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# Environmental Waste Management Training Module for Temporary / ESL Employees in Meeting and Event Industry

Shinyong Shawn Jung  
*University of Nevada, Las Vegas*

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Environmental Waste Management Training Module for Temporary / ESL Employees in  
Meeting and Event Industry

by

Shinyong Shawn Jung

Bachelor of Science Hotel Administration  
University of Nevada Las Vegas  
2009

A professional paper submitted in partial fulfillment  
of the requirements for the

Master of Science Hotel Administration  
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## **PART ONE**

### **Introduction**

Over the last couple of decades, the importance of green business has been rising substantially. Given the increased perception on the environmental issues, a number of meeting and event organizations have been putting considerable efforts on environmentally sustainable development. Without taking environmental considerations into account, there will be crucial constraints to the future development for the meeting industry because there are significant economic and human benefits to be gained from a sustainable approach (Draper, Dawson, & Casey, 2011).

Success of the sustainable development is very dependent on commitment from all levels of the meeting and event organization from front-line employees to top management. Top management needs to be actively involved in the development, implementation, and maintenance of the sustainability management program. Front-line employees should make a commitment to the top management and carry out their assignments as intended. Despite the existence of clearly defined roles from management to front-line employees, there are a few restrictions when it comes to the process of communicating from top to bottom.

First, because of the one-time event characteristic of meeting and event industry, a majority of front-line employees are not permanent but rather temporary staff. Therefore, organizations can reduce cost of labor by not keeping all unnecessary workforces while no meetings are taking place. Second, a large number of front-line employees in the meeting industry in the United States do not speak English as their first language. These two problems would not only hinder communication between managers and front-line employees but also impede effective practice of sustainable development. The environmental waste management training module discussed in this paper play an important role in guiding how to effectively train both temporary and English as a second language (ESL) workers.

## **Purpose**

The purpose of this paper is to develop an environmental waste management training module for temporary and/or ESL employees in the meeting and event industry.

## **Statement of objective**

This paper specifically attempts to outline a training module that assists the front-line employees who have communication issues with management. It also helps the employees to efficiently acquire necessary skills and knowledge in a timely manner and to properly translate them into action. The training module will be organized by examining previous literatures as well as reviewing pre-existing training modules in general. Specific methods and best practices will be selected and integrated into the manual in easy-to-understand manner.

## **Justification**

This training module is designed for temporary and ESL front-line employees. Many of these front-line employees do not have enough time to get trained. Generally, they are uneducated in terms of environmental sustainability practices. The training module developed in this paper will give top management an insight of how to train employees by enabling the employees to easily understand and appropriately carry out the sustainability practices in a short period of time. In addition, this training module is intended for encouraging the employees to get hands-on green meeting practices by engaging in each brief training session.

## **Constraints**

First constraint to the training module is a variation of different meetings and events. Due to the differences in size, schedule, and characteristic of each meeting and event, diverse decisions have to be made by managers on selecting the scope of trainees in terms of level of understanding and experience, volatile training schedules, and the number of trainees. This could affect success or failure of the sustainability practice on different meeting and event

regardless of whether employees were trained by well-organized training module or not. For example, volatile training schedules and size can cause difficulty in recruiting temporary staffs have an impact on quality of training. This may directly affect the success or failure of sustainability practice.

Another constraint is validity of a measurement on accomplishment of the training module. Since there has been limited research on how well employees have been trained and performed on sustainability practice, it will be hard to ensure if the training methods selected are suitable to provide temporary and ESL employees better skills and knowledge than before through this training module.

## **PART TWO**

### **Literature Review**

#### **Introduction**

The meeting and event industry and Green Meeting Industry Council (GMIC) have taken small to big environmental conservation steps for a variety of meeting industry components. As more meeting professionals have adopted green practices, the baseline and criteria for best environmental practice has advanced (Russell, 2008). The advanced green meetings and event standards are applied to the various areas of the industry such as audio-visual, marketing materials, destinations, exhibits, food and beverage, on-site office, and transportation (Kennedy-Hill, 2012).

In addition, a number of meeting venues have noticed the increase in interest about environmental sustainability practices and have set green meetings as their business imperative, not just an environmental contribution. Meeting venues that have not had their own best practices have started looking for the best ways to take on green initiatives (Murphy, 2010).

Accordingly, front-line employees working at the meeting venues and each of the industry segments have become the key players when the green initiatives in the meeting and event industry are taken. In order for employers to get the most efficient outcome from their front-line employees, proper training must precede assigning the employees on their job site.

