

Fall 2012

Recommendations for Online Training in Hospitality Organizations

Geoffrey L. Wellen
University of Nevada, Las Vegas

Follow this and additional works at: <https://digitalscholarship.unlv.edu/thesesdissertations>

 Part of the [Education Commons](#), [Hospitality Administration and Management Commons](#), and the [Labor Relations Commons](#)

Repository Citation

Wellen, Geoffrey L., "Recommendations for Online Training in Hospitality Organizations" (2012). *UNLV Theses, Dissertations, Professional Papers, and Capstones*. 1482.
<https://digitalscholarship.unlv.edu/thesesdissertations/1482>

This Professional Paper is brought to you for free and open access by Digital Scholarship@UNLV. It has been accepted for inclusion in UNLV Theses, Dissertations, Professional Papers, and Capstones by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

Recommendations for Online Training in Hospitality Organizations

by

Geoffrey L. Wellen

Bachelor of Science
University of Colorado
1982

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

Masters of Hospitality Administration
William F. Harrah College of Hotel Administration

Graduate College
University of Nevada, Las Vegas
December 2012
Chair: Dr. Gail Sammons

PART ONE

Introduction

Delivering consistent customer experiences is often a key driver of customer satisfaction in the leisure and hospitality industry. However, consistency can be compromised if new and existing employees are not adequately prepared for their roles and duties. The leisure and hospitality industry hires many new staff each year due to general industry growth and employee turnover. Training and development is therefore important for the industry to meet staffing requirements and to deliver consistent customer experiences. The rapid and significant developments in online training and education since mid 1990 have increased the size and knowledge of the candidate pool available to industry. Postsecondary education is more accessible to the masses and topical information is more readily available for lifelong learning (Dykman & Davis, 2008). The developments have also allowed organizations to better ensure consistency of content and delivery while also being able to simultaneously provide training to geographically dispersed employees.

Purpose

The purpose of the professional paper is to provide recommendations to hospitality organizations to ensure effective online training and development programs.

Statement of Objective

A historical case study of online training and education from 1995 to 2012 is detailed in the literature review section. A timeline provides the significant developments that have led to major quality advances in online training and education. The literature

review will identify the items that are included in the recommendations to ensure that online training and development programs meet hospitality organizations' needs.

Justification

The leisure and hospitality industry in the United States requires many educated and trained employees each year. The total number of people employed has grown by 1,500,000 in the last ten years with 365,000 people having been added last year alone (United States, Department of Labor, Bureau of Labor Statistics [BLS], 2012). The need for new recruits is further compounded by a high employee turnover rate of approximately 1,000,000 lost each quarter and another 1,000,000 added each quarter (BLS, 2012). It is vital for industry owners, operators and educators to understand the major developments in online training and education so that they implement strategies necessary to remain competitive.

Constraints

The timeline for the historical case study begins in 1995 since that is when the Internet became widely commercially accessible and when tools to improve access and interaction became readily available.

Glossary

Leisure and Hospitality Industry – the segment of the economy that includes the Arts, Entertainment, and Recreation subsector and the Accommodation and Food Services subsector (BLS, 2012).

Arts, Entertainment, and Recreation sector - establishments that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing, establishments that preserve and exhibit objects and sites of historical,

cultural, or educational interest and establishments that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests (BLS, 2012).

Accommodation and Food Services sector - establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment (BLS, 2012).

Education - the development of intellect with the main objective of enhancing individuals' ability to use their mind (Blumenfeld, 2000).

Training - learning skills that individuals use for social and economic reasons (Blumenfeld, 2000).

Online training and education - distance learning that occurs over a computer network (Allen & Seaman, 2006).

Lifelong learning - continuously learning new skills and gaining new knowledge throughout a career (Schraeder, Freeman, & Durham, 2007).

PART TWO

LITERATURE REVIEW

Introduction

Online training and education are recent developments in the history of distance education. A brief review of the history of distance education will begin the literature review. A review of existing literature on online training and education follows and serves to create a timeline of significant developments and major quality advances. Online training and education have evolved very quickly driven by increased access and improved program quality resulting in increased market acceptance.

The timeline for the historical case study of online training and education begins in 1995 since that is when the Internet became widely commercially accessible and when tools to improve access and interaction became readily available. Education, government and industry have connected their computers in different locations using private telephone networks from the early days of computerization. A private telephone network is created when an organization leases telephone lines from the Public Switched Telephone System for their exclusive use to transfer their own data ("Private Telephone Networks", 2008).

In 1985, the National Science Foundation, a United States government agency that supports fundamental research and education, sponsored a project to create a nationwide network to connect universities and researchers. In 1995, the network was opened to industry and is today known as the Internet and the medium by which computer users across the globe connect to the Internet is called the World Wide Web. Mosaic was introduced in 1993 as the first web browser, a software program used to access sites on the World Wide Web and display images and documents (TechTerms.com, 2012a). Mosaic

utilized a graphical user interface (GUI) which is a modern way of interacting with a computer whereby a mouse is used to point, click, and drag objects that replaced the original way to interact by typing text-based commands (TechTerms.com, 2012b). Microsoft followed in 1995 by introducing their web browser, Internet Explorer (Spicer, Bell, Zimmerman, Boas, J., & Boas, B., 2006). Only one in ten American adults were going online at that time; however, adoption rates escalated quickly and reached 75% in less than ten years (Zickuhr & Smith, 2012). The distance learning organization CALCampus offered the first entirely online curriculum in 1994 (Morabito, 2011). The base year for the timeline of online training and education has been selected as 1995.

A review of existing literature of industry needs for new recruit training, ongoing training, and employee development provides a comprehensive view of the opportunities where online training and development can be effective. The literature review concludes with a synthesis of the trends that are driving future developments.

The number of articles published each year regarding online training and education has dramatically increased since 1995. The results for searches for articles written in English and appearing in scholarly publications, including peer-reviewed publications, which include online training, online education, or e-learning in the title, were performed within the University of Nevada, Las Vegas library for the years 1995 through 2010. The number of articles published increased from only 44 in 1995 to 970 in 2010.

