date and with proficiency. Thus, the trainee could be reliably tested and evaluated based on actual performance done in the real work environment and by using the available resources.

The researcher also sees that the usage of the control group in a program like the management training will not be as realistic as project technique due to the program schedule and to the trainee's rotation in all the hotel departments. The use also of smile sheets and paper and pencil tests will not give the assessment needed to judge the trainee's managerial abilities and

his capability to take decisions and to test his strengths and weaknesses as well as his managerial skills.

Training managers agreed that the major challenges facing the management training program are limited to the capabilities of trainees to afford working long time under pressure which in many cases led to their resignation. In addition, sometimes during the selection phase the trainee could look ambitious and willing to take responsibilities but, unfortunately, he works poorly and fails to perform effectively which lead by sequence to not completing the program. The contribution of the hotel department heads is also tackled and questioned. Some training managers accused the department heads of poorly supervising the trainee's performance. Moreover, their reports become a routine paper work not a tool of evaluating performance and targeted objective.

3.2.5. The Structured Questionnaire

A structured questionnaire was distributed among forty of the Management Training program trainees in five hotels which are Cairo & Nile Hilton, Cairo & Gezira Sheraton and Luxor Hilton in Luxor. Only 32 trainees responded to the questionnaire.

01. **What is your education qualification?**

A. Hotel School

B. Bachelor of Science in Hotel Management

C. Other High Educational Degree

Answers: B: 13/32 C: 19/32

Analysis:

Yet only 41% of the sample holds a B.Sc. in hotel management while the residual holds other degrees, but it still indicates that hotels like to select candidates having high hospitality academic degrees which facilitate the transfer of learning because of their suitable knowledge of the hotel industry.

02. Do you have previous hospitality work experience? If yes, how long is this experience, and in which department?

A. Yes

B. No

Answers: A: 21/32 B: 11/32

Analysis:

More than 65 % of trainees have a previous work experience, which indicate that hotels are looking for those combining a high degree in hotel management with a suitable work experience to facilitate their understanding of the information transferred. Answers also showed that trainees with work experience are limited to sales & marketing and front office departments with an average of three to five year experience.

03. What type of Management Training are you implementing?

A. Rooms Division

- B. Food & Beverage
- C. General Management Training
- D. Other

Answers: A: 07/32 B: 06/32 C: 19/32

Analysis:

The general management training is the most widely program implemented. This indicates that hotels do not usually have previous plans for the positions required which by sequence shows that no training needs analysis are carefully planned.

04. How were you selected for the program?

Trainees mentioned that they are selected after a long process of interviews started by the personnel manager, training manager and sometimes the general manager. Some other department heads are also sometimes involved during the selection phase. The analysis is composed of personal interviews and some paper and pencil tests consisted of true and false questions and some along with other multiple choice questions.

05. What is the breakdown of the program?

The program breakdown involves all the hotel departments, and the training period is different according to the type of the program executed. The average length of the specialized programs e.g. the food & beverage or the front office is varying between fourteen to eighteen month. On the other hand, the general management training duration is around thirty six month.

06. Is training implemented On-The-Job? How?

Trainees agreed that the training is mainly implemented on-the-job. Some trainees mentioned that the training is usually taking the form of one to one training where the trainee observes the implementation of a skill executed by a colleague.

So, we can realize that the buddy technique is most and widely used while the job instruction technique (JIT) which is more systematic and structured technique, since it gives the trainee the chance to follow a series of steps and procedures, is not widely and practically used.

07. Who is conducting the on-the-job training?

A. The Department Trainer

B. Colleague

C. Other

Answers: A: 06/06 B: 26/32

Analysis:

The answers to the questionnaire showed that more than 80% of the on-the-job-training is implemented through a colleague which is the buddy technique. Yet the buddy technique is the most widely used in the hospitality industry, but it involves many disadvantages which could involve that the colleague could be unskilled and not leveling to the required standards, and he could also transfer bad habits to the trainee.

08. If it is Off-The-Job, how the training is executed?

Trainees referred that the off-the-job training is usually implemented in the Training Room. 65% of the answers received referred that the off-the-job-training is usually implemented in the form of lecture during the execution of some specialized training courses like fire fighting & sanitation and supervisory courses where the trainer is highlighting the importance of the subject and stressing on the main key points.