However, there are challenges that hinder efficiency of training the front-line employees in the meeting and event industry: temporary staffs, who work only for certain event and immigrant staff whose first language is not English. The following literature review is intended for exploring the issues stated above from the theoretical perspectives.

#### **Greening of Meeting Venues and Role of Front-line Employees**

Sustainability is development that meets the needs of the present without

compromising the ability of future generations to meet their own needs (Brundtland, 1987, pp. 114). Implementing sustainability practices in a meeting venue is time consuming and costly (Park & Boo, 2010). Although there are various keys to the successful environmental transition of meeting venues, the role of front-line employees is one of the most significant steps. A number of hospitality related literature also has claimed the importance of front-line employees' roles at each function. In order to become a green meeting venue, it is important to implement activities such as recycling, energy efficiency, food and water saving, and repurposing.

### **Recycling and Repurposing**

Without an extensive recycling program, it would be difficult to be considered an environmental-friendly venue. As a part of the greening effort, numerous venues such as convention centers have taken initiatives by running a recycling program. For instance, San Diego convention center has operated its own recycling program since the day it opened and the facility recycles more than 40 percent of all waste nowadays (Murphy, 2010).

In addition to the recycling program, convention centers take a further step to repurpose the waste created by the convention industry. Repurpose America, a Las Vegas non-profit organization that takes discarded items from trade shows and finds creative ways to reuse them is a great example of repurposing. Recently, with non-recyclable materials such as foam board, advertising banners, and magnetic vinyl, Repurpose America turned the non-recyclable items into costumes for a "trash and fashion," show that was held as part of a cultural event for the Chinese New Year. By selling the repurposed items back to other convention industry, Repurpose America makes some profit as well ("One man's trash", 2011). For another good example of repurposing, New Orleans' Ernest N. Morial Convention Center staff repurposed the old trash cans by sanding them down and repainting them to create new recycling bins ("Waste Management," 2009).

## **Energy Efficiency**

Energy efficiency is an important element in order to become an environmental-friendly venue. Electricity, and heating and air conditioning are the main issues in this category. For the venues that are capable of taking sustainability practices properly, Leadership in Energy and Environmental Design (LEED) certification is granted. This certifies that the facility has been rated as a green building by U.S. Green Building Council. Attaining LEED certifications not only lead the venue to sound environmental-friendly policies and energy savings, but it also can be a differentiating and competitive advantage in the meeting industry (Johnston, 2011). Phoenix Convention Center for example, was designed to create more shade on and around the building to reduce cooling costs, and to use natural light in the lobby and pre-function area to reduce electricity needs (Murphy, 2010).

## **Food and Water Saving**

Food sustainability and reducing water usage are also considerable issues in terms of the greening of venues. Food and beverage play an important role in satisfying attendees and reducing the waste. Depending on how accurately the meeting planner organizes catering order at a meeting or an event, significant amount of waste can be reduced. Selecting seasonal food that is locally produced is also encouraged when the meeting planners make decisions because purchasing locally produced food helps reduce carbon dioxide for delivering as well as cost-effective in relation to non-local food (Gracan & Rudancic-Lugaric, 2010). Providing of water coolers instead of serving water bottles also should be taken into account.

As far as the water usage concerns, huge amount of water are used on landscaping, kitchens, and restrooms at the convention centers in the U.S. (Murphy, 2010). As part of an effort to reduce water usage, a number of convention centers have retrofitted restrooms with water sense certified toilets and urinals. In addition, a considerable number of venues such as



Las Vegas Sands, San Diego, and Phoenix Convention Centers have replaced its inefficient spray irrigation system with new low-flow drip irrigation technology. Accordingly, these venues could reduce water usage by approximately 20 million gallons per year (Murphy, 2010).

### **Role of Front-line Employees**

Despite all of the green initiatives taken by the venues from the perspective of facilities, there is still a great deal that ought to be covered by manpower. Front-line employees who play a variety of roles in different segments of meeting venues are the ones that can make a significant contribution on environmentally sustainable development of the meeting and event industry. As an example of a greening practice by front-line employees, employees at Las Vegas Sands Corp sort refuse into dry and wet categories, separating food waste from recyclable products in order to reduce food waste (Murphy, 2010).

Employee engagement is one of the keys to the environmental sustainability initiatives. According to Prairie (2010), a successful sustainability initiative stems in part from the effective communication between managers and front-line employees, and from the front-line employees' strong commitment to the sustainability program.

### **Waste Management Training Module**

To establish a successful training module, it is important to clearly identify the intention of the training module. There are many previous studies on environmental related training modules that approach in a variety of ways with slightly different purposes. Following two concepts are mainly taken into account as objectives of the training module in this study: environmental stewardship and organizational communication.

