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Training professionals' impressions and opinions about their role in hospitality

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TRAINING PROFESSIONALS' IMPRESSIONS AND OPINIONS
ABOUT THEIR ROLE IN HOSPITALITY

by

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A thesis submitted in partial fulfillment
of the requirements of the degree of

Master of Science Degree in Hotel Administration
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ABOUT THEIR ROLE IN HOSPITALITY

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MASTER OF SCIENCE IN HOTEL ADMINISTRATION

DR ROBERT WOODS 

Examination Committee Chair

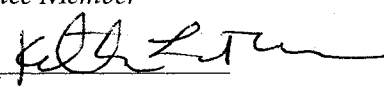


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ABSTRACT

Training Professional's Opinions and Impressions about their Role in Hospitality

by

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Billions of dollars are spent yearly on employee training. Thus, extensive research has been done on why training is important to the advancement of organizations. However, little research has been done on the actual providers and facilitators of the training and development. This research is designed to identify the feelings, insights, emotions, expectations, and beliefs of the training professionals about their role in hospitality. A qualitative research, Zaltman's Metaphor Elicitation Technique (ZMET) was performed with ten training professionals from two hotels in Las Vegas, Nevada. Study results indicated (1) the importance of their role within the organization, (2) the high diversity of their responsibilities, qualities, and challenges and (3) the rapid change of the training techniques and training material. Implications for future research are discussed.

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CHAPTER 1

THE PROBLEM AND ITS PURPOSE

Introduction

The lodging industry has evolved dramatically since 1900, when the New York City's St. Regis Hotel provided *individually* controlled heating and cooling units in each guestroom, a unique commodity for that time (American Hotel and Lodging Association [AH&LA], 2004). According to the American Hotel and Lodging Association (AH&LA), in 1900, there were only 10,000 properties with 800,000 rooms in the United States. In 2004, almost a century after the St. Regis hotel innovation, Hilton unveiled its plans for the first luxury hotel in space (AH&LA, 2004). Furthermore, the lodging properties and rooms in 2003 have almost increased fivefold from 1900. These statistics are indisputable proof that the lodging industry has grown dramatically (AH&LA, 2004).

Globalization has made the hospitality environment even more demanding. I experienced this personally in my home country of Greece after it became a full member of the European Union. This membership caused

an invasion of multi-national hotel chains, resulting in the reconstruction of the hospitality map.

Mergers and buy-outs are the product of the unprecedented competition in the hospitality and tourist industry. Two mega deals in Las Vegas, Mandalay Resorts Group agreed to a \$7.9 billion buyout by MGM-Mirage and Harrah's Entertainment's \$9.4 billion merger with Caesar's Entertainment, are evidence of recent mergers (Merging and Converging, 2004).

New constructions and new openings are the signs of a healthy growing and highly competitive environment in Las Vegas. Sands Corporation will go through with the construction of the Palazzo, a 1.6 billion, 3,000-room resort that would go up adjacent to The Venetian (Sands loses \$89.5 million, 2004). In addition, the Cosmopolitan, with 2,400 rooms, a 1.5 billion dollars project ticketed for south of Bellagio is expected to open in about 3 years (Resort builders at home in LV, 2004). Furthermore, Wynn Las Vegas, an anticipated preeminent hotel casino with 2,700 rooms, and a 2.4 billion of investment will open in April 2005, and it is expected to raise the fever of antagonism even higher in the city of entertainment (Investor Relations, Wynn Resorts, 2004).

Eric Hoffer, noted American writer and philosopher, noted that: "In a time of drastic change, it is the learners who inherit the future. The learned find themselves equipped to live only in a world that no longer exists" (Presidential medal of freedom, n.d.). John Naisbitt (1985) apparently agreed,

writing: "In a world that is constantly changing, there is no one subject or set of subjects that will serve you for the foreseeable future, let alone for the rest of your life... the most important skill to learn now is learning how to learn". In other words, in the highly competitive environment of the hospitality the ability to learn will give the competitive advantage to the organization (Naisbitt, 1985). Thus, it is not a surprise that companies allocate more than 50 billion dollars for training and development according to Mark Marone, AchieveGlobal's senior research manager ("Adding employee perspective", 2004).

In the hotel industry the human resources' training and development department and the Division Training Managers (DTM) of the departments are responsible for providing and facilitating the necessary learning needed by the organization's employees in order for the company to meet its professional needs. These are the people responsible for teaching organizations how to learn. Thus, the subjects of my research are the in-house training professionals, such as: (1) human resources training managers (2) division training managers and (3) training coordinators.

Problem Statement

The purpose of this research is to explore the impressions and opinions of the in-house training professionals in the hotel business. This research includes only in-house professionals, not training companies used by hotels to outsource human resources training and development.

Extensive research has been done on why training is important to the advancement of organizations (Mullen, 2004). However, little research has been done on the actual facilitators and providers of the training and development.

This research is designed to identify the insights, emotions, expectations, feelings, and beliefs of the training professionals about their role in hospitality. It answers such questions as: (1) what are their roles and responsibilities in hospitality (2) are their roles changing, (3) are they satisfied with their roles and (4) how do trainers feel about the way the recipients of the training perceive them. These questions are crucial because they are the spinal cord of learning in the organization. They communicate all the organization's standards to the employees so that they can exceed the guests' and employees' expectations. They create all the necessary programs for the development, the learning and the growth of the organization's employees. They ensure that all the employees have the necessary resources to exceed the industry standards. They create the necessary programs in order to increase the performance, the productivity and the professionalism of their organization's employees.

Purpose of the Study

The purpose of this study is to explore the world of training through the eyes of the training professionals. This exploratory research attempts to reveal the true meaning of training and development in a hospitality

organization; how the training professionals perceive themselves inside the organization, the challenges and frustrations they face through the path of their careers, their accomplishments and the rewards they receive.