From the answers to the questionnaire, we noticed that no single trainee referred to the usage of any other sort or off-the-job techniques like behavioral modeling which is used, for instance, to teach trainees technical skills. While the lecture technique is considered to be a good method to transfer information, it is not useful for the no-technical skills. So, the trainee is then mainly trained for these skills on-the-job which has its own challenges of not being given the right information or to be exposed with an unskilled colleague.

We cannot guarantee the positive transfer of learning through the usage of on-the-job-methods only. It has to go in parallel to other off-the-job methods to complete the learning cycle.

09. Who is conducting the off-the-job training?

- A. The hotel Training Department
- B. The Department Trainer

C. Other

Answers: A: 06/06

B: 26/32

Analysis:

80% of trainees mentioned that off-the-job-training is mainly prepared and executed by the training manager while the rest of trainees referred that the department trainer is taking this responsibility. By analyzing carefully this question we can realize that yet the training managers are taking the biggest share of responsibility in conducting the off-the-job-training programs, they are only using mainly the lecture technique and missing other important techniques like the behavioral modeling. Meanwhile, we find that the department trainers have a marginal responsibility, yet they should demonstrate to trainees various technical skills off-the-job-training. This leads in the end to more concentration of on-the-job techniques and confronting different challenges.

10. Did you participate in any coaching and counseling training session? How it was implemented?

A. Yes

B. No

Answers: A: 09/32

B: 23/32

Analysis:

Yet coaching and counseling sessions have a paramount importance in reactivity and proactively analyzing any deficiency in the performance of the trainee, it is not integrated as an important tool in evaluating performance

where only 72% of tested trainees mentioned that they are engaged in a certain form of coaching and counseling sessions.

11. Did you participate in specialized training programs during your program? If yes, what are these programs, and their objective?

A. Yes

B. No

Answers: A: 26/32

B: 06/32

Analysis:

The majority of tested trainees with more than 80% referred that they joined a certain specialized training programs. These programs are focused mainly on developing their managerial level. Some of these programs are team building, leadership, and time management and other management skills.

While the execution of similar managerial programs helps in raising the knowledge level of trainees and enhance the program, it has to be integrated within the core of the program and go in parallel with the program schedule in order to assure that each phase of program is related to the respective course.

12. Who is conducting these training programs?

A. The hotel Training Department

B. The department's trainer

C. Other

Answers: A: 03/32

B: 29/32

Analysis:

The majority of tested trainees referred that the training manager is the one who is usually conducting the specialized training courses. While some of the trainees mentioned that in some courses which cover specialized technical courses like fire prevention or sanitation and hygiene are conducted in coordination with the internal related departments.

13. Is your training in each department evaluated?

A. Yes

B. No

Answers: A: 22/32

B: 10/32

Analysis:

Yet around 70% of trainees confirmed that the training executed in each department is evaluated, still there is a considerable percentage indicated that no evaluation is made. Training requires a continuous evaluation in order to ensure the perfect implementation of the program and the achievement of the desired performance.

14. If yes, how is evaluation made?

A. Paper & Pencil Test

B. Pre & Post Control Group Test

C. Trainee's Report

D. Smile Sheet Test

E. Project

F. Other

Answers: A: 11/32 C: 27/32

Analysis:

The analysis showed that different evaluation methods are used and in many cases a combination of these methods are used, but the most used method is the trainee's report while the paper and pencil test is coming in the second and last line. As a matter of fact, the trainee's report could be considered as the reaction level evaluation which is first level of the four levels of Kirkpatrick method of evaluating training. The reaction level evaluation is testing the trainee's reaction and impression to the training implemented but we cannot measure the success of a training program based only on whether or not trainees like or dislike the training of trainees as mentioned by Barry Smith.

15. Does the evaluation process illustrate any deficiency in the training implemented? If yes, what action is taken from the management side?

A. Yes

B. No

Answers: A: 02/32 B: 30/32

Analysis:

The analysis showed that the most common method of evaluating training is the trainee's report which is not 100% reliable. This result get along with the answers of trainees that training executed is not illustrating any deficiency, accordingly, there is no corrective action taken from the management side. The lack of controlling and assessing the training implemented will not give the chance to the management to assess the skill level of the trainee and his achievement.