#### **Environmental stewardship**

Browne, Garst, and Bialeschki (2011) defined the environmental stewardship as a multifaceted concept in which a person's attitudes and beliefs about the environment require

pro-environmental action. People with the attitudes and beliefs promote environmental responsibility in their communities. In an organization, there must be leadership that compel and influence employees to act with such a responsibility so that the employees can spontaneously behave with an attitude of responsibility and desire to support sustainable development of their organization.

### **Organizational Communication**

Lewis and Calcher (2001) found that service failure occurs due to a lack of communication and results in both dissatisfied customers and frustrated employees. Likewise, a thorough communication process between management and front-line employees is essential to achieve a goal of a training module. Communication satisfaction is impacted by communication that provides information and work tasks, and by communication interactions with co-workers and superiors (Anderson & Martin, 1995). Thus, management in an organization should articulate the goal of the training module and ensure that the management support is in place for front-line employees to translate the goal into action. Organizational communication enables not only to satisfy employees but also to encourage higher level of employee commitment and job performance (Wagenheim & Rood, 2010).

### **Training and Development in the Hospitality Industry**

Employees in hospitality industry receive relatively less training opportunities in comparison to the other industry (Lashely, 2009). The reason why there is a shortage of training provided for hospitality employees include cost of training, inflexibility of work-hours, and place of delivery (Becton and Graetz, 2001). However, providing training in advance of assigning staff to their positions has a positive impact on employees' job performance. Training is very important in determining attitudes and behaviors of employees, service quality, and customer satisfaction (Baum, 2002). Accordingly, trained and skilled front-line employees by a proper waste management training program will significantly make

a positive impact on success of a greening of meeting and event industry.

### **Issues and Barriers Facing Temporary and Immigrant / ESL Employees**

While hospitality industry, especially meeting and event industry has been growing rapidly, there has been a slowdown in the growth of the labor force (UNWTO, 2010). Hence, employers started to have a difficult time finding workers as demand for labor in the hospitality industry continues to grow. This drove employers to significantly increase part-time work and caused the government to bring in immigrant workers into the U.S. (Joppe, 2012). A sizable number of front-line employees in meeting and event industry are either temporary or immigrant workers who don't speak English as their first language.

### **Part-time employee training**

A study of management perceptions of part-time employee training in the hospitality industry by Sobaih (2008) shows that employers are relatively less prepared to train their part-time employees since they do not take into consideration the part-time workers as the ones who make significant return on investment comparing to full-time employees. Other studies (Aliaga 2001; Becker. 1964; Edward & Robinson, 2001) also confirmed that training part-time employees are not expected to be a good return on investment.

In addition to the perceived differences in return on training investment between full-time and part-time employees, temporary and immigrant employment circumstance in hospitality industry comes into play in terms of the return on training investment. Knox (2010) defined temporary worker as the one who earns financial rewards from work established by an employer or contract for a limited duration. His study also shows that around half of all hospitality jobs are temporary and the significance of the temporary workers is increasingly raised.

McDowell, Batnitzky, and Dyer, (2008) looked into immigrant labors in hospitality industry. According to his analysis, immigrant labor employed and assembled on a global

scale play an important role in solving local employment issues in U.S. Most immigrants have English as a second language (ESL) and are likely to have limited English proficiency. Due to their limited language proficiency or restricted network of social support, immigrant populations are more likely to be at risk for dissatisfaction and inefficiency on their job performance.

In the meantime, because of shrinkage of labor force in hospitality industry in the United States, temporary and immigrant workers have been brought into the industry in U.S. to meet seasonal demands (Taylor & Finley, 2009). Thus, there is an obvious benefit of having temporary and immigrant employees to work in the U.S. hospitality industry allowing employers to save labor costs as well as to meet the demand of labor force. However, and although numerous literatures stress the importance of formal training, the temporary and immigrant employment environment brings about some hindrances that need to be overcome when it comes to providing an effective training. Having considered a number of other issues, selected three main obstacles are reviewed in this literature review: time adjustment, education attainment, and communication / language barrier issue.

### **Irregularity of work schedule and occupation**

Because of the seasonal nature of demand for hospitality industry, the number of jobs and schedules are very fluctuating in the hospitality industry. The majority of employees in the hospitality industry fall under the pool of peripheral workers, who are referred to as numerically flexible meaning the ease by which the group can be expanded or contracted (Kelliher, 1989). This pool is mostly made up of less educated, semi-skilled or unskilled, part-time, temporary or short-term contract workers (Shaw & Williams, 1994). Part-time or temporary employees in the hospitality industry do not have access to the same training opportunities as the core group of workers who are full-time and permanent employees (Sobaih, 2011). The fewer training opportunities for part-time and temporary workers derive

from their irregular work schedule and occupation. It is hard for employers to deliver an effective training program to part-time workers at the same level of it with full-time workers.