Training is a vital part of any work environment and can strongly influence the success of service-based businesses like hospitality (Higley, 2004). This study underlines the significance of training and development not only for the bottom line of the organization but also for the personal advancement and development of the human capital of the organization.

Limitations

The magnitude and extent of this study was met by several constraints. The following factors should be considered while reviewing the study.

1. The study has taken place only in Las Vegas, Nevada, a tourist destination with unique features and characteristics. The restriction was due to the location of respondents and the economic feasibility of conducting this research.
2. The sample for personal interviews included training professionals representing two hotel chains. Obviously, a study which included different market segments, small and medium sized hotels, for instance, would provide a more complete image of the hospitality industry's perspective on training and development opinions and impressions. Therefore, this is a preliminary research.

3. The research was based on qualitative methods of collecting data.

Thus, the interpretation of the findings can be biased by the subjectivity of the researcher (Zikmund, 2003a).

4. The responses of the participants chosen to give their impressions and opinions in training and development may not accurately reflect the beliefs of other hospitality industry training professionals and their respective organizations. Hence, complete generalization is not possible.

Definitions

Consensus map: A mental model that different people use in similar ways or that a group of people share (Zaltman, 2003a).

Concept: An unambiguous, sometimes abstract, internal representation that defines a meaningful grouping or categorization of living and nonliving objects, events such as experiences, and thoughts. We have concepts for new products, family, training, development and so on (Zaltman, 2003a).

Development – Preparing for future responsibility and career growth (Costello, Limbrick, Towle, & Warner, 1999).

E-learning (electronic learning) – Term covering a wide set of applications and processes such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. This includes the delivery of content via Internet, intranet/extranet (LAN/WAN), audio and videotape, satellite

broadcast, interactive TV, CD-ROM, and more (Learning Circuits Glossary, 2004).

Hospitality Industry – Businesses that operate to meet lodging, vacation, business, and recreational needs of visitors and the resident population. The industry includes hotels, restaurants, bars, and any business that offer food or shelter for profit to people away from home (Buergermeister, 1983, p. 40).

Impressions - An effect, feeling or image retained as a consequence of experience (Dictionary.com, 2005).

Instructor-led training (ILT) – Usually refers to traditional classroom training, in which an instructor teaches a course to a room of learners. The term is used synonymously with on-site training and classroom training (c-learning) (Learning Circuits Glossary, 2004).

Metaphors – The representation of one thought in terms of another (Zaltman, 2003a).

Opinion – (1) A belief or conclusion held with confidence but not substantiated by positive knowledge or proof (2) A judgment based on special knowledge and given by an expert (Dictionary.com, 2005).

Professional – (1) A person following a profession, especially a learned profession (2) One who earns a living in a given or implied occupation (3) A skilled practitioner; an expert (Dictionary.com, 2005).

Role – The position or purpose that someone has in an organization, relationship

(Cambridge Dictionaries Online, 2005).

Training – Teaching the skills that refer to the employee's current job (Costello, Limbrick, Towle, & Warner, 1999).

Web-based training (WBT) – Delivery of educational content via a Web browser over the public Internet, a private intranet, or an extranet. Web-based training (WBT) often provides links to other learning resources such as references, email, bulleting boards, and discussion groups. WBT also may include a facilitator who can provide course guidelines, manage discussion boards, deliver lectures, and so forth. When used with a facilitator, WBT offers some advantages of instructor-led training while also retaining the advantages of computer-based training (Learning Circuits Glossary, 2004).

Organization of the Study

The purpose of this research was to explore the thoughts and feelings of training professionals about their role in hospitality and to try to understand the magnitude of the importance of training and development in a hospitality organization.

In Chapter 1, the problem, purpose, organization and limitations of the study were described. Chapter 2 includes an overview of the literature on the subject, such as: (1) the importance of training, (2) its stakeholders, (3) the training methods, (4) the new trends in training and (5) the challenges that the training professionals are confronting in today's environment. Finally, it includes an outline of the transition from training culture to a learning culture in the new era of learning organizations.

Chapter 3 provides a comprehensive explanation of the research methodology that was utilized. Chapter 4 exhibits the results of the analysis conducted for this study. Chapter 5 presents the conclusions drawn from the research, and offers recommendations for future research.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

It has often been said that change is the only constant in life. This is certainly true at work. Today's workplace is different from the workplace of only a few years ago. Today, change is evident daily in many environments. Of course, change sometimes can be daunting because people tend to feel comfortable with the familiar ways of doing and thinking.

This chapter reports on training research conducted to date, it will :

- Identify the importance and the stakeholders of training.
- Make suggestions on effective ways in training and it will explore the new trends in training.
- Outline several challenges for the training professionals.
- Identify the differences between training and learning and emphasize the importance of learning organizations.

Importance and Stakeholders of Training

Turnover in hospitality appears to be considerably higher than in other industries. According to a study in 1995, the turnover rate of 25 percent for managers and 104 percent for hourly employees in hospitality is far from an average of 17 percent for the rest of U.S businesses (La Lopa & Ghiselli, 2003).

Jane Sunley, Managing Director of the training company Learnpurple, believes that staff can only reach its potential through training, and that training will keep it loyal. She believes 70% of leavers would stay if they were developed and nurtured by their companies. Sunley stresses that it is a false economy to save money by squeezing the training budget. This is evidenced by the fact that the cost of replacing a manager is between two and five times their salary and that hospitality managers spend half their time on recruitment (Mullen, 2004). Moreover, the size of the employment market under the age of 35 is half the size of the previous generation. Thus, as the pool of candidates is shrinking, companies must expand extra training expenses on retaining talents within the company. (Sheppardson, 2003).