16. Are you engaged in the implementation of any kind of the training projects? If yes, what are these projects and which department are they designed for?

A. Yes

B. No

Answers: A: 18/32 B: 14/32

Analysis:

More than 50% tested trainees indicated that they joined certain projects. These projects are usually within the scope and the type of the management training implemented. For instance, those involved in the implementation of the food & beverage program executed a project covering this area.

The execution of projects is usually seen as a golden opportunity for the management to test the trainee's abilities. It gives the management an indication of the trainee's strengths and weaknesses, as well as his ability for

creative thinking. Although 50% confirmed their participation in certain projects, it is a weak percentage. The management training program is not as any kind of other programs. It needs the full participation of the trainees in a continuous involvement of the management aspects which could be achieved by the execution of projects. Therefore, it is important that the hotel management prepares and plans various types of projects which test the trainee's performance and his managerial knowledge level.

17. Are you committed to work with the hotel at the end of the program?

A. Yes

B. No

Answers: B: 32/32

Analysis:

None of tested trainees mentioned that they are committed to work with their hotels at the end of the program. This means that the hotel management is not committed in return to hire all trainees; and they base their selection on the hotel needs.

18. After the implementation of the program are you given the choice to select the department that you most like to join?

A. Yes

B. No

Answers: A: 12/32 B: 20/32

Analysis:

The analysis showed that trainees are not given usually the upper hand in selecting their favorite department with more than 60%. But the researcher sees that this percentage could be misleading since there is a difference in the concept of the management training program in both the Hilton and Sheraton chains where the analysis is based on.

As mentioned before in the personal Interview with the training managers of both chains, the Hilton is more oriented to the specialized management training programs and it has a pre-set objectives based on the actual needs of the hotel, so, it requires limited number of trainees; thus it could be easy for the hotel to hire them at the end of the program. On the other hand, the Sheraton focuses on the general management training which require a higher number of trainees. The Sheraton, accordingly, can't be able to guarantee the hiring of the trainees.

19. What is your achievement of the Management Training Program?

Trainees emphasized that their major achievement is the experience they gained by involving deeply in the hotel operation which by sequence gave them a complete exposure of managing people with different types of personnel, working in different management and operation levels, and facing and solving problems confronting the hotel operation, gave the trainees the

chance to practice management skills they learned like decision taking, time management and communication skills and others.

20. What are your career development plans after the execution of the program?

Each trainee answered this question based on his personal expectations and the type of management training he received. But all the trainees are looking forward to joining the hotel as key personnel in the food & beverage, front office or sales & marketing departments.

* * * * *

The management training program has a main objective which is to prepare young potential candidates to future advanced managerial positions. This requires the full participation of the trainee in the hotel operation. Depending on the hotel chain implementing the program, the program could be, on the one hand, a "general" program which involves the rotation of the trainee in all the departments of the hotel but with no pre-determined objective of the receiving department at the end of the program. On the other hand, there is the "specialized" program where the trainee is also rotated in all the departments of the hotel, but with clear objective since from day one the trainee knows the receiving end. This specialized program could be food & beverage, rooms division, or marketing & sales programs.

The advantage of the management training program is the opportunity offered to young candidates to reach a high managerial level within a short period of time. This required their participation and involvement in a continuous training covering all the hotel operation.

Since the "special" programs have a pre-determined objective so the trainee have a clear future plans, and the management could prepare him for a planned position. Meanwhile, we find that the trainees of the "general" program do not have this pre-determined objective which results in terminating the program before its end.

Chapter Four
Conclusion & Recommendations

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CHAPTER FOUR

Conclusion

Chapter Four **Conclusion & Recommendations**

CHAPTER FOUR

Conclusion

This thesis attempts to:-

1. Review the literature on the role and the methods of training in the hospitality industry and study the practical implementation of both the Kitchen Apprentice and the Management Training programs in the Egyptian hotel industry.
2. Analyze the role of the government represented in the Ministry of Tourism, and the private sector represented in selected five star hotels in enhancing the skills of employees working in the five star hotels through offering specialized training programs.