### **Education level**

The immigrant workers in the hospitality industry in U.S. are mostly from less developed regions. According to WTO (2009), North America gained the most from net migration, which are 1.4 million immigrants annually. The average educational level of these immigrants is not as high as local employees (Joppe, 2012). In spite of many of the hospitality jobs being low-skilled, one study provides evidence that many employees in the industry are highly educated (Baum, Hearn, & Devine, 2007). In addition, unemployment is often linked to educational attainment and skills (Joppe, 2012). Under this circumstance, it is less likely to get the most out of the immigrant less-educated employees than out of the local educated employees. Employees' educational level has a part to play in achieving an effective training program and getting the best outcome out of the trainees.

### **Communication / language barrier issue**

Another big issue when it comes to providing an effective training module is communication problems, mainly language barriers of the immigrant workers in the U.S. who do not speak and read English as their first language. Because of their limited language proficiency, immigrant workers have English as a second language (ESL) and are so called ESL workers or limited English proficient (LEP) workers (Thomas, Cichon, Grover, Bird, & Harns, 1991). Some of the European countries have developed programs offered by the industry and/or unions to assist ESL employees in acquiring particular language abilities and skills to carry out the work required (Joppe, 2012). On the other hand, there are still numerous ESL employees who are exploited by not getting paid proper wage working at the no skill or knowledge required position only because of their lack of ability to understand their company's training manual. In the meeting and event industry, especially in order to

initiate an environmental sustainability project, a considerable portion of jobs would demand language skills (i.e. English skill). Unless the language barrier is overcome however, the ESL employees would not only be dissatisfied with their jobs but also lose their attention to their management (Hargie, Tourish, & Wilson, 2002). Poor organization communication between management and employees can result in burnout, increased stress, and increased uncertainty about the self, others, relationships, or situations (Ray, 1993). In a pursuit to make employees the best they can be and promote job satisfaction, it is apparent that they need to surmount a significant language barrier. Thus, employers need to draw up a training plan that can be easily understood by ESL employees. Having recognized the issues with temporary and ESL workers in the hospitality industry including meeting and event industry, developing a training module ought to be conducted in a very careful manner and with a management support in order to overcome the hurdles in bringing out the best training outcomes.

### **Conclusion to Literature Review**

As one of the biggest hospitality segments, the meeting and event industry faces significant environmental issues as it has grown faster than any other segment in the hospitality industry. Along with a few major environmental movements such as recycling, repurposing, and saving energy, food and water, the importance of front-line employees' role has emerged.

With evidence that formal training have a positive impact on the performance of the business (Lashely & Thomas, 2005), offering an effective training program for front-line employees should be seriously taken into account before taking action. Clear objectives and appropriate communication from management to front-line employees also have to be preceded.

However, there are several issues and constraints when providing a training program to temporary and immigrant employees who hold majority portion of the meeting and event

industry. Those crucial issues of the temporary and immigrant workers include irregularity of work schedule and occupation, level of education, and language barrier. In an effort to successfully overcome these barriers and further to build a considerably improved training module for the front-line employees under the unique temporary and ESL employment circumstances, these literature reviews have been full of suggestions in achieving the purpose of this paper that is developing an environmental waste management training module in the following part.

## **PART THREE**

### **Introduction**

The purpose of this paper is to develop an environmental waste management training module for temporary and/or ESL employees in meeting and event industry. A couple of constraints such as variation of meetings and events in size, schedule, and characteristic, and validity of measurement on accomplishment of the training module were also recognized.

Understanding the reason why the waste management training program for such employees was the goal of part two. The literature review was significantly helpful in identifying the needs of the environmental waste management training, pertinent greening practices at convention centers, role of front-line employees, and issues and barriers with temporary, and ESL employees in the meeting and event industry.

In part three, the waste management training program is provided in the form of activities, simulations, observations, or on the job trainings. The training module is broken down into three major divisions: general module, specific module, and application module. Each module shows how to apply effective methods and the best practices for environmentally sustainable development in general meetings and events to the temporary and/or ESL employees in the following three departments: food service, facility maintenance / operation, parking / traffic service. Trainees from these three departments play different roles and are intended to get training to carry out the each environmental sustainability practice identified in part two. Existing training methods and newly developed concepts have been integrated rather than creating completely new instructions and methods of the training module. Finally, the training module focuses on efficiency of delivering training in an easy-to-understand and timely manner because it is specifically designed for temporary and ESL employees.