Training is a critical and essential investment in the human capital of the organization. Training employees will enable the industry to recruit and retain workers. According to the American Society for Training and Development's (ASTD) 2004 *State of the Industry Report*, U.S. organizations continue to maintain their investment in employee learning and use

technology-based delivery methods more than ever before (American Society for Training and Development [ASTD], 2004a).

Some highlights from the ASTD's report include:

- Training expenditure remained steady at about \$ 820 annually per employee.
- Managerial and supervisory training on processes, procedures and business practices were the top learning content areas in 2003.
- Organizations provided 26 hours of formal learning per employee in 2003. This is consistent with prior years (ASTD, 2004a).

According to ASTD statistics, the employee groups receiving the largest percentage of training expenditures in 2003 were those in management positions. This includes first-line supervisors, middle and senior managers, and executives (ASTD, 2004a).

Management is responsible for ensuring that labor and capital are effectively used to increase productivity. Management contributes 52 percent of the annual increase in a company's productivity, through improvements made by applying technology and utilizing knowledge (Heizer & Render, 2005). Therefore, investing in training managers would yield higher productivity. Furthermore, training managers is about taking people who are already successful and helping them become more successful. Sometimes successful people have blind spots and the best way to find them is to go through training and find solutions (Pomeroy, 2005).

Every successful organization has a mission statement and all employees should know what the mission is and how to contribute to the mission of the company. Thus, training must make sure that it delivers that mission to each employee. This helps the employees in all their decision-making, in focusing, in saving time and consequently in being more productive (H. Horwood, personal communication, November 7, 2004). In addition, such training helps trainees to achieve the organization's expectations, resulting in less, personal and organizational anxiety and subsequently less turnover (Hayes & Zaccarelli, 1996). A lack of training in the industry leads to high staff turnover and hits employers' pockets because they frequently have to invest in recruitment (Clarke, 2003).

Training helps employees to be better-prepared and more eligible for promotion opportunities (Hayes & Zaccarelli, 1996). The role of a training professional often is not only training. Generally, these professionals are responsible for the continued development of managers as well. It is training professionals' role to give employees the necessary tools in order to grow and to develop them into leaders (H. Horwood, personal communication, November 7, 2004).

Employee and managerial development is a powerful tool for fostering an environment that will attract and retain talented employees. It is imperative to devote resources to ongoing training in order to develop leadership skills and create opportunities for the advancement for candidates within the

organization (Baumann, 2003). Thus, developing employees into leaders promotes them individually but it also promotes the organization as a whole.

Nothing stays the same in nature. The same happens in the organization. Everything is continuously changing; the business climate, competition, and technology. Change is something inevitable in today's environment. However, that change creates fear (H. Horwood, personal communication, November 7, 2004). Training's role is to communicate and to share information with the employees so they can feel more secure (H. Horwood, personal communication, November 7, 2004). When employees feel more secure, their moral is high, and they become more loyal to the company, consequently, turnover rate decreases.

Training is defined as teaching the skills that refer to the employee's current job (Costello, Limbrick, Towle, & Warner, 1999). If employers invest in skills, they will reap the rewards of productivity, profitability and long-term competitiveness. The more skills they have, the more opportunity for pay increases they have. Offering strong training programs also establish a company's credibility in the eyes of employees ("Top training equals top place to work", 2004).

Training is particularly important in helping hospitality organizations to maintain their competitive edge. This is particularly true, for employees with direct guest contact such as like front-desk staff, wait staff, concierge, and housekeeping staff. Their personnel and others in similar positions establish and continue a positive relationship and then enhance the likelihood of repeat

business. Thus, front-line employees in hospitality must be proactive. To empower such employees to accomplish this, employees must be trained to anticipate a guest's requests before they are asked, and at the same time they must be ready to view challenging situations from the guests' perspective (Selwitz, 2003).

Training takes on many guises. For instance, diversity training is important because it is about treating all employees and guests with respect no matter their ethnicity, their skin color, their gender, their religion or their age. Especially after 9/11, the need in U.S. companies for diversity awareness and training had become even more intense ("The new face of diversity training", 2003). A pilot study conducted by SCENDIS, an intellectual capital service provider specializing in high-risk workplace issues, found that three of the nine Fortune 500 companies it surveyed have increased their diversity training budgets by 50 percent ("The new face of diversity training", 2003).

The hotel industry sits as an inviting soft target for terrorism. Much must be done to tighten security and deter any attempt to replicate attacks made on hotels around the world. Personnel's training is essential in facing with one of the top of every hotelier's to-do list. It helps the hotels to be well prepared in case of a terrorist attack and focuses on the teaching of risk management (Merkin, 2004). Furthermore, training to serve food safely and properly is a critical part for the hospitality business. Food safety training and

certification must be a mind-set for every operator, because safety litigations may harm the company's revenue and image (Adolf, 2003).

Ethics is another area where training is important. After the recent corporate accounting scandals, business ethics and accountability training programs for managers and executives have been put in place in the business world. There are reports that more companies are ramping up ethics training programs for executive and employees in 2004 (Kovaleski, 2004).

Another type of important in hospitality training is teaching low-skilled people, people learning skills. Nation's restaurant news reports that U.S. nonprofit organizations have tapped public and private funding to offer training programs to low-skilled workers by teaching them the business and culinary tools they need to enter or re-enter the workforce (Spector, 2003).

Governmental institutions like the London Development Agency (LDA) recognize the need for training. LDA is funding hospitality-training programs in London and hospitality companies will receive a three and a half million pounds boost in training over three years starting from 2005. "London is a great city, but customer service always lets us down," said Jane Riches, skills and employment manager at the LDA. "Everyone is talking about the skills shortage but very little is being done about it. We will be inviting the industry to come up with innovative training projects that will make a difference and which don't just reinvent the wheel (Frewin, 2004).