As discussed in the survey of literature training should be viewed as a continuous cycle rather than a single event. A cycle which begins first with the awareness of a problem which leads the management to make a Training Needs Analysis (TNA) in order to analyze the cause of the problem. Second, objectives have to be established in order to identify the expected achievement out of the planned training. Yet our objectives should be specific, measurable, and realistic. Third, trainees should be carefully selected and tested before joining the training in order to compare

performance before and after the implementation of the program. Fourth, selection of the appropriate training method should be made. There are actually two main methods of training widely used which are off-the-job and on-the-job training which take many forms. Fifth, evaluating the training implemented, which is seen as a vital phase in the training cycle since it determines the success or failure of the training program. Donald Kirkpatrick's four levels of evaluation are seen as the most known and effective method of evaluation. The last step in the training cycle is the follow-up which is another important step in maintaining performance standard achieved during the training program.

Unfortunately, there is a gap between the survey of literature and practice during the implementation of both the Kitchen Apprentice and the Management Training programs. For instance analysis of the Kitchen Apprentice program shows that:-

- * Many hotels look at the program trainees as permanent employees who are completely involved in the hotel operation with one only difference that they are rotated between the kitchen sections. This attitude demotivates trainees since they feel neglected. Also, hotels are not committed to hire all successful trainees. So, those who are not hired usually wait long time for a suitable job opportunity. This means that the Training Center has no plans for those successful trainees in order to hire them if one of those hotels needs qualified kitchen employees.

* The training courses covering many aspects of the kitchen operation using off-the-job-training techniques are not completely implemented since trainers usually don't have enough time to accomplish off-the-job training courses. The off-the-job training has many advantages since the trainee is trained within a planned training environment with all needed equipment. So, neglecting such training techniques lead to the failure of transferring all required knowledge and experience that prepare the trainee to the practical training.

* Trainees are deeply involved in the kitchen operations and they are transferred from being trainees with a target to acquire new skills and knowledge, to be normal employees whose whole time is dedicated to the operation activities. This is due to widely using (in the hospitality industry) the buddy method which is almost the only used technique. This technique is not effective compared with the JIT which gives the opportunity for systematic learning. Yet the implementation of the on-the-job-training is highly recommended because of its multiple advantages but we have to carefully monitor its implementation and control any deviation which jeopardizes its advantages.

- * Many hotels are using the paper and pencil evaluation technique for the quarterly theoretical test. Paper and pencil test have become an old and unrecommended technique to measure the level of information a trainee knows, especially if it is given only after the program so there will be no previous score to compare with. Also, the quarterly practical test is usually so simple and easy that it does not give the trainee the chance to innovate. Also, the Training Center does not evaluate the program except in the periodical performance evaluation form sent by hotels. Actually, a real evaluation of complete and integrated program must be made, since the Kitchen Apprentice needs much deeper analysis and formal evaluation in order to analyze the results (Donald Kirkpatrick levels of evaluation) of the program in order to determine whether or not it achieves its objectives.

Meanwhile, we could find similar gaps between theory and practice during the implementation of the Management Training program, though it is managed more seriously since its aim is to develop trainees to high managerial positions which require more care in its implementation; but we still find that the program is not applied in a professionally satisfactory manner; e.g.

- * Trainees are left alone during the implementation of the on-the-job-training. The buddy technique is the most used technique despite its disadvantages, JIT is rarely used while it is seen as the best method in one to one or one to a group training.

Coaching and counseling is a perfect method used in order to correct any defects in the trainee's performance.

- * Regarding off-the-job-training, it is usually integrated to a training program where it takes the form of role playing, lecture, or business games. Project technique is also used with a double edge for training and evaluation.

- * The evaluation of the trainee's performance is mainly done through the implementation of projects which is viewed as a reliable method of evaluation since it involves and combines both managerial and technical skills.

After analyzing the responses gathered from the questionnaire distributed among the hotels implementing the training program organized by the Training Center of the Ministry of Tourism and the structured personal interview with the Director of Research, Information and Training of the Ministry of Tourism, the following results could be seen:-

- * The number of hotels implementing the Kitchen Apprentice program, is very marginal compared to the number of hotels in Egypt [Egypt has 625¹ accommodation establishments (Hotels, Motels, Cruises, Tourist Villages out of which there are 398

¹ Information Center of the Ministry of Tourism and CAPMAS (1993). Manpower Research in the Tourism Sector. Volume 02.

hotels that represent 63.7% from the total accommodation establishments]. The actual number of hotels implementing the training program organized by the Training Center of the Ministry of Tourism is seven hotels which represents 1.75% of the total number of hotels in Egypt. This means that Ministry of Tourism is only focusing its training efforts on this percentage.