## Training Module Guideline

Most businesses are not equipped to fully staff conventions and large business meetings. They usually contract with temporary personnel agencies or hire individual workers as needed. The work includes registering guests, food service, assisting in setup of events, secretarial services, parking services, facility maintenance, and support staff. This training module looks specifically on the following three works: food service, facility maintenance and operation, and parking services because they are basically entry level jobs that have relatively higher possibility for ESL workers to be recruited than other jobs. Table 1 shows brief version of fundamental job responsibilities of the three positions.

Table 1

### *Fundamental Job Responsibilities*

Occupations	Job Responsibilities
Food Service Attendant	<ul style="list-style-type: none"> <li>● Assist on a shift with other personnel in the preparation of a variety of food items in accordance with the established menu</li> <li>● Maintain cleanliness of the dining area and other duties as assigned which could include removing trash, wiping down tables</li> </ul>
Maintenance / Operation Team Members	<ul style="list-style-type: none"> <li>● Maintain appearance of facility including monitoring and replacing signage and general maintenance of equipment</li> <li>● Distribute show daily magazines and other related materials</li> <li>● Provide information and respond to inquiries regarding the convention</li> </ul>
Parking / Traffic Attendants	<ul style="list-style-type: none"> <li>● Serve as first point of contact for visitors to the convention center</li> <li>● Responsible for issuing various parking permits</li> <li>● Provide information and respond to inquiries regarding the meetings and events as well as parking policy</li> </ul>

*Note.* Job responsibilities are classified from various job descriptions of meeting and events company websites.

In order for the temporary / ESL employees to efficiently carry out the main sustainability practices including recycling / repurposing, food and water saving, and energy efficiency, each employee working for different department is expected to aim at different accomplishments. For example, food service attendants get training with the purpose of

mainly achieving food and water saving while facility maintenance and operation staffs are expected to accomplish the training module primarily for energy efficiency and recycling / repurposing. Moreover, it would be assumed that parking and traffic control attendants are asked to successfully help on gas efficiency of cars through the training. Based on each fundamental job responsibility and a variety of expected roles in sustainability on each position, there are three different levels of training modules that seems to be the optimal solution for the temporary and/or ESL employees to effectively execute that incorporate specific waste management training instructions and methods.

### **Training Modules**

The three levels of modules are intended for trainees who are becoming increasingly aware of and concerned about environmental responsibility but have limited English proficiency and/or limited availability due to their irregular working hours to easily get involved and naturally become a part of the sustainability practices. Each module serves with different purpose and degree of details, yet supplements the training provided in the other module. Yet above all, efficiency of training flow session by session is very critical because efficiency has a direct relation to cost – the more efficient a training method is, the less it will cost- that is greatly associated with a successful training outcome especially with this temporary work environment





#### **General Module**

The general modules should provide trainers with adequate understanding of the different dimensions of sustainability practices at the convention center and of the workplace language, terms, and symbols that are generally used in the working environment (see Table 2). This will ensure a common language in the workplace and will facilitate the subsequent communication between managers and temporary and/or ESL workers. If possible, some advance material should be distributed confirming the objectives, issues areas, and timing of

the session based on each employee’s circumstance. The general module must supply the basic knowledge and concepts needed to understand the environment in its totality and its impact on meeting and event industry.

Table 2

*General Module*

Occupations	Instructions / Contents	Methods (Components)
	1. Brief overview of environmental sustainability practices at convention center and importance of front-line employees’ role - This short, language-free video motivates line-level employees on the why, when, and how to conduct sustainability practices.	A short video (3-5mins.)
	2. Introducing frequently used workplace language and terms - Trainees are required to study and well-acquainted with all the workplace languages and terms before embarking on their assignments.	Hardcopy handouts for lists of the workplace languages and glossary terms for each position
	3. Introducing symbols that indicate the main sustainability practices	Pictures of the symbols with brief explanation.
All positions	A. Recycling / Repurposing	Four symbols are to be used in the specific and application modules instead of writing in words with the purpose of brevity and ease of comprehension
		
	B. Energy Efficiency	
		
	C. Water Saving	
		
	D. Food Saving	
		




## Specific Module


The specific module supplements the training provided in the general module, but goes into greater detail on each position. Table 3 shows that the module is divided into three different parts with three different positions, each describing specific roles and methods that are applicable to each position. At this point, trainees are allowed to select an option corresponding to their level of language skills, degree of job complexity, and availability of working hours. Once all of the different trainees are assigned to various forms of training methods as appropriate, three specific developments are proposed as a fundamental part of this training which can be adapted to ESL / temporary staff in both efficient and easy-to-understand manner. The three specific developments are job related skills in detail, frequently used terms and dialogues, and main waste management practices. While a separate language training might have to be necessarily provided for some of ESL employees, those who are proficient in English but temporarily work for an event are not necessarily responsible for attending the English language training session.