Distance Learning Prior to 1995

Distance education began in the late 1800's in the United States at the University of Chicago with correspondence education that used written materials that were sent through the mail (McIsaac, 1999). Correspondence programs were followed by the introduction of

television in the middle of the 20th Century that spurred the delivery of courses over the airwaves (Evans & Haase, 2001). Distance education has its roots in extending the university experience to those unable to attend classes on a university campus due to proximity or lack of economic means. Distance education gained increased legitimacy and acceptance as first-rate universities developed programs such as Pennsylvania State University's 100-year-old World Campus program (Larreamendy-Joerns & Leinhardt, 2006). In the 1980's, developers of distance education and industry training began employing new technologies such as multi-media courses on CDs and computer-based courses and the International Council for Correspondence Education was renamed to the International Council for Distance Education (McIsaac, 1999). These developments reflect an increase in flexibility, means to deliver content, interactivity, and access (Bernard, et al., 2004).

Evolution of Online Training and Education from 1995 to present

Online training and education programs have evolved very quickly since 1995. The velocity of the evolution has been driven by increased access to programs accompanied by improved program quality. The marketplace has responded favorably with students flocking to online higher education degrees, educators and employers increasingly accepting the validity of programs, and industry increasingly deploying technology-based delivery.

Access to Programs

Developments in infrastructure, increased household computer penetration, Internet adoption, and an explosion in the number of providers have driven greater access to online education and training programs.

Infrastructure developments. The improvements in Internet connection and download speeds have been critical to the advancement of online education and training. In 1995, people connected to the Internet in their homes with connections that allowed for little more than downloading text. Connection and download speeds continually increased through the first decade of the 21st Century with the introduction of broadband service, which are high-speed data transmission that carry a large amount of data over the Internet at once (TechTerms.com, 2012c). Broadband connections using standard telephone connections called DSL became widely available in 2000 resulting in increased connection speeds by up to ten times (TechTerms.com, 2012d). Internet connection speeds were again doubled by the middle of the decade with the introduction of connections via cable service that increased connection speeds by a factor of 100 as compared to those in 1995 (Turk, 2008). Online educators were now able to enrich their courses with multimedia content such as audio, video, games, and simulations.

Computer penetration and Internet adoption. Access to a computer in the home is a key requirement for any online student. Only 24% of households in the United States had a computer in 1994 (“Application and Implications”, 2001). Household computer penetration increased to 42% in 1998, 62% in 2003, and 68% in 2010 (Information Please, 2012). Internet adoption in the home among adults (age 18 and older) increased from 14% in 1995 and grew steadily to 85% in 2012. Broadband Internet connections are very fast and adoption in the home increased from 3% in 2000 to 66% in 2012 (Pew, 2012).

Explosion in number of providers. Two thirds of the 2,500 higher education institutions surveyed by Babson Survey Research Group and the College Board in 2011 stated that online learning was a crucial element of their long-term strategy (Allen &

Seaman, 2011). Only 49% of the surveyed institutions in 2003 had stated that online learning was a crucial element of their long-term strategy (Allen & Seaman, 2006). All levels of degrees are currently available online with programs concentrated in business, criminal justice, and health studies. Table 1 identifies the number of programs available by degree level for all majors and Table 2 the number of programs available for the majors with the most programs (Back to College, 2011a).

Table 1

Number of Online Programs by Degree Level

Degree Level	Number of Programs
Associates Degrees	351
Bachelor Degrees	1415
Master/MBA Degrees	1798
Ph.D./Doctorate Degrees	366

Table 2

Number of Online Programs in Business, Criminal Justice, and Health Studies

Major	Number of Programs
Business Administration/MBA	171
Criminal Justice	148
Health Administration	145
Accounting	137
Psychology	134
Nursing	100

In 1994 the Apollo Group, a for-profit company, raised public shares for a subsidiary company called the University of Phoenix that offered online and classroom instruction across many campuses (Kirp, 2003). Since that time, enrollments in for-profit universities have increased dramatically and reached 2.4 million students by 2008 and made up 13% of total university enrollment (Lewin, 2012b).

Some of the best funded and most visible higher education institutions such as Harvard, MIT, and Stanford are creating consortiums and making their course content available online through massive online open courses (MOOC) (Lederman, 2012). MOOC programs generally do not require students to be school registrants to take classes and generally offer certification rather than credits for course completion (Allen & Seaman, 2011). MOOC courses offer materials in small segments and use multi-media, interactive quizzes, and online forums where students often answer each other's posts (Lewin, 2012a).

Program Quality

Online education began as an alternative to face-face teaching and has developed so that it now can enrich and expand the university experience with virtual museums, advice from distant tutors, and experimentation in virtual laboratories (Larreamendy-Joerns & Leinhardt, 2006). The quality reputation for distance education programs has historically been low compared to traditional campus-based programs. This reputation has evolved, as providers better understand the characteristics of online learners, as the tools to support learning have matured, and as the application of learning principles and learner outcomes have been better understood.

Quality reputation. Early views suggested that the introduction of technology to distance learning would not affect the desired learning outcomes but would simply make the process of distribution more efficient (McIsaac, 1999). Creators of distance learning are expected to create instruction that matches the quality of classroom instruction. Quality concerns have generally centered on a lack of interaction, immediate feedback, and ability to adjust instruction due to the mediums employed (Larreamendy-Joerns & Leinhardt, 2006). Quality of instruction is driven by course design rather than medium; however, the chosen medium must be a central concern when designing a course. The basic tenants of instructional design dictate that learners' goals, their needs, and motivations must remain paramount when designing online programs (Tallent-Runnels, et al., 2006).

The rapid increase in number of students enrolled in online courses, the breadth of institutions offering online programs, and the overall number of programs available is creating a very crowded field of options. U.S. News, along with many other organizations, is ranking programs in an effort to support informed consumer choices. U.S. News ranks bachelor's and master's degree programs that are at least 80% conducted online in several categories: student engagement, student services, faculty credentials, and admissions selectivity. For-profit universities have the greatest number of students but did not appear in the top of the U.S. News rankings (Sheehy, 2012).

Understanding learners' characteristics. Many adults must acquire new skills throughout their career to remain competitive in the job market but are not able to leave the workplace to attend classes. Most adults take some type of post-secondary education three or more times during their careers (McIsaac, 1999). Most students taking online

courses are older than typical undergraduate students and are motivated to achieve course outcomes (Tallent-Runnels, et al., 2006). Participants often cite convenience and the ability to control the pace of learning as advantages to online courses (Gaytan, 2007).