* The Training Center has no actual presence in the hospitality industry and has not contributed to developing any skilled workers. Although, Upper Egypt, for example, is an area receiving high volume of tourists, the availability of skilled workers is very difficult as explained by the training managers of some of the hotels in the area. Even those graduated from the hotel technical schools lack the knowledge, and are not up to the required standard.

* The international hotel management chains depend mainly on their professional employees who can deliver a high and professional work standard , and could run effectively any hotel. That was one of the reasons of their success and monopoly of more than 68%¹ from the five star hotels in Egypt. So, since we usually have a shortage of skilled staff, we will have to depend

¹ Information Center Of The Ministry of Tourism And CAPMAS (1993). Manpower Research in the Tourism Sector. Volume 02.

on these foreign chains to run our hotels who absorb yearly around 20% of the gross operating profit of these hotels. One of the reasons of their monopoly of the market is due to the absence of professional Egyptian companies with talented and skillful employees who can manage such operations.

- * The severe shortage of resources contributed to excluding the Training Center of the Ministry of tourism from actively participating in planning comprehensive and integrated training policies for the hotel sector. The tourism sector training budget is only EGP 10,500 (around USD 4,100.00). This figure has many implications. First, it means that the Egyptian government believes that training is not an investment in people, and it is an expense which that will puts burdens on the national economy without a tangible equivalent outcome. Second, it shows that the government does not see training as an important issue which need support and resources. This budget will never serve to deliver real professional programs that could help in enhancing and developing the skill level of the government employees. Also, the role of delivering training services to increase the skills of potential employees working in the hotel sector is ignored by the Egyptian government.

- * There is no control from the Training Center on many private training centers in the country. Accordingly, they do not know what kind of hospitality knowledge is to be transferred to the trainees and whether or not it contributes to providing skilled workers.

Recommendations

There should be a coordination between the Ministry of Tourism, represented in the Training Center, with universities and other hotel technical institutes in order to have a long-term strategy which should analyze the needs of the tourism market as a whole, the hotel market in particular, and then to put effective educational and training plans for those students in order to gain the sense of the real life environment. This strategy will never achieve its targets without a strict control and continuous supervision from the Ministry of Tourism to assure that graduated students are up to the recommended standards and they will definitely contribute to achieving the desired targets of having a qualified and skilled workers.

Other training programs should be initiated by the Training Center of the Ministry of Tourism in order to increase and develop the technical workers usually needed in the hotel field. Some programs could include: Food & Beverage, Housekeeping, and Front Office programs. These programs should be delivered as a first phase to the five stars hotels and then to be

delivered to the four star ones. Effective coordination, supervision and control among the Training Center and other training bodies is highly recommended.

In the Egyptian private sector, training should be regarded as an investment in employees' skills which contributes in achieving the hotel profitability targets. The development of employees should be then integrated to the total strategy of the hotel. Also, the determinations of the hotel training needs is highly recommended, the accurate implementation of training needs questionnaires, followed by meeting with each department head in the hotel is required. The opinion of the general manager should be also considered because he or she is the one who actually looks to figures so it will be easy for him to determine areas which need training and development.

The role of both the Egyptian government and the private sector in enhancing and developing the skills of the workers and managers of the hospitality industry is very important. So, they have to work fast and to prepare long term training plans that help in the development of our hospitality industry employees.

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5. Al-Ahram, 20 September, 1994

LIST OF TABLES

Table III

EGYPT'S SHARE IN THE INTERNATIONAL TOURISM

Year	Number of Tourists (in thousands)	Percentage of Total International Tourists
1954	100	0.2
1955	120	0.2
1956	150	0.2
1957	180	0.2
1958	220	0.2
1959	280	0.2
1960	350	0.2
1961	450	0.2
1962	550	0.2
1963	650	0.2
1964	800	0.2
1965	1000	0.2
1966	1200	0.2
1967	1500	0.2
1968	1800	0.2
1969	2200	0.2
1970	2800	0.2
1971	3500	0.2
1972	4500	0.2
1973	5500	0.2
1974	6500	0.2