Table 3

### *Specific Module*

Occupations	Instructions / Contents	Methods (Components)
All positions	<p><b>Key Points:</b></p> <ul style="list-style-type: none"> <li>- Easy-to-use with step-by-step prompts for the trainers</li> <li>- Simple, conversational language aimed at the front-line employees (ESL / Temporary)</li> <li>- Up-to-date waste management information in accordance with ISO 14000/ 14001</li> <li>- Different training materials for various learning styles and employees' circumstances</li> <li>- Hands-on activities</li> <li>- Pre and Post quizzes to help measure training effectiveness and success</li> <li>- Short, twenty minute training sessions for temporary staffs who are lack of time</li> </ul>	

Occupations	Instructions / Contents	Methods (Components)
Food Service Attendants	<p><i>Main activities:</i></p>  <p><i>Specific roles:</i></p> <ol style="list-style-type: none"> <li>1. This short, language-free video gives line-level food service attendants directions on how to save water and foods from preparation to cleaning procedure</li> </ol> <p><i>Frequently used terms:</i></p> <ol style="list-style-type: none"> <li>1. Water conservation</li> <li>2. Handling disposable food waste</li> </ol>	<p>A language – free video clip regarding food and water saving</p>
Maintenance / Operation Team Members	<p><i>Main activities:</i></p>  <p><i>Specific roles:</i></p> <ol style="list-style-type: none"> <li>1. Recollect daily magazines, signage, badges, and other materials on recycling / repurposing purposes</li> <li>2. Pre-event activities such as making recycle bins</li> </ol> <p><i>Frequently used terms:</i></p> <ol style="list-style-type: none"> <li>1. Eco-labeling</li> <li>2. Disposable vs. recyclable</li> </ol>	<p>Pictures of examples are provided for employees to distinguish recyclable from disposable</p>
	<p><i>Main activities:</i></p>  <p><i>Specific roles:</i></p> <ol style="list-style-type: none"> <li>1. Turn off non-essential lights and electrical devices while preparing, during and after an event</li> <li>2. Check water leak out of convention center facility</li> </ol> <p><i>Frequently used terms:</i></p> <ol style="list-style-type: none"> <li>1. Eco-friendly equipment</li> <li>2. Energy conservation and efficient use</li> </ol>	<p>A language-free short video clip, demonstrating how to save electricity at convention center</p>

Occupations	Instructions / Contents	Methods (Components)
	<p><i>Main activities:</i></p> 	<p>A map of parking lots and convention center is provided with the number of parking spots per each parking zone.</p>
Parking / Traffic Attendants	<p><i>Specific roles:</i></p> <ol style="list-style-type: none"> <li>1. Effectively control traffic and parking lots in or near the convention center area</li> <li>2. Provide attendees correct directions</li> <li>3. Encourage attendees to recycle magazines taken from convention center</li> </ol>	
	<p><i>Frequently used terms:</i></p> <ol style="list-style-type: none"> <li>1. Reducing gas emission (Greenhouse gas reduction)</li> <li>2. Carbon footprint</li> </ol>	

### Application Module

The application module needs to offer a professional and practical approach that should enable trainers to assess trainees' skills through involvement in an actual sustainability project. This approach can be a form of on the job training that typically occurs under the watchful eye of the trainers or supervisors. In order for each trainee to make sure of his/her specific role, self- assessment sheets are provided with relevant pictures, maps, or other images that are commonly used and accepted by people across the world as shown in Table 4. As an optional assistance, a moderator who can read out questions and help employees understand and carry out their specific roles correctly can be assigned to one or two employees. The moderator should be recruited from full time senior employees who are knowledgeable and skillful in their jobs so that he or she can effectively assist the trainees as needed. Trainees are responsible for filling out the follow-up section by either choosing one from answer options or briefly explaining how they carried the each assignment out for reporting purposes. Terms and sentence structures must be carefully used according to ESL employees' level of English comprehension ability.