Training Methods and New Trends

The traditional way of training is in-house training, with face-to-face interactions between the trainer and the trainees. One drawback for this type of training is that it is difficult getting hotel management and staff to show up for the scheduled session (J. Brawn, personal communication, November 2004). It is important to remember that hospitality is a service industry and guests always come first (Adams, 2003). In-house training is changing rapidly due to four trends. These trends are derived from the input from more than 100 leaders in the field of training and development, an extensive literature review and survey responses from more than 2,000 workplace learning and performance professionals:

- Drastic times are causing organizations to re-think how to grow and be profitable.
- Changing workforce characteristics and demographics means accommodating new attitudes, lifestyles, values and motivations.
- Technological advances are transforming the way we live and work.
- Increased globalization means more organizations are taking work off-site and off-shore.

Change in the training function is crucial and it is evolving with the growing popularity of outsourcing and e-learning (ASTD, 2004b). Training delivery via learning technologies increased significantly to 23.6 percent in 2003, up from 15.4 percent in 2002 in the United States (ASTD, 2004a).

Steve Wynn is a respected name in the hospitality industry of Las Vegas and one of the leading innovationists in setting standards for the lodging and casino industry. In April of 2005, he is going to open a luxury-class hotel, Wynn Las Vegas. His training and development department has created a pioneering online system, Training the Trainers (T4T) for the line managers, where important information is available online to them in order to be efficient in training their staff (L. D'Alessio, personal communication, November 18, 2004). Furthermore, Power Point presentations on policies and procedures are available online through the Wynn Learning Library (N. Karatzaferi, personal communication, November 12, 2004). Finally, RecruitMax, an online tool providing information on how to recruit is available to managers of the company at their own convenience (A. Kavetsky, personal communication November 13, 2004).

A myth about training is that older workers are not receptive to e-learning is untrue. ("Adding employee perspective", 2004). The results of a survey conducted by AcheiveGlobal, an international provider of training and consulting services, revealed that more than half of respondents with over three decades of employment preferred blended classrooms, which consists of instructor-led training, custom e-learning courses, workbooks, workplace assignments and electronic delivery. Only 37 percent preferred classroom-based training ("Adding employee perspective", 2004).

Web-based training is an e-learning tool. There are pros for this type of training when compared to live instructor-led training.

Web Versus Live

- The web-based seminar is available at your convenience, 24-hour and seven-day-a-week. There are no pre-determined times or for a set amount of time.
- Less time is wasted at a web class. There are more distractions into a live classroom than in a web classroom
- The web-based location is up to you, all you need is an internet connected workstation.
- In the web version you can go back and review any points at any time.
- Web-based training versions can be updated easily.
- The expense of training per employee is much less.
- However, role-playing and interaction with the instructor and the participants are more challenging in a web-based seminar.
- Putting off. When dead lines are left up to the individual, there can be a tendency on the part of the web participant to delay (McCarthy, 2003).

An important element in the success of web-based sessions is the involvement of the management. To be successful the owner or the general manager must be fully vested in the training and in the end results not just in scheduling but also participating in its success (Adams, 2003). Web-based training frees up the supervisor and allows the new employee to get the full

benefit of knowledge, instead of the 20% percent of the system that the supervisor knows (Adams, 2003).

A common example of online training in the hospitality is training in property management systems (PMS). While PMS is such a natural fit for web-based training, there are some things that you can never do online. For instance, how to make a bed or service a guestroom or learn how to use a dishwashing machine cannot be taught as effectively online.

Another popular training method is blended learning. Blended learning combines the advantages of many training practices and typically consists of instructor-led training, custom e-learning courses, workbooks and other print-based materials, and workplace assignments. The popularity of blended learning could be attributed to the need for organizational leaders to reduce employees' time away from their job (ASTD, 2004c).

According to a survey conducted by the American Society of Training and Development, U.S. respondents believe that blended learning accounts for 16.1 percent of all training in the United States. It is projected to increase to 29.4 percent by 2006. Most U.S. respondents consider blended learning to be either generally efficient (46.2%) or very efficient (19.2%) (ASTD, 2004c).

Many training departments develop partnerships with universities, providing the employees with skills and technical training and with leadership development ("Top training equals top place to work", 2004). Many companies offer tuition reimbursement programs that allow employees to

pursue bachelor's and master's degrees ("Top training equals top place to work", 2004).

A new trend in training is internal certification programs. There are purported to take training to the next level, especially for jobs with exposure to customers such as product management and support, customer service, sales. Certification programs are especially good for employees. This is a good way of identifying areas of employee weaknesses (Hatch, 2004).

Challenges in training

Because training overlaps daily operations, it is difficult for companies to measure how much they spend on training (Higley, 2004). Therefore, measuring return on investment (ROI), (how effectively the company uses its capital for training and the profit from that investment), is also difficult to evaluate (Chapman, 2004).

In 1956, Kirkpatrick first published his survey-based, four-part system for determining the efficacy of training programs. A sliding scale based on attendee surveys that examine everything from how much they liked the session, to what it changed about how they do business. Today, the ASTD has added a fifth measure of evaluation, Kirkpatrick's four original measures are still very much in use (Chapman, 2004) (see Appendix I).

Another challenge in training that can result in burnout is charging an already overtaxed workforce with the responsibility of acquiring more knowledge and skills (Chapman, 2004). Eight hours per day is usually about

the limit for intense training. The answer to that is not to overload the participants' daily schedule, to include fun elements in the sessions, to build in frequent breaks as to leave some downtime for attendees (Chapman, 2004).