List Of Tables

- 1- The International Tourism 2- The International Tourism Arrivals
3- Tourism to Egypt 4- CAPMAS

LIST OF TABLES

Table (01)

EGYPT'S SHARE IN THE INTERNATIONAL TOURISM

Year	Intern'L Tourism in Million / Tourist	Tourism to Egypt in Million / Tourist	Egypt's Share from the Intern'L Tourism %
1980	284,841	1,253	0.44
1981	288,848	1,376	0.48
1982	286,780	1,423	0.50
1983	284,173	1,498	0.53
1984	312,434	1,560	0.50
1985	326,501	1,518	0.46
1986	334,543	1,311	0.39
1987	361,165	1,795	0.50
1988	393,160	1,969	0.50
1989	405,306	2,503	0.62
1990	425,097	2,600	0.61
1991	450,200	2,214	0.49
1992	475,600	3,206	0.67
1993	500,200	2,508	0.50
1994	510,400	2,684	0.52

Sources:

1. The International Tourism : The International Tourism Association
2. Tourism to Egypt : CAPMAS

Table (02)
EGYPT'S REVENUE SHARE IN THE INTERNATIONAL
TOURISM

(US\$ Million)

Year	Total Intern'L Tourism Income	Egypt's Tourism Income	Egypt's Share in the Intern'L Tourism %
1980	102272	118.9	1.16
1981	104309	172.8	1.65
1982	98634	205.4	2.08
1983	98295	350.3	0.35
1984	109832	371.1	0.33
1985	115027	466.7	0.40
1986	128705	436.1	0.34
1987	169529	1993.6	1.17
1988	194171	2684.1	1.38
1989	209155	3323.2	1.59
1990	235172	2623.1	1.11
1991	278000	1306.1	0.47
1992	279000	2262.1	0.81
1993	301124	1335.3	0.44

Source: Ministry of Tourism, Unpublished Report

Table (03)
CONSOLIDATED TABLE OF THE TOURISM INDUSTRY
TREND IN THE PAST FIVE YEARS

(In Millions)

Year	Tourist Volume	Number Of Tourist Nights	Tourism Income US \$
1991	2.21	21.83	1,316.23
1992	3.20	16.23	2,278.70
1993	2.50	15.08	1,332.40
1994	2.30	13.70	1,779.30
1995	2.80	18.30	2,298.90

Source: Information Center of The Ministry of Tourism

Table (04)
TOURISM CONTRIBUTION IN THE GDP
IN EGYPTIAN POUNDS

(In Millions Egyptian Pounds)

Fiscal Year	GDP	Tourism Output	%
1988/1989	45419.4	571.4	1.25
1989/1990	47910.6	694.4	1.44
1990/1991	50176.6	513.1	1.02
1991/1992	52932.3	715.0	1.35

Source : National Bank of Egypt

Table (05)

**BREAKDOWN OF LABOR CAPACITY IN THE TOURISM
SECTOR BY QUALIFICATIONS**

Type	Tourism Qualification High, Intermediate & Above	%	No Tourism Qualification High, Intermediate & Above	%	Total
All Accommodation Establishments	5,579	9.4	53,570	90. 6	59,149
Official Tourist Organizations	271	3.9	6,741	96. 4	7,012

Source: Information Center of the Ministry of Tourism .

Table (06)
ANALYSIS OF EMPLOYEES WORKING IN
THE FIVE STARS HOTELS
BASED ON THEIR LEVEL OF EDUCATION

Type	Total	Tourist Qualification s	%	No Tourist Qualifications	%
High Education	6,864	1254	18.3	5610	81.7
Intermediate Education	11,671	1950	16.7	9721	83.3

Source : Information Center of the Ministry of Tourism & CAPMAS

APPENDIX (A)

Questionnaire Addressed To The Kitchen Apprentices Program Trainees

01. What is your level of skills & category?

Target: _____

A. _____

B. _____

C. _____

02. What is your education?

A. Hotel School

B. Bachelor of Science in Hotel Management

C. Other educational degree

03. Do you have previous hospitality work experience?

A. Yes

B. No

04. If yes, how long is this experience, and in which department?

05. How did you know about the kitchen apprentices training program?

APPENDIX (A)