Critics of online courses often cite a lack of interaction and an inability to address varying learning styles (Gaytan, 2007). In order to ensure significant experiences for all attendees, course designers must create activities and use multiple instructional strategies that address different learning styles and should incorporate interaction that build the sense of community among students and instructor (Tallent-Runnels, et al., 2006). Learners tend to have preferred learning styles and when course content is designed with a range of activities to accommodate different styles, motivation increases and learning is more effective (Valley, 1997).

Maturation of content development and delivery tools. A learning management system (LMS) is a software program used by education institutions and industry to automate course administration, to deliver content, and to facilitate collaboration. A learning content management system (LCMS) is a software program that course designers use to create, store, and manage content. LMS is often used to describe both LMS and LCMS (Ellis, 2009). In 1998 a course management company, CourseInfo LLC, combined with a consulting firm developing e-learning standards, Blackboard LLC, to form Blackboard, Inc. Blackboard partnered with leading educators and developed product strategies that aligned with pedagogical and technical needs of the educators driving the company to be the market leader in LMS (Gilfus Education Group, 2012.). The 2011 Campus Computing Survey clearly indicates a maturing market for LMS with 50.6% of institutions using Blackboard compared to 57.1% a year earlier and 71.0% in 2006. Market share is shifting

to Blackboard's major competitors, Desire2Learn, Moodle, and Sakai plus a host of new providers. However, in March 2012 Blackboard acquired Moodlerooms and hired the primary architect of Sakai thereby establishing itself as a provider of both open source and client server programs (Green, C., 2012). In his keynote speech at Blackboard World 2012, the company's CEO laid out product plans that aim to keep the company on the leading edge with modular learning objects and a mobile strategy (Murray, 2012).

The LMS market is changing from proprietary tools to open source software that organizations can modify for content creation and delivery (Bernard, et al., 2004). The focus for many LMS providers has been to increase the number of tools and options in an effort to meet every potential client need; however, some providers are now hosting software remote from the client site and allowing users to deploy only those tools they require and at only the time that they are needed (Quillen, 2012).

Applying learning principles and outcomes. Course designers must understand the content to be delivered, the capabilities of the audience, and the desired learning outcomes prior to choosing a delivery method and technology (Evans & Haase, 2001). Instructional practices have the greatest positive impact on learning and must be supported by technology advances (Gaytan, 2007). It is critical for students to fully understand how to utilize chosen technologies and how to access resources and support systems (Evans & Haase, 2001).

Constructivist theory states that learning occurs through interaction between students and with instructors and is an important factor for student satisfaction (Sinclair, 2011). Relevant content is necessary for creating environments that achieve desired outcomes and general satisfaction. Online pedagogies encourage students to engage in

dialog and receive immediate feedback thereby building up their knowledge by applying their existing knowledge to new situations (Bernard, et al., 2004).

Online learning is able to employ multiple presentation techniques that aid in the learning of difficult concepts and to use intelligent tutoring techniques to guide learners as they solve problems (Larreamendy-Joerns & Leinhardt, 2006). Media choices can be transformative and promote critical thinking skills when learning becomes constructive such as when students reflect and write to interact with one another, argue differing viewpoints, and refine opinions (Bernard, et al., 2004). Additional factors driving student satisfaction include advance course information, content design, ability to control course pace, and the learning environment (Sinclair, 2011, Bernard, et al., 2004).

Students more readily understand concepts when activities are social, active, contextual, engaging, and student owned. Learning is social when interaction is promoted through chat, telephone, video, discussion boards, and announcements. Learning is active when practice in real-world scenarios are employed and immediate feedback is provided. Learning is active when new knowledge is discovered and shared with others. Learning is engaging when learners are challenged but at the same time supported in low-threat environments. Learning is student-owned when they take control of their learning by planning and creating schedules (Iqbal & Qureshi, 2011).

Marketplace Acceptance

Online education is increasing in adoption, legitimacy, and prominence. Adults are taking courses and degrees from home and on their own schedule and corporates are reducing costs while driving consistency and increasing speed of delivery.

Higher education degrees. Over 6.1 million higher education students took at least one online class during the autumn 2010 term representing an annual increase of over 500,000 students. Online enrollments expressed as a percentage of total enrollments has increased from 9.6% in 2002 to 31.3% in 2010 (Allen & Seaman, 2011). However, the online higher education market may be nearing market maturity as indicated by a survey conducted by Eduventures indicating that adult students' preference for online education has stalled since 2006 and remains at 38% (Fain, 2012). Hundreds of reputable colleges and universities offer full online degree programs that are regionally accredited (Back to College, 2011b).

Educators' acceptance of programs. Fifty seven percent of academic leaders rated the learning outcomes in online education as equal to or better to those in face-to-face in the 2003 survey from Babson Survey Research Group and the College Board whereas the response rate increased to 67% in 2010. Academic leaders rated student-to-student interactions unfavorably for online programs but rated flexibility for the student as superior (Allen & Seaman, 2011).

Employers' acceptance of awarded degrees. According to many professionals and academics, online degrees are gaining equal footing with traditional campus degrees. Online degrees are as marketable as traditional degrees as long they are granted by an institution accredited by an agency recognized by the US Department of Education, the Council for Higher Education Accreditation, or both. Professionals and academics agree that the marketability of a degree is driven by the institution granting the degree (Abboud, 2011).

Corporate training. Organizations are using technology-based delivery for 29% of all corporate training and expect this to increase as the return on investment in new technology is realized (Green & McGill, 2011). Businesses report many benefits of online programs that include reduction of travel cost, scalability, delivery of consistent messages, ability to update content in real time, and is learner-centered (Evans & Haase, 2001).

Industry Needs

New Recruit Training

The leisure and hospitality industry in the United States requires many educated and trained employees each year with 365,000 people added last year alone (BLS, 2012). The need for new recruits is further compounded by a high employee turnover rate of approximately 1,000,000 lost each quarter and another 1,000,000 added each quarter (BLS, 2012).

Ongoing Training

Updated skills and knowledge are continually required due to legislative changes as well as workplace practice, policy, and procedure changes. Many organizations rely on shadowing of experienced employees as a means to learn while on the job. These informal training experiences can be designed to be more effective (Hofmann, 2012). Online courses aid speedy and consistent delivery.

Employee Development

Employees are critical assets to hospitality organizations since their interactions often determine customer satisfaction. Ongoing investment to develop employees will improve retention of talent and create a talent pool for promotional opportunities. In order for learning to be considered as employee development, the learned skills must be

new (Costen, Johanson, & Poisson, 2010). It is important to encourage employees to be responsible for their own learning, to have effective interpersonal skills, and to be effective problem solvers. Successful employee development programs increase morale and productivity while decreasing turnover (Bernard, et al., 2004).