A survey conducted by AchieveGlobal, of 1,100 full-time workers from the U.S. and U.K., representing a range of industries, organization sizes and positions, found that employers who assimilate employees' opinions and preferences into their training programs can make measurable differences in key performance indicators such as overall job satisfaction. ("Adding employee perspective", 2004). Findings from this study include: (1) employers must recognize that the method of training delivery significantly impacts employee satisfaction and buy-in, (2) employers need to know which training programs are valuable to their employees. Surprisingly, the most widely offered training programs, such as new employee orientation and workplace issues training, ranked relatively low in value in this study. Instead survey respondents sought more technically oriented training offerings, ranking financial and marketing skills as top priorities. Moreover, managers, professionals, administrative personnel and service line associates all desired basic leadership and teamwork skills training ("Adding employee perspective", 2004).

Learning organizations

According to Waterman, top companies seem to organize around people...honoring these needs – feeling in control, something to believe in, challenge, lifelong learning, recognition (Skyrme D. Associates, 2004). Employees, especially those with requisite skills, are an organization's most important assets. Properly training allows employees to operate in an environment that allows them to develop their talents and their personality. The environmental influence that encourages employees to exercise initiative and seek to develop the knowledge and skills to do their current and future jobs is an important prerequisite for a learning organization. This is particularly true in hospitality, where every guest has different expectations. There is no way one can train for every eventuality. In addition, management wants its staff to be spontaneous and to respond to guest expectations. Therefore today's hospitality training professionals' need is to shift their attention from training to learning. Promoting, guiding, enabling and supporting learning must become the focus of their activities, moving from their traditional role of providers of training into facilitators of learning (Sloman, 2003).

According to David Skyrme Associates, a networked management consultancy, there are four levels of learning:

Level 1: Learning facts, knowledge, processes and procedures.

Applies to known situations where changes are minor.

Level 2: Learning new job skills that are transferable to other situations.

Applies to new situations where existing responses need to be changed.

Level 3: Learning to adapt. Applies to more dynamic situations where the solutions need developing. Experimentation and deriving lessons from success and failure is the mod of learning here.

Level 4: Learning to learn. It is about innovation and creativity; designing the future rather than merely adapting to it. This is where assumptions are challenged and knowledge is reframed (Farago & Skyrme, 1995).

Furthermore, strategic planning experts Hamel & Prahalad (1994) believe that organizations that achieve learning at the fourth level reinvent not just their organization but their industry.

CHAPTER 3

METHODOLOGY

Introduction

All research methods involve compromises with reality. Qualitative research is subjective in nature and it leaves much of the measurement process to the discretion of the researcher because it does not use rigorous mathematical analysis. Therefore, qualitative research often has issues of reliability, where it may be obtained different results over time and across situations (Zikmund, 2003a). Furthermore, since samples in qualitative research are often small compared to quantitative projects, it may be difficult to extrapolate results to a larger population. Thus, the researcher must be cautious in generalizing (Zikmund, 2003b). On the other hand, qualitative methods are considered by many to be preferable to quantitative methods because they have the ability to measure what it is intended to be measured. Furthermore, this kind of research reveals unexpected and valuable information that there would be never revealed through a quantitative research (Zikmund, 2003b).

Research in general also can be classified in two categories: Implicit and explicit. Explicit measures allow participants to think about their evaluative response and respond in any way, using their conscious mind. Implicit measures minimize controlled thought from participants. At least 95 percent of all cognition (thinking) occurs below the level of awareness, while only 5 percent occurs in consciousness (Zaltman, 2003b). Thus, participants in an explicit research (such as a survey) will reveal only information they want to reveal, especially on sensitive topics of inquiry. In addition, in many cases they will not consciously know the answers. In explicit research, it is not unusual the participants' attitude, recorded by the researcher, to be different from their behavior (Latour, 2004). This research uses a qualitative, implicit method of data collection, Zaltman's Metaphor Elicitation Technique (ZMET).

Gerald Zaltman is a renowned professor at Harvard Business School and a co-founder of the research and consulting firm Olson Zaltman Associates. Many respected corporations, including Procter & Gamble, General Mills and AT&T, use the ZMET, developed by Olson Zaltman Associates, to understand the mental models underlying customer and manager thinking and behavior (Olson Zaltman Associates, 2005).

Researchers from various disciplines have developed different devices for mining the unconscious mind in order to create real value for participants. ZMET's device involves metaphors. By inviting the consumers to use metaphors as they talk about a product or service, ZMET researchers bring consumers' unconscious thoughts and feelings to a level of awareness where

both parties can explore them more openly together. Metaphors can hide as well as reveal thoughts and feelings (Zaltman, 2003c).

The Zaltman Elicitation Technique is based, in part, on the fact that most human communication is visual and non-verbal. The ZMET method assumes that people think in pictures and that pictures evoke emotions. ZMET findings are also consistent with research showing that people use sensory experience to make decisions and to express abstract idea. This indicates that sensory images are important media of communication (Olson Zaltman Associates, 2005).

Another theory that uses pictures in a similar way is McClelland's experiment, the Thematic Appreciation Test (TAT). The TAT consists of showing individuals a series of pictures and asking them to give brief descriptions of what is happening in the pictures. The responses are analyzed in terms of the presence or absence of certain themes. According to David McClelland, regardless of gender or culture, people are driven by three motives (Ratzburg, 2003):

- Achievement (nAch): The need for achievement is characterized by the wish to take responsibility for finding solutions to problems, master complex tasks, set goals, get feedback on level of success. However, high achievement motivated managers may be reluctant to delegate authority and responsibility. Thus, high achievement motivation may be expected to result in poor performance of high-level executives in large organizations. Achievement motivation is positively related to the

leadership of small task-oriented groups and small entrepreneurial firms and negatively related to the effectiveness of high-level managers in complex organizations (Ratzburg, 2003).