Questionnaire Addressed To The Kitchen Apprentice Program Trainees

01. What is your hotel name & category?

Name: -----

- A. Five Stars
- B. Four Stars
- C. Three Stars

02. What is your education level?

- A. Hotel School
- B. Bachelor of Science in Hotel Management
- C. Other educational degree

03. Do you have previous hospitality work experience?

- A. Yes
- B. No

04. If yes, how long is this experience, and in which department?

05. How did you know about the Kitchen Apprentice training program?

06. **How selection is made?**

- A. Ministry of Tourism Interview
- B. Hotel Interview
- C. Both (A+B)
- D. Other

07. **What is the breakdown of the program?**

08. **Who is helping you in the understanding the new skills inside the kitchen?**

09. **During the learning of a new skill does the trainer introduce, analyze, and repeat the skill?**

10. **Did you participate in any coaching and counseling training sessions?**

- A. Yes
- B. No

11. Did you participate in related kitchen programs outside the kitchen place?

- A. Yes
- B. No

12. Did you participate in other training programs?

- A. Yes
- B. No

13. Who is conducting these training programs?

- A. The Training Manager
- B. The Department Trainer
- C. Others

14. Is your training in each Kitchen section evaluated?

- A. Yes
- B. No

15. If yes, how is evaluation made?

- A. Paper and Pencil Test
- B. Practical Tests
- C. Both (A+B)
- D. Other

16. Are you committed to work at the hotel at the end of the program?

- A. Yes

B. No

17. After the implementation of the program are you given the choice to select the section that you most like?

A. Yes

B. No

18. What is your achievement of the Kitchen Apprentice Training Program?

19. Did this program develop your kitchen skills? How?

A. Yes

B. No

20. What are the challenges faced during the program implementation?

21. What are your career development plans after the implementation of the Kitchen Apprentice Training Program?

* * * * *

APPENDIX (B)

Questionnaire Addressed To The Management Training Program Trainees

01. What is your hotel name?

Name :-----

Category :-----

02. What is your education level?

A. Hotel School

B. Bachelor of Science in Hotel Management

C. Other high educational degree (Please Specify -----)

03. Do you have previous hospitality work experience?

A. Yes

B. No

04. If yes, How long is this hospitality experience, and in which department ?

A. 1 Year

B. 2 years

C. 3 years

D. Other, (Please Specify -----)

05. What type of management training are you implementing?

- A. Rooms Division
- B. Food & Beverage
- C. General Management Training
- D. Other

06. How were you selected for the program?

07. What is the breakdown of your management training program?

Department	Period / WEEK
TOTAL PROGRAM PERIOD	----- WEEKS

08. What type of training techniques are used during the program?

- A. Off-the-job-training
- B. On-the-job-training
- C. Both

09. Is training implemented on-the-job? How?

10. Who is conducting the on-the-job training?

- A. The department trainer
- B. Colleague
- C. Other (Please Specify _____)

11. If it is off-the-job, how the training is executed?

12. Who is conducting the off-the-job training?

- A. The hotel Training Manager
- B. The department trainer

13. Did you participate in any coaching and counseling training session?

- A. Yes
- B. No

14. If yes, how it was implemented?

15. Did you participate in specialized training programs during your program?

- A. Yes
- B. No

16. If yes, what are these programs, their objective, and department designed for?

Program	Objective	Department

17. Who is conducting these training programs?

- A. The hotel Training Department
- B. The department's trainer
- C. Other

18. Is your training in each department evaluated?

- A. Yes
- B. No

19. If yes, how is evaluation made?

- A. Paper & Pencil Test
- B. Pre & Post Control Group Test
- C. Trainee's report
- D. Smile Sheet Test
- E. Project
- F. Other methods,(Please Specify)

20. Does the evaluation process illustrate any deficiency in the training implemented?

- A. Yes
- B. No

21. If yes, hat action is taken from the management side?

22. Are you engaged in the implementation of any kind of the training projects?

A. Yes

B. No

23. If yes, what are these projects and which department are they designed for?

Project	Objective	Department

24. Are you committed to work with the hotel after the program implementation?

A. Yes

B. No

25. After the implementation of the program are you given the choice to select the department that you most like to join?

A. Yes

B. No

26. What is your achievement of the Management Training Program?

27. What are your career development plans after the execution of the program?

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