Table 4

*Application Module (Self-assessment) for food service attendants*

Occupation	Questions	Follow-up
<p>Food Service Attendants</p>	<p>1. Do you feel you are adequately trained in the concepts of pollution prevention and how to perform your jobs in order to reduce waste and conduct recycling?                      - Yes                      - No                      - I don't know</p> <p>2. Are there recycling containers at convenient locations?                      - Yes                      - No                      - If No, where would you put the recycling containers?                      - Not applicable</p> <p>3. Are metal, paper, glass and recyclable plastic segregated for recycling?                      - Yes                      - No                      - Not applicable</p> <p>4. Are you aware of the distinction between recyclable and disposable food wastes?                      - Yes                      - No                      - If No, please checked the pictures provided                      - I don't know / Not applicable</p> <p>5. Are bins or containers available for disposable food waste?                      - Yes                      - No                      - I don't know / Not applicable</p>	



*Example of food waste container*

Occupation	Questions	Follow-up
	<p>6. Do you use refillable dispensers for ketchup, mustard and other condiments?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- If No, which item is not refillable?</li> <li>- I don't know / Not applicable</li> </ul>	
	<p>7. Is the grease from pots, pans, grills, and deep fat fryers kept out of the drains and handled separately?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- I don't know / Not applicable</li> </ul>	
	<p>8. When water is needed for cleanup, are high pressure spray washes used in order to conserve water?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- I don't know / Not applicable</li> </ul>	
	<p>9. Have either non-toxic or less-toxic cleaning supplies been identified? And used?</p> <ul style="list-style-type: none"> <li>- Yes, I identified and used</li> <li>- Yes, I identified but did not use</li> <li>- No, I neither identified nor used</li> <li>- I don't know / Not applicable</li> </ul>	
	<p>10. When detergents/cleaners are needed, have you explored the possibility of using one multi-purpose cleaner rather than several different cleaners that are job specific?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- I don't know / Not applicable</li> </ul>	
	<p>11. Are there other concerns relating to food and water conservation at this facility?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- If Yes, please describe specifically</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Please return the completed questionnaire to your direct supervisor.</li> <li>➤ Thank you for taking the time to complete this questionnaire. Your information is valuable part of the training module. If you have any question or comments, please contact to human resource department at <a href="mailto:email@convention.com">email@convention.com</a></li> </ul>	



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*Note.* The self-assessment questionnaire will be available in multiple language formats in an effort to assist ESL workers to fully-comprehend and adequately answer to each question.



Table 5

*Application Module (Self-assessment) for maintenance / operation team members*

Occupation	Questions	Follow-up
<p>Maintenance / Operation Team Members</p>	<p>1. Are you familiar with the concepts of energy conservation and how to perform your jobs (i.e. how to utilize equipment, maintenance knowledge and skills) in order to reduce energy waste and promote energy efficiency to attendants?                      - Yes                      - No                      - If No, what would you want to learn more about it?                      - I don't know / Not applicable</p> <p>2. Is there loss of product due to improper or malfunctioning equipment (i.e. leaking lines, pumps, valves in the food service area)?                      - Yes                      - No                      - If Yes, please describe specifically (where, what)                      - I don't know / Not applicable</p>	
	<p>3. Is equipment such as refrigerators, freezers, or air conditioners checked and repaired appropriately to avoid breakdowns and reduce energy costs?                      - Yes                      - No (Which equipment should be repaired?)                      - I don't know / Not applicable</p>	
	<p>4. Is indoor air quality monitored through the measurement of air exchanges per hour?                      - Yes                      - No                      - I don't know / Not applicable</p>	
	<p>5. Are you trained and responsible for turning HVAC (Heating, Ventilation, and Air Conditioning) systems on/off when necessary?                      - Yes                      - No                      - I don't know / Not applicable</p>	
	<p>6. Are ceiling fans used to replace air conditioning or mechanical ventilation in all meeting rooms and/or ballrooms?                      - Yes                      - No                      - I don't know / Not applicable</p>	

Occupation	Questions	Follow-up
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7. Are all meeting rooms equipped with recycling bins that accept, at a minimum, paper, plastic, metal and aluminum?

- Yes
- No, but cleaning staff sort recyclables from waste for proper disposal
- I don't know / Not applicable

8. Did you encourage attendants to save resources in the facility during the event? (i.e. water consumption, paper towel, plastic bag, reusable linen, and plastic water bottle)

- Yes
- No
- I don't know / Not applicable

9. During and after the show, was every recyclable materials (i.e. signage, magazines, decorative centerpieces, and newspapers) segregated from disposable in your area?

- 100%
- More than 50%
- Less than 50%
- No
- I don't know / Not applicable



*Example of the recycling bin*

10. Are there other concerns relating to energy conservation at this facility?


- Yes
- No
- If Yes, please describe specifically

- Please return the completed questionnaire to your direct supervisor.
- Thank you for taking the time to complete this questionnaire. Your information is a valuable part of the training module. If you have any question or comments, please contact to human resource department at [email@convention.com](mailto:email@convention.com)

*Note.* The self-assessment questionnaire will be available in multiple language formats in an effort to assist ESL workers to fully-comprehend and adequately answer to each question.