- **Affiliation (nAff):** The need for affiliation is characterized by a desire to belong, and enjoyment of teamwork, a concern about interpersonal relationships, and a need to reduce uncertainty. Individuals with high affiliative motivation tend to be non assertive, submissive, and dependent on others. As managers, highly affiliative individuals are predicted to be reluctant to monitor the behavior of subordinates, give negative feedback to others, or discipline their subordinates (Ratzburg, 2003).
- **Influence/Power (nP):** The need for power is characterized by a drive to control and influence others, a need to win arguments, a need to persuade and prevail. A high power motivation, greater than the affiliation motive is predictive of leadership effectiveness. High power motivation is predicted to result in effective managerial performance in middle and high-level positions (Ratzburg, 2003).

Data Collection Procedures

Each ZMET interview is a one-on-one discussion approximately one hour in length. To prepare for the interview, participants (training professionals) spend a considerable amount of time thinking about the topic, and locating three to ten appropriate visual prepared images from magazines,

newspapers, books, the Internet, or other sources. Furthermore, if the person had an image in his/her mind but couldn't find it in a magazine or newspaper, then the participant could draw that image. Usually, those prepared or drawn pictures represent the interviewees' opinions and impressions. In this case, the opinions and impressions are about the participants' role in the hospitality industry. As a result of the pre-planning stage, participants arrive for the in-depth interview at an advanced stage of thinking, ready to discuss their opinions and impressions (Olson Zaltman Associates, 2005).

During a ZMET interview participants would use metaphors to describe the pictures presented to them. Occasionally, the interviewer uses special probing techniques to explore why key ideas are relevant to the participant (Olson Zaltman Associates, 2005). Open-ended questions were then used to get participants to elaborate their opinions and impressions more completely. This is especially important in the event that participants did not adequately prepare for the interview.

Sample Selection

Since this study seeks to assess the opinions and impressions of training professionals about their role in hospitality, the need to combine the expertise of training professionals with personal experience in the field of hospitality is important (Zikmund, 2003c).

Research for this project took place in Las Vegas between November 13, 2004 and January 11, 2005. Ten training professionals in various

positions from two different hotel-casinos in Las Vegas, Nevada, were interviewed. Five participants, one human resources' training manager and four training and development coordinators were selected to participate in the survey, from an on-the-Strip resort and casino that opens in 2005. This property has approximately 2,700 rooms and promises to provide a different kind of experience. The other five participants came from an off-the Strip Las Vegas hotel casino. Among these participants were a hotel division training manager, two food and beverage training managers, a housekeeping training manager and a reservation training coordinator. This second property has 2,500 rooms and is one of the many hotel-casinos of one of the largest casino providers in the world.

Benefits

The two properties selected for this research are representative examples of hotel-casino providers in Las Vegas and the United States. The first one was built by a personality that has changed the "image" of Las Vegas. He was the chairman and CEO of three of the largest and most successful hotel-casinos in the world. The second property has an occupancy rate of 92% even though it is located off the Strip.

Participants in this research are experts in their field. Together they represent both genders, a variety of years of experience in the field of hospitality, and a range of different training responsibilities.

Limitations

Participants in this study came only from two large properties averaging 2,600 rooms each. Both properties are members of giant hotel-casino corporations. Thus, the sample does not include smaller lodging/casino organizations and it does not include different types of hospitality (time shares, restaurants, etc.).

Both properties in the research provide lodging, gaming, entertainment, spa, convention, food and beverage and golf services. However, before generalizing to a larger population, it is advisable to research companies of different sizes and sectors of hospitality, as well as companies that only offer one service at a time and compare the results with the two “multi-functional” companies of our sample.

Finally, Las Vegas is a unique tourist destination. In this market, room rates fluctuate on a daily and hourly basis, and over 40 million people visit Las Vegas every year. In a traditional tourist destination room rates fluctuate based on seasonality or weekdays versus weekends and the size of the potential guest market is much smaller (R. Hendler, personal communication, September 20, 2003). Furthermore, Las Vegas is a year-round destination, where everything is open twelve months per year, seven days per week and twenty-four hours a day.

Analysis of data

There are two key skills in ZMET interviewing: 1) listening for relevant concepts and metaphors and, 2) then probing to more fully understand the meaning of those concepts and metaphors. Thus, it is important to evoke as much from the first skill as possible and then try to bring in the surface more thoughts and feelings.

The analogous skill in ZMET coding is seeing the concepts and metaphors, recognizing them in the transcript and then coding them in a manner that can be efficiently retrieved and understood in making subsequent interpretations.

Coding Process

The goal in coding is to identify the key meanings the participant is trying to express. It is not possible to code everything; therefore, this identification process is especially important. This clearly indicates that coding is an act of interpretation by the coder. Many judgments will be made during the course of coding. Therefore, coding is essentially an act of interpretation.

Coding Concepts-Creating Constructs

To identify aspects of a participant's meanings collected in interviews, three things are included: 1) identification of transcripts-constructs, 2) identification of the links between transcripts and constructs and, 3) collection of associated stories/metaphors/vivid descriptions. Constructs need to be linked together to more fully capture the meaning they represent. Meaning is

largely given in the links between concepts. The researcher seeks to identify the major concepts and metaphors from a transcript of interviews conducted.

Coding Linkage between Concepts

In coding the relevant association between concepts, we will seek to capture two broad types of associations, connections, or linkages. One important link is the causal connection between two concepts. For example, in probing the issue of how friendly hotel employees make the guest feel comfortable we might code a person's perceived psychological sense of a causal connection, not a physical or tangible causation.

The second link is a simple association between two concepts. Some concepts are associated with each other, but not necessarily in a causal manner. Thus, in order to understand the association among constructs that a particular group of training professionals holds, a consensus map is developed. A consensus map is a display showing the opinions and impressions that training professionals share about their role in hospitality. These are connected in similar ways. Zaltman might refer to the consensus maps as an anatomy of the mind of the training professionals. Those ten conventional one-hour, one-to-one personal interviews produce the same number of ideas as 10 focus groups involving a total of eighty people. As Richard Wirthlin, CEO of the strategic research and consulting firm Wirthlin Worldwide, notes, "It never ceases to amaze me how, when interviewed carefully, so few people can generate such broadly representative ideas" (Zaltman, 2003d, p. 150).

In creating the consensus map for the opinions and impressions of the training professionals Atlas.ti Version 5 software was used. This software makes it possible to display key concepts and the linkage between them in a better and more comprehensive way, and visual manner (see Appendix IV).

Coding Metaphors and Vivid Stories

It is important in this type of research to identify the most relevant metaphors mentioned by participants. The most interesting and relevant of these stories and vivid descriptions were collected for this purpose (see Appendix III). Sometimes using ZMET it is possible to link one story to another. This occurred in our data analysis.

Chapter Summary

This chapter discussed a description of the research methodology used and the reasons for selecting such methodology. The type of research, data collection procedure, sample selection and data analysis were presented.

CHAPTER 4

DATA RESULTS

Introduction

Chapter 4 presents the results and findings of the analysis conducted for this study. Figure 1.1, illustrated in Appendix IV, presents a conceptual map of the qualitative findings of the research about the role of training professionals. Furthermore, more explanatory consensus maps of five strong concepts, such as, the meaning of deadlines in Figure 1.2, the meaning of development in Figure 1.3, the meaning of measurement in Figure 1.4, the meaning of frustration in Figure 1.5 and the meaning of change in Figure 1.6 are also presented (see Appendix IV).

Picture Interpretation-Constructs

Teamwork

A strong concept evident in four (of the ten) interviewees was teamwork. In several pictures, teamwork was represented by a puzzle, where putting together every single piece of the puzzle was vital for its completion.

These were depicted by such things as a group of athletes holding together the torch of victory, by a human pyramid where everyone's focus was imperative for the overall, by a sand-trap where all the grains of sands were components of the organization, and by a flag where was written "go team". It is critical for the success of the organization that the training and development department not only interacts effectively among its members but also interacts effectively with the rest of the organization's departments. Thus, for training professionals to be team players is imperative. Since, training professionals' role is to nurture and promote, it is logical that they see themselves as ambassadors of the teamwork ideal to the rest of the organization's employees.

Deadlines

"Deadlines" were also represented in four of ten participant drawings. Clocks were depicted in several. Training professionals have various responsibilities. For instance, training professionals in human resources are responsible for the training and development of the employees. However, division-training managers are responsible for the training, and often of the hiring and development of their department's employees. Consequently, deadlines produce lots of stress and anxiety. According to two of the interviewees, possible solutions to the stress problem are prioritization of projects, versatility and time management (see Appendix IV).

Prioritization is putting projects or assignments in an order of importance or deadlines. Furthermore, versatility is the capability to juggle around different tasks. For example, if today's priority is to work on project A and tomorrow to leave aside project A and start working on project B, then the training professional must have the versatility to do it. Finally, time management is the ability to make the most of your time, without wasting time on unimportant tasks.

Versatility can take another form. In today's competitive environment training professionals must have personality, multiple skills and talents in order to train and develop the human capital efficiently.

Inspiration-Motivation

Training professionals must motivate and inspire their trainees. They have to inspire confidence in them and the only way to do that is to feel confident themselves.

There is a difference between training adults and children. Adults need motivation in order to learn effectively. The trainer has to provide trainees with good reasons on why they need training. Motivation might be economic (monetary) or it can be personal satisfaction from their job or the organization's environment. Three interviewees noted that trainees often feel like prisoners.

Trainees often exhibit resistance during the training process. Several reasons, including boring training materials, are responsible for this resistance. Employees, like most people, are also resistant to changes and

training is often viewed as change. Finally, sometimes when training is taking place employees feel that there is something they are doing wrong.

Therefore, they have to be trained in order to change. These negative perceptions of training result in resistance, and disrespect for the trainers' job.

For instance, a food and beverage training manager expressed feelings of fear every time he was walking inside a training session because of that disrespect for his occupation.

Creativity

The answer that two interviewees gave for breaking training's resistance was creativity. Creativity was expressed in a picture by tapping, coloring, and pasting. Creativity was connected to fun and humor that are contagious. For example, trainers sharing personal stories and satirizing personal mistakes is a good method to make trainees feel comfortable, to challenge their attention and to make training more effective.

According to a division-training manager, creativity is increasingly important when the department has a strict budget for training. The picture that was selected to represent that concept is desert scenery where plants must be creative in order to survive.

Training

Training professionals are responsible for training the human capital of an organization. Training is imperative for acquiring the necessary skills for the job in order to provide customers with the organizationally-intended service.

Two interviewees mentioned legendary service that signifies a unique and

consistent service. Consistency in the service is the key element to acquiring and maintaining a good reputation for the organization, where customers would be repeat customers and not one-time customers. Furthermore, training educates employees in the mission statement that helps the employees in all-decision making and focusing in their jobs. Moreover, training educates employees in the philosophy and the goals of the company. It is important for the training professional to align the employees' personal goals with the organization's goals.

An efficient method of accomplishing effectiveness in training is to adjust training with the participants' learning styles. Some people have the ability to be very good auditory learners, some good visual learners, some good tactile learners and some all three styles of learning. Thus, it is imperative that training sessions incorporate all three learning styles in order to deliver an effective training session for everyone.

Development

Many training professionals, especially those from the human resources department, are responsible for the development of the human capital. Development's goal is the future responsibility and career growth of the human capital. The majority of interviewees agreed that the human capital is the basis of an organization's success. Developing employees from inside the organization is vital for maximum performance from employees and for such things as the reduction of employees' turnover. One interviewee noted the importance of mentoring in development when he noted, "I am mentoring

them (employees) to be individuals that would function well within a major organization because some of them will move on into other areas of the organization down the road... I will assist them in getting them where they need to go." Three training managers emphasized the importance of promoting from the inside into leadership positions. Thus, developments through leadership training seminars or through mentoring are important for internal promotions (see Appendix IV).

Hiring

Some training professionals are also responsible for hiring employees. Two female division-training managers mentioned that both hiring practices and hiring criteria are changing in hospitality. Since, front-line employees interact with customers, personality is a very important asset. Trainers believe that while behaviors can be changed, attitudes are often unchangeable. To these people personality is something you cannot be trained to learn. Therefore, hiring practices are changing in order to reveal personality and team player spirit during the selection process. Group interviews are used in order to put a group of candidates in a team setting. Furthermore, candidates are called to participate in several games in order to be evaluated for their personality and their team-player spirit.

Measurement

One female training manager states: "Inspect what you expect." It is important to measure the effectiveness of training in order to evaluate the training practices. There are several ways to evaluate training such as,

internal promotions, retention rate, employees' turnover, productivity and customer satisfaction surveys where wait time and friendliness is measured. According to a male food and beverage division training manager observation is a valuable tool, where employees are observed during their shift before and after the training they have received (pre and post evaluation) (see Appendix IV).

Keep Current

Another training professional responsibility is to design training. Research is imperative in order to be up-to-date. Research can be made through Internet, bookstores and libraries. In order to give knowledge, training professionals must be knowledgeable and keep current in everything that deals with their field.

Frustration

Four interviewees, referred to frustration. One referred to the frustration caused by paperwork. He is quoted: "It doesn't matter how good you may be in what you are doing there are always certain things that are going to be frustrating to you..."

A food and beverage-training manager referred to frustration as his feeling about his trainees when they were not "getting" it. One of the things trainers do is that they have to read the people in their class, just like front-line employees have to read their guests and act accordingly.

A food and beverage-training manager felt the frustration of the overload of projects and people. She quoted "A big part of a training person's

job is to be able to take everything that comes at you, because so many different things come at you every day and being able to make that work for you and make it work for the organization.” The solution is to prioritize according to the importance and the urgency of each project (see Appendix IV).

One training manager, relatively new to her job, also found great frustration in learning about the intricacies of the industry.

Change

All ten interviewees agreed that there is a change taking place in the hospitality environment. First, the customers’ expectations have changed, leading to a vital need for more skills for the hotel employees to acquire. Being proactive is the answer to being one step ahead of your customers’ needs.

Products have also changed accordingly to the customers’ needs. For example, in the casino floor, slots used to accept or payout in money or tokens. Today, they give and accept paper tickets. All employees that will deal with the slots had to be trained in those changes.

Technology has brought big changes in training. First, one interviewee emphasized that nowadays during training sessions, trainers can play movies and sound. Thus, training sessions had become more fun and less boring. Online training like e-learning (electronic learning) is becoming a big trend in hotels’ training. Five interviewees explained that now employees in their hotel have the option to go home and work from the convenience of their home

computer and they can cover the same training material without having to attend training sessions in the traditional class setting in a specific time and place. A training coordinator very characteristically said: "because of these changes the training department had become more of a learning facilitator and less of lecturer."

According to a human resources' training manager it is important for the (leadership of the) organization to recognize the importance of developing the organization's human capital. This leads to the development of learning organizations or development organizations, something that 10 years ago few organizations knew anything about. He quotes: "There are organizations out there that are still antiquated in the way they operate, they are going to have problems because they don't believe in developing their people and the human capital and this is one reason why those people (the employees) leave these organizations."

According to a food and beverage training manager: "Sometimes after 10 years it needs to be changed so things that may have been normal or may have worked in the past need to be changed up a little bit." "Sometimes we have to change things and we have to make the rules different, not bad, good, wrong, just different." Thinking outside the box and how to make the business operate better are the answers to that challenge (see Appendix IV).

Importance of the training professional's role

All participants agreed without hesitation to certain things about the importance of their role and their position, based on the fact that developing

and training the human asset of the company is vital. Furthermore, the training department is the first impression for the new hires in a company. Finally, the training department is responsible for the employees' education on the mission, the philosophy and the goals of the organization.

Love for their job

All participants agreed that they loved their job. They feel excitement about going in their job most of the times, depending on what is going on the next day. A male human resources' training manager and a division-training manager expressed that he felt passionate about his job, about developing people.

Three division-training managers felt that they are learning from their trainees. One quotes: "I love it when I am in training and I am suppose to be the trainer teaching them their job; something new and I end up learning something from them. I am glad when I can take something from the class; we all love to learn new things."

Good listeners

Two division-training managers talked about the importance of being a good listener to the problems of their department. Characteristically the one labeled herself as the consciousness of her division. She quoted: "I try to give good advice when I am asked for... I try to remain fair and try to find what is better for the specific situation for everyone."

Stay healthy

An apple a day keeps the doctor away. A female division training manager represented health by bringing a picture with an apple. She believes that she has to have a healthy mind and spirit when she comes to work. People that come to work and are sick, they are actually considered ethically wrong because they are making other people contagious. The alternative to stay at home especially the days that the hotel is at pick is not an option.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this research was to identify the insights, emotions, expectations, feelings, and beliefs of the training professionals about their role in hospitality. This was accomplished through interviewing ten experts in training and development in two mega resorts in Las Vegas, Nevada. The Zaltman metaphor elicitation technique (ZMET) was used for data collection. The ZMET was developed by Gerald Zaltman and is based on interpreting metaphors from pictures brought in by the interviewees. Conclusions drawn from this qualitative study regarding the opinions and impressions of training professionals about their role in hospitality can be generalized with caution because: (1) the sample was small and (2) the research was a qualitative research; thus, the interpretation of the interviews were subjective. Chapter 