Trends Driving Future Developments

Information overload is a term Alvin Toffler coined in his 1970 book *Future Shock* referring to the difficulty a person can have understanding an issue or making decisions when faced with too much information. Highly personalized learning portals are emerging that recognize individuals and deliver highly individualized experiences thereby allowing individualized learning. Searching the Internet for answers is fast becoming everyone's means to narrow down a great deal of content to only that which is required in order to find solutions (Harward, 2011). A clear opportunity is emerging for trainers to locate relevant information and curate it to provide value. A great deal of training already exists and some topics, like compliance, are becoming a commodity (Karrer, 2011). Community Colleges have significant catalogs of content and some are working with industry to make the content available through learning portals so that workers can access material to help them with the current events of the day. The concept of social media can be deployed to allow the creation of content by users and enhanced with gaming techniques to make learning fun (Seidel, 2011).

Employees have to process more information in a shorter amount of time as new products and services are released and new systems are enabled with increasing speed making just-in-time training a critical element to organizational success (Urduan & Weggen,

2000). Just-in-time information can help workers at exactly at the time it is needed to make decisions or take action (Karrer, 2011).

New technologies are driving change. Fifty percent of universities report that mobile applications have been deployed so that students are able to use their smartphones and tablets (Green, K., 2011). The number of people with web access via smartphones and tablets is driving mobile learning, which will be fueled by the advantage of receiving information at the point of need (Karrer, 2011). Institutions are slowly migrating to cloud computing with only 4% of institutions indicating they have plans to convert to cloud computing (Green, K., 2011).

Ninety percent of those surveyed in the Campus Computing 2011 survey indicate that e-books will play an important role in the next five years (Green, K., 2011). In the 2012 ECAR Undergraduate Technology Survey, 70% of the 10,000 responding students are using e-books, which is large increase from only 24% in 2010. Forty seven percent of respondents wished digital texts were used in their classes (Kolowich, 2012). Publishers will be seeking ways to incorporate social elements and multi-media into textbooks (Karrer, 2011).

Open-source LMS and alternative private source LMS options to Blackboard LMS are growing in market share (Feldstein, 2010). Over 150 LMS programs are currently being actively marketed with three quarters of those being a Software as a Service (SaaS) deployment and the remainder being an on premises/client server deployment (FindTheBest.com, 2012). On premises/client server deployments require installation of software at an institution whereas SaaS deployments house software at the provider with

client access via the Internet. Google has released software so that anyone can create online courses without the need for advanced computer skills (Strange, 2012).

Conclusion

Online training and education has its roots in distance education. In 1995, the Internet and new web browsers allowed for a new way to distribute educational and training materials. A review of existing literature shows how online delivery began as an alternative to face-face learning and teaching and has developed to such a degree that it now can enrich and expand learning experiences with new pedagogies. The infrastructure to support online program delivery has evolved alongside rapid household computer penetration and Internet adoption leading to an explosion of online program options and offerings. Initial program quality concerns have been addressed through a better understanding of learner characteristics, maturation of content creation and delivery tools, and sound application of learning principles focused on learner outcomes. The marketplace has accepted online education programs. Several current trends are poised to continue the advancement of online programs. The hospitality industry has a significant opportunity to address major training needs for educated new recruits, new recruit orientation and training, ongoing training, and employee development with online technologies. Recommendations for future online program elements (found in PART THREE) will be based upon the significant developments and advances in online training and education to date as well as the current trends.

PART THREE

Introduction

The purpose of the professional paper is to provide recommendations to hospitality organizations to ensure that their future online training and development programs are effective.

This section serves as a recommended roadmap for future online training and development programs deployed and developed by hospitality organizations. The developments and major advances from 1995 to 2012 and the current trends identified in the literature review will form the backbone of the roadmap. The literature review identified the significant training needs of hospitality organizations: selecting educated new recruits, providing orientation and training for new recruits, administering ongoing training for staff at all levels, and providing employee development. Practical recommendations for how online training and development can be deployed for each of these four needs are explored. The recommendations will allow hospitality organizations to create effective training and development programs that can be delivered to many people in a short period of time and at low costs. This will ultimately ensure consistent customer interactions which will help the organization remain competitive and profitable. The recommendation for application of the roadmap is provided in the form of a checklist of items to be considered when evaluating online training and development program options.

Meeting Hospitality Needs with Online Education and Training

Online training and education can be deployed to help meet many of the training and development needs of hospitality organizations. However, the deployment for each need is quite different.

Meeting the Need for Educated New Recruits

Hospitality organizations require a steady stream of new recruits and/or promotions for mid and senior level management positions, management trainee positions, and frontline positions. A review of external online programs is offered followed by recommendations for evaluating the quality of these programs.

Advanced higher education degrees and specialized continuing education are designed to ready managers for senior level roles in the leisure and hospitality industry that includes accommodation, food services, entertainment, recreation, and arts establishments. Advanced higher education degrees for hospitality leadership and management are offered online by many accredited institutions. Table 3 details advanced hospitality degrees currently offered online (Back to College, 2011a, GradSchools.com, 2012a).

Table 3

Advanced Hospitality Degrees Offered Online

Degree	Subject	School
MAS	Sustainable Tourism	Arizona State University
Masters	Hospitality and Tourism Management	Florida International University
Masters	Hospitality Management	Florida International University
Masters	Hospitality Management	University of North Texas
Masters	Leisure and Food Management	Sheffield Hallam University
Masters	Master of Food Science and Nutrition	Auburn University

Degree	Subject	School
Masters	Restaurant, Hotel, and Institutional Management	Texas Tech University
Masters	Tourism Administration	George Washington University
MBA	Hospitality and Tourism	University of Guelph
MBA	Hospitality and Tourism Management	Strayer University
MBA	Hospitality Management	Sullivan University
MBA	Intl Hospitality and Services Ind Mgmt	Glion Institute of Higher Education
MHA	Master of Hospitality Administration	University of Nevada, Las Vegas
MBA	Tourism Management	Trinity Saint David
MS	Hospitality Mgmt – Gaming & Casino Mgmt	Drexel University Online
MS	Hospitality Mgmt – Global Tourism	Drexel University Online

Specialized continuing education for hospitality leaders and managers are offered online from higher education institutions and from industry associations. Programs are designed to help leaders and managers enhance their skills, remain up to date, and learn new areas. Programs also prepare managers for their next role and/or to move to the next level in their organization. Cornell University, for instance, is recognized as one of the leading universities for hospitality degrees that have developed online continuing education programs. Cornell's online programs are designed by university faculty and enable participants to interact with other industry leaders around the world. Cornell's areas of study include Foodservice and Restaurant Management, Hotel Revenue Management, and Property-Asset Management and Real Estate (Cornell, 2012b). American Culinary Foundation has developed the e-Culinary Professional Development Institute with programs in topics such as Cost Control for Food Service Operations designed to help people advance their careers (American Culinary, 2008).

Accredited advanced higher education degrees are also offered online for the functional areas found in most hospitality organizations. Table 4 identifies the number of MBA degree programs currently offered online for the functional areas found in most hospitality organizations (GradSchools.com, 2012b).

Table 4

Number of functional area MBA degree programs currently offered online

Subject	Number of Programs
General Business Administration	628
Accounting, Finance, and Taxation	138
Information Systems and Technology	96
Human Resources and Organizational Studies	81
Marketing	78
Leadership	61
Project Management	35
Operations Management	24
Sports Management	23
Sustainability	14
E-Commerce	13
Non-Profit Administration	13

Bachelor's degrees are generally designed to ready students for management trainee positions upon graduation. Many institutions offer bachelor's degrees online in business administration; however, few institutions offer online programs that provide an emphasis in hospitality. Table 5 details bachelor's degrees with a hospitality emphasis currently offered online from accredited institutions (Back to College, 2011a, Education Portal, 2012a).

Table 5

Bachelor's Degrees with a Hospitality Emphasis Offered Online

Degree	Subject	School
BA	Le Cordon Bleu Culinary Management	Le Cordon Bleu
BA	Service Management – Hospitality	Ashford University
BA	Service Management – Restaurant Mgmt	Ashford University
Bachelor	Food & Beverage Management	Art Institute
Bachelor	Hospitality Management	Art Institute
BBA	Hospitality Management	DeVry University
BBA	Hospitality Management	University of the Southwest
BBA	Hospitality Tourism	Strayer University
BS	Business Admin – Hospitality	Sullivan University
BS	Entertainment Business	Full Sail University
BS	Food Industry Management	Arizona State University
BSBA	Hospitality & Tourism	Columbia Southern University
BSBA	Hospitality & Tourism	Robert Morris University
BSBA	Tourism & Hospitality Management	National American University

Most hospitality organizations require many frontline workers due to the service nature of the industry. Many frontline positions are filled with people who have acquired relevant experience from other organizations. Completing a hospitality related associate's degree in a relevant field of study will often positively set a candidate apart from others. Associate's degrees with an emphasis in hospitality are available for online study. Table 6 details associate's degrees with a hospitality emphasis currently offered online from accredited institutions (Back to College, 2011a, Education Portal, 2012a).

Table 6

Associate's Degrees with a Hospitality Emphasis Offered Online

Degree	Subject	School
AA	Hospitality Travel and Tourism	University of Phoenix
AAS	Hospitality Management – Restaurant & Hotel Services	Bryant & Stratton College
AASBA	Business Administration – Food & Hotel Management	Kaplan University
AASBA	Event Planning	Kaplan University
AASBS	Health Club Operations	Kaplan University
AOS	Hospitality and Restaurant Management	Le Cordon Bleu
AS	Culinary Operations	Le Cordon Bleu
AS	Business Administration – Hospitality Management	South University Online
AS	Hotel and Restaurant Management	Sullivan University
Associates	Restaurant & Catering Management	Art Institute

Hospitality organizations want to select candidates for roles that will prove to be successful. Making an incorrect selection generally proves to be very costly. As such, it is important to ensure that institutions awarding degrees provide quality education that adheres to academic standards. There are six agencies in the United States that evaluate institutions, deem them to meet standards, and award institutions with accreditation. The agencies assess institutions within specific geographic regions. Table 7 provides the names of the agencies along with their website address. Employers are able to check whether candidates' degrees have been earned from accredited institutions and therefore be confident that candidates received a quality education (Back to College, 2011b).

Table 7

Regional Accreditation Agencies

<u>Agency</u>	<u>Website Address</u>
New England Association of Colleges and Schools	www.neasc.org
North Central Association of Colleges and Schools	www.northcentralassociation.org
Northwest Association of Colleges and Schools	www.northwestaccreditation.org
Middle States Association of Colleges and Schools	www.middlestates.org
Southern Association of Colleges and Schools	www.sacs.org
The Western Association of Colleges and Schools	www.acswasc.org

Meeting the Need for New Recruit Orientation and Training

The steady stream of new hospitality recruits at all levels means that orientation and training programs must be effective and efficient. Most people experience some level of anxiety when joining as a new employee and are not yet prepared to operate at full productivity. New employee orientation programs help socialize new employees so that they begin to understand an organization’s values, goals, and norms as well as their role. New employee orientation is foundational and should precede role specific training. The literature review indicates that learning principles and outcomes must be fully understood in order to achieve the desired results. Some topics can be well served with online instruction and other topics are better served with instructor led instruction while other topics are best served with a blended environment where both online and instructor led instruction are used.

Topics that lend themselves to online instruction include history of the organization, organizational charts, and key personnel names and titles. The outcomes of these basic

topics are for new employees to gain a general overview and the material can be delivered via different multi-media formats. Other topics that can be well served by online instruction are overviews of products and services as well as safety and security procedures. The outcomes for these topics are a deeper level of understanding. Content can be delivered via multiple formats and quizzes and games can be used to engage learners and check understanding. Safety training is often consistent amongst organizations and is developed by many training companies. Safety training is therefore becoming a commodity that can be purchased on the open market thereby allowing precious in-house training resources to remain focused on curriculum development specific to the organization. Other topics that lend themselves to online training are those that can be leveraged by many employees or may be required on demand such as general procedures, policies, and systems. Topics may include logging on to software, using telephone systems, and details on company benefits for instance.

The first impressions developed by new employees are very important. New employee orientation must be designed so that new employees feel welcomed and less anxious. Personal interaction and instruction is therefore very important. Orientation topics that lend themselves to instructor led instruction include developing an understanding of organizational mission, values and goals. Some of these topics could also be delivered in a hybrid-learning environment. An example is an online video of a welcome presentation from a key executive that is followed by facilitated group discussion that connects the content to organizational mission, values, and goals (Hotelmule, 2007).

Meeting the Need for Ongoing Training

Existing employees require continuous training due to legislative changes as well as workplace practice, procedure and policy changes. Ongoing training must often be delivered over a short period of time so that changes can be implemented allowing guests to receive consistent experiences. Online instruction often serves this training need very well due to the hard-skill nature of the training requirement and nature of the population to be trained. The training population often work varying schedules and may be dispersed over multiple properties. Just-in-time delivery of training material provides employees access to information at exactly the moment it is needed.

The Occupational Safety and Health Act of 1970 set out the need for many industries to require compliance training in order to provide a safe workplace. Many courses are available online to address the compliance requirements and to provide certificates in areas such as occupational safety, security, and hazardous waste (Education Portal, 2012b). Other certification requirements can be well served with online training such as state requirements for certification of those that serve alcohol. Forty states allow certification through online courses (Professional Server, 2012).

The Educational Institute of the American Hotel & Lodging Association provides online hospitality training, education, and professional certification for 35 roles at all levels. The Institute develops and validates course competencies with industry experts and academics. The Institute currently offers 34 courses across 8 subject areas: finance and accounting, food and beverage, general hospitality management, human resources, introduction to the hospitality industry, marketing and sales, rooms division, and special topics for clubs and spas (American Hotel, 2012).

Commercial training organizations have developed many online courses and created video content that can be distributed across networks that meets hospitality needs. Safety is a key hospitality topic since the industry is labor intensive. Safety topics available include: golf course maintenance safety, golf cart safety, housekeeping safety, and back injury prevention (SafetyVideosNow.com, n.d.).

Meeting the Need for Employee Development

Ongoing investment in employee development serves to motivate and retain talented employees and to create a pool of ready employees when promotion opportunities arise. Development programs can include enriching employees with cross-training learning opportunities, deeper understanding of current tasks and responsibilities, and higher education certificates and degrees.

Large organizations, such as MGM Resorts, create in-house universities responsible for helping employees at all levels achieve their potential. Often times training materials created for new recruits can be repurposed and used to cross-train employees from other departments. Many utilize online training partners to provide classes in hard-skill topics such as software application training (MGM, 2012). Other organizations, such as the Richardson Company, provide multi-media versions of general customer service courses (The Richardson, n.d.). External training resources are quickly increasing as MOOCs offer their content to users at no charge. Organization training departments are finding themselves in the position whereby they can create employee development programs by curating internal and external content.

Organizations are committing to developing mid-level managers by building foundational management competencies. Leadership programs help to ease management

succession and help to foster employee loyalty (Remis, 2011). Some companies, such as Fairmont Hotels and Resorts, completely outsource their leadership programs to training organizations. eCornell combines Ivy League instruction with the flexibility of online learning. Some leading universities and colleges offer hospitality focused advanced degrees online.

Some organizations have extensive benefits programs that include tuition reimbursement. Many hospitality certificates can be earned online such as those offered by Cornell University. Fifteen certificates are available online that range from general hospitality management to foodservice management and hotel revenue management (Cornell, 2012a). Organizations with benefit programs that reimburse university fees can also help ready mid-level management staff for promotion to senior roles.

Training departments can also employ many of the new technologies to support an employee development program. Technologies such as wikis, blogs and social networks can be used to connect people and to share knowledge. Virtual worlds can be created where users can interact and create.

Recommendations

Hospitality organizations must ensure that online training and development choices fully satisfy their need. Quality online instruction, like instructor-led instruction, is driven by instructional design rather than the chosen medium. Online training and development options should be evaluated in three stages. The first stage is when human resource and/or training personnel in hospitality organizations review online training and development delivery options to assess their viability to meet training needs prior to embarking on developing online content, purchasing online materials for internal use, or

approving external online courses. It is recommended during the first stage that line management and a focus group of the staff to be trained review the online delivery options in order to gain broad agreement on the viability of online delivery options. Once broad agreement is reached that online delivery is viable, the second stage is when specific content options are considered, evaluated, and compared. The third stage follows completion of the training and is when evaluation of the success of a chosen option to meet training needs is completed. All the constituents including human resources, training department, line management, and the trained staff should complete the post-training evaluation to ensure that training requirements were met.

A checklist for evaluating online training and development options is included in Table 8 (Carter-Ward, 2006). The checklist can be used at all three stages of evaluation: consideration of whether online delivery options are viable, consideration and comparison of specific content options, and evaluation of whether the training requirements were met.

Table 8

Checklist for Evaluating Online Training, Education and Development Programs

Checklist Item
Training needs and training objectives are clear
Training objectives are aligned with company goals
Training objectives are aligned with job requirements
Training objectives contain all legal requirements and obligations
Complete and accurate list of employees to be trained is known (determined by company policy, employee records, or performance results)
Tone of each session is open and friendly
Content is at appropriate level of difficulty
Content is up-to-date
Practice of newly acquired skills to increase retention
Opportunity to apply new knowledge to workplace situation
Content includes text and picture materials to appeal to visual learners
Content includes audio material to appeal to oral learners

Checklist Item

Content includes demonstrations and opportunity to practice to appeal to kinesthetic learners

Content includes text and picture materials, audio materials, and demonstrations and practice to appeal to all three learner styles

Quizzes are used to keep learners engaged

Feedback is immediate

Group discussions are used allowing participants to engage in dialog and receive immediate feedback

Social interaction is fostered with discussion boards, telephone, video, and chat

Cases studies are used to develop problem solving skills

Computer based training programs are easy to use

Existing material can be customized

Teleconferencing or videoconferencing is used to connect participants

Individual sessions are of short duration

Training verification is available

Certificates of completion are available

Links to related information are provided e.g. industry or government sites

Technology requirements can be met

Institutions awarding degrees are accredited

Conclusion

Leisure and hospitality organizations in the United States employ 13,734,000 people as of October 2012; only three sectors employ more people: Education and Health Services, Professional and Business Services, and Trade, Transportation, and Utilities (BLS, 2012). The number of people employed in leisure and hospitality organizations continues to grow, while at the same time, the industry has a high employee turnover rate. The industry has a significant training and development requirement to keep pace with annual new recruits and the ongoing training and development of existing staff. Online training and development has developed rapidly and is well poised to satisfy a great deal of the industry's need. Organizations that tap the potential of online training and

development will become more competitive and profitable, as they will more readily deliver consistent customer experiences and lower training related costs.

REFERENCES

- Abboud, S. R. (2011). Online education gets accolades. *Back2College.com*. Retrieved from <http://www.back2college.com/distancelearning.htm>
- Allen, I. E., & Seaman, J. (2006). Making the grade: Online education in the United States, 2006. *The Sloan Consortium*. Retrieved from http://sloanconsortium.org/publications/survey/making_the_grade_2006
- Allen, I. E., & Seaman, J. (2011). The 2011 survey of online learning results released | Babson College. Retrieved from <http://www.babson.edu/News-Events/babson-news/Pages/111109OnLineLearningStudy.aspx>
- American Culinary Foundation. (2008). ACFEF eCulinary Professional Development Institute. Retrieved from <http://www.acfchefs.org/Content/NavigationMenu2/Certification/CEH/eCulinary/default.htm>
- American Hotel Lodging Association Educational Institute. (2012). *Distance learning course offerings*. Retrieved from <http://www.ahlei.org/distcourseofferings.aspx>
- Application and Implications of Information Technologies in the Home: Where are the Data and What Do They Say? (2001). *National Science Foundation, Division of Science Resources Studies*. Retrieved from <http://www.nsf.gov/statistics/nsf01313/socio.htm>
- Back to College. (2011a). *Online degree programs*. Retrieved from <http://www.back2college.com/library/onlinedegreeprograms.htm>
- Back to College. (2011b). *College accreditation: Frequently asked questions*. Retrieved from <http://www.back2college.com/library/accreditfaq.htm>

- Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of Educational Research, 74*(3), 379-439. doi: 10.3102/00346543074003379
- Blumenfeld, S. (2000). Education vs. Training. *WND*. Retrieved from <http://www.wnd.com/2000/02/2917/>
- Carter-Ward, M. A. (2006). Seven strategies for effective training. Old Saybrook, CT: Business & Legal Reports, Inc.
- Cornell School of Hotel Administration. (2012a). *Online certificates*. Retrieved from <http://www.hotelschool.cornell.edu/industry/executive/online/cert/>
- Cornell School of Hotel Administration. (2012b). *Online learning*. Retrieved from <http://www.hotelschool.cornell.edu/industry/executive/online/index.html>
- Costen, W. M., Johanson, M. M., & Poisson, D. K. (2010). The development of quality managers in the hospitality industry: Do employee development programs make cents? *Journal of Human Resources in Hospitality & Tourism, 9*(2), 131-141.
- Dykman, C. A., & Davis, C. K. (2008). Part one--the shift toward online education. *Journal of Information Systems Education, 19*(1), 11-16.
- Education Portal. (2012a). *Perfect school search*. Retrieved from <http://education-portal.com/search/find.html?c1=388>
- Education Portal. (2012b). *Online OSHA compliance training courses and classes*. Retrieved from http://education-portal.com/articles/Online_OSHA_Compliance_Training_Courses_and_Classes.html

- Ellis, R. K. (2009). *A field guide to learning management systems*. Alexandria, VA: American Society for Training and Development (ASTD).
- Evans, J. R., & Haase, I. M. (2001). Online business education in the twenty-first century: An analysis of potential target markets. *Internet Research*, 11(3), 246-260.
- Fain, P. (2012). Re: Adult students' interest in online education is flat, study finds | Inside Higher Ed [Web log comment]. Retrieved from <http://www.insidehighered.com/news/2012/09/19/adult-students-interest-online-education-flat-study-finds>
- Feldstein, M. (2010). The evolving LMS market, Part I [Web log post]. Retrieved from <http://mfeldstein.com/the-evolving-lms-market-part-i/>
- FindTheBest.com. (2012). Compare learning management systems (LMS). Retrieved from <http://lms.findthebest.com/>
- Gaytan, J. (2007). Visions shaping the future of online education: Understanding its historical evolution, implications, and assumptions. *Online Journal of Distance Learning Administration*, 10(2). Retrieved from <http://www.westga.edu/~distance/ojdla/summer102/gaytan102.htm>
- Gilfus Education Group (2012). *Blackboard history - History of Blackboard*. Retrieved from <http://www.gilfuseducationgroup.com/blackboard-history-e-true-hollywood-story>
- GradSchools.com. (2012a). *Online hospitality management graduate programs & graduate schools*. Retrieved from <http://www.gradschools.com/search-programs/online-programs/hospitality-management/online>
- GradSchools.com. (2012b). *Online MBA graduate programs*. Retrieved from <http://www.gradschools.com/search-programs/online-programs/mba/online>

- Green, C. (2012). The long (and open?) view on Blackboard. *Inside Higher Ed*. Retrieved from <http://www.insidehighered.com/blogs/digital-tweed/long-and-open-view-blackboard>
- Green, K. (2011). The 2011 national survey of information technology in U.S higher education. *Campuscomputing.net*. Retrieved from http://www.campuscomputing.net/sites/www.campuscomputing.net/files/Green-CampusComputing2011_5.pdf
- Green, M., & McGill, E. (2011). The 2011 state of the industry. *T + D*, 65(11), 44-50, 6.
- Harward, D. (2011). Key trends for 2012: New era of personal learning is transforming the training industry. *IT Training*. Retrieved from <http://www.trainingindustry.com/articles/10-trends-for-2012.aspx>
- Hofmann, J. (2012). Five trends driving virtual learning [Web log post]. Retrieved from <http://www.astd.org/Publications/Blogs/L-and-D-Blog/2012/04/Five-Trends-Driving-Virtual-Learning>
- Hotelmule. (2007). *New employee orientation*. Retrieved from <http://www.hotelmule.com/management/html/01/n-2101.html>
- Information Please Database. (2012). *Households with computers, 1998 – 2010*. Retrieved from <http://www.infoplease.com/ipa/A0931441.html>
- Iqbal, S., & Qureshi, I. (2011). Learning management systems (LMS): Inside matters. *Information Management and Business Review*, 3(4), 206-216.
- Karrer, T. (2011). Top 10 eLearning predictions 2011 #LCBQ [Web log post]. Retrieved from <http://elearningtech.blogspot.com/2011/02/top-10-elearning-predictions-2011-lcbq.html>

- Kirp, D. L. (2003). Education for profit. *Public Interest*, (152), 100-100.
- Kolowich, S. (2012). More technology, please [Web log post]. Retrieved from <http://www.insidehighered.com/news/2012/10/10/educause-survey-finds-rise-use-and-demand-classroom-technology>
- Larreamendy-Joerns, J., & Leinhardt, G. (2006). Going the distance with online education. *Review of Educational Research*, 76(4), 567-605. doi: 10.3102/00346543076004567
- Lederman, D. (2012). MOOCs and the rest of 'online' [Web log post]. Retrieved from <http://www.insidehighered.com/news/2012/10/12/online-learning-group-hears-mooc-pioneer>
- Lewin, T. (2012a, July 17). Universities reshaping education on the Web. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/07/17/education/consortium-of-colleges-takes-online-education-to-new-level.html?pagewanted=all>
- Lewin, T. (2012b, July 30). Senate committee report on for-profit colleges condemns costs and practices. *The New York Times*. Retrieved from <http://www.nytimes.com/2012/07/30/education/harkin-report-condemns-for-profit-colleges.html>
- Mclsaac, M. S. (1999). Distance learning: The U.S. version. *Performance Improvement Quarterly*, 12(2), 21-35. doi: 10.1111/j.1937-8327.1999.tb00128.x
- MGM Resorts International. (2012). *Training and Development*. Retrieved from <http://www.mgmresortscareers.com/explore-our-jobs/training-development.aspx>
- Morabito, M. (2011). Origins of. *CAL Campus*. Retrieved from <http://www.calcampus.edu/calc.htm>

- Murray, R. B., Ph.D. (2012). RPP #104: Blackboard World 2012 Wrap-Up. *Rod's Pulse Podcast*. Retrieved from <http://www.rodspulsepodcast.com/search?q=blackboard+2012>
- Pew Research Center's Internet & American Life Project. (2012). *Internet Adoption*. Retrieved from [http://pewinternet.org/Trend-Data-\(Adults\)/Internet-Adoption.aspx](http://pewinternet.org/Trend-Data-(Adults)/Internet-Adoption.aspx)
- Private Telephone Networks: Overview. (2008). *Telecom Made Simple*. Retrieved from <http://simple-telecom.blogspot.com/2008/04/private-telephone-networks-overview.html>
- Professional Server Certification Corporation. (2012). *Online certificates for sellers/servers*. Retrieved from <http://servercertificationcorp.com/>
- Quillen, I. (2012). New companies seek competitive edge in LMS market. *Education Week Digital Directions*. Retrieved from <http://www.edweek.org/dd/articles/2012/06/13/03lms.h05.html>
- Remis, J. (2011). Creating a managerial development program to help move your company forward. *IT Training*. Retrieved from <http://www.trainingindustry.com/leadership/articles/creating-a-managerial-development-program-to-help-move-your-company-forward.aspx>
- SafetyVideosNow.com. (n.d.). *Safety training videos for hotel workers*. Retrieved from http://www.safetyvideosnow.com/Hotel_worker_safety_training_s/22.htm
- Schraeder, M., Freeman, W., & Durham, C. (2007). A lexicon for lifelong learning. *The Journal for Quality and Participation*, 30(4), 31-36.

- Seidel, P. (2011). 7 trends driving the future of corporate training services in community colleges. *Training Industry*. Retrieved from <http://www.trainingindustry.com/blog/blog-entries/7-trends-driving-the-future-of-corporate-training-services-in-community-colleges.aspx>
- Sheehy, K. (2012, January 10). U.S. News ranks top online graduate computer information technology programs. *US News*. Retrieved from <http://www.usnews.com/education/online-education/articles/2012/01/10/us-news-ranks-top-online-graduate-computer-information-technology-programs>
- Sinclair, J. K. (2011). Student satisfaction with online learning: Lessons from organizational behavior. *Research in Higher Education Journal*, 11. Retrieved from <http://www.aabri.com/manuscripts/11825.pdf>
- Spicer, D., Bell, G., Zimmerman, J., Boas, J., & Boas, B. (2006). Internet history. *Computer History Museum*. Retrieved from http://www.computerhistory.org/internet_history/internet_history_90s.html
- Strange, A. (2012). Google unveils open source online education software. *PCMag.COM*. Retrieved from <http://www.pcmag.com/article2/0,2817,2409589,00.asp>
- Tallent-Runnels, M. K., Thomas, J. A., Lan, W. Y., Cooper, S., Ahern, T. C., Shaw, S. M., & Liu, X. (2006). Teaching courses online: A review of the research. *Review of Educational Research*, 76(1), 93-135. doi: 10.3102/00346543076001093
- TechTerms.com. (2012a). Browser. *Tech Terms Computer Directory*. Retrieved from <http://www.techterms.com/definition/browser>
- TechTerms.com. (2012b). GUI (graphical user interface). *Tech Terms Computer Directory*. Retrieved from <http://www.techterms.com/definition/GUI>

- TechTerms.com. (2012c). Broadband. *Tech Terms Computer Directory*. Retrieved from <http://www.techterms.com/definition/broadband>
- TechTerms.com. (2012d). DSL. *Tech Terms Computer Directory*. Retrieved from <http://www.techterms.com/definition/broadband>
- The Richardson Company. (n.d.). *General customer service training*. Retrieved from <http://www.rctm.com/Products/customerservicesales/generalcustomerservice.htm>
- Turk, M. (2008). Broadband speed and Moore's Law: A response to Robb Topolski [Web log comment]. Retrieved from <http://www.cabletechtalk.com/broadband/broadband-speed-and-moores-law-a-response-to-robb-topolski/>
- United States Department of Labor, Bureau of Labor Statistics. (2012). *Leisure and hospitality*. Retrieved from <http://www.bls.gov/iag/tgs/iag70.htm>
- Urdan, T. A. & Weggen, C.C. (2000). Corporate e-learning: Exploring a new frontier (white paper). *WR Hambrecht + Co*. Retrieved from http://cclp.mior.ca/Reference%20Shelf/PDF_OISE/Corporate%20e-learning.pdf
- Valley, K. (1997). Learning styles and courseware design. *Alt-J*, 5(2), 42-51. doi: 10.1080/0968776970050205
- Zickuhr, K., & Smith, A. (2012). Digital differences. *Internet Adoption over Time*. Retrieved from <http://pewinternet.org/Reports/2012/Digital-differences/Main-Report/Internet-adoption-over-time.aspx>