Table 6

*Application Module (Self-assessment) for parking / traffic attendants*

Occupation	Questions	Follow-up
Parking / Traffic Attendants	1. Are you trained in the concepts of energy savings and how to perform your jobs in order to reduce energy waste and promote energy efficiency to attendants? - Yes - No - I don't know / Not applicable	
	2. Did you effectively provide parking instruction/guidance/assistance to attendants as they arrive that helps reduce gas emission by unnecessary traffic? - Yes - No - I don't know / Not applicable	
	3. Are recycling bins that accept, at a minimum, paper, plastic, metal and aluminum placed appropriately around the parking lots? - Yes - Yes, but more recycling bins needed to be placed - No, but cleaning staffs sort recyclables from waste - I don't know / Not applicable	
		<i>Example of the recycling bin</i>
	4. Did you maintain cleanliness of parking lots and in surrounding area recycling as appropriate? - Yes - No - I don't know / Not applicable	
	5. Were remaining parking tickets and receipts recollected for reuse for the next event? - Yes - No - I don't know / Not applicable	



Occupation	Questions	Follow-up
	<p>6. Did you encourage attendants to save resources in the facility while performing your job? (i.e. water consumption, paper towel, paper cup, plastic bag, reusable linen napkins, and plastic water bottle)</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- I don't know / Not applicable</li> </ul> <p>7. Are there other concerns relating to energy conservation at this facility?</p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- No</li> <li>- If Yes, please describe specifically</li> </ul>	
	<ul style="list-style-type: none"> <li>➤ Please return the completed questionnaire to your direct supervisor.</li> <li>➤ Thank you for taking the time to complete this questionnaire. Your information is valuable part of the training module. If you have any question or comments, please contact to human resource department at <a href="mailto:email@convention.com">email@convention.com</a></li> </ul>	

*Note.* The self-assessment questionnaire will be available in multiple language formats in an effort to assist ESL workers to fully-comprehend and adequately answer to each question.

### **Follow-up**

Whether or not employees have accomplished each sustainability practice have to be reported to supervisors or managers. First, supervisors can evaluate employee's performance based on the reporting system by collecting the self-assessment questionnaire from their employees. Second, supervisors can walk around the site and observe employees while they perform their jobs. Ideally, combining both ways will successfully assist supervisors to measure more correctly on employees' performance and to find out areas for improvement.

### **Conclusions**

Training is no longer seen as an end in itself, but as a considerable tool to bring about changes in an organization's value, behavior, and other crucial elements that are needed to achieve sustainable development. Assisting employees with their ability to transfer what is learned in training to the workplace is an important step in achieving a company's environmental goal. Hence, understanding employee's situation has to be significantly taken

into account when initiating a waste management training module. The waste management training module discussed in this paper targets at temporary and/or ESL employees in the meeting and event industry striving to understand their problems and let them overcome their barriers in order to achieve the success of training module. This type of support not only improves employee performance, but also creates a positive culture of greening effort within the company and the industry. Subsequently, this training effort will result in enabling the meeting and event industry to provide a significant contribution on the successful sustainability practices and to make the sustainable operation viable for the long term.

### **Recommendations for Future Research**

#### **Sustainability's Correlation to Profit**

The meeting and event industry is very wasteful industry. And thus, implementing an environmental sustainability training program not only helps the environment but also supports the profitability of the industry. Reduction of operating costs such as energy consumption and solid wastes can greatly contribute to increasing the profit of an organization. Therefore, investigating on the correlation between sustainability and profit can be a substantial motivation for employers in the industry.

#### **Measurement of the Training Outcome**

As previously discussed in part one, there is a limitation of this paper on lack of absolute measurement methods for evaluating the training outcome. In other words, it is difficult to measure all aspects of training such as whether temporary / ESL employees liked the training or not, the efficiency of schedule management, and whether each trainee's objective was achieved or not. To assess all of the aspects of training requires that adequate measurements are taken before, during and, after the training. It will not only improve efficiency of the training modules but assure an environmentally successful and profitable

company. Therefore, taking a considerable amount of time on future research of developing a credible measurement is required.

### **Longevity of the Training Module**

Longevity of the training module should be considered in the process of developing a training module. In order for the training module to last for long and effective, the latest information about environmental sustainability issues in the meeting and event industry should be kept updated. Moreover, major needs and other considerations regarding performance of the temporary / ESL workers in greening practices have to be carefully monitored and applied at the process of updating and modifying the training module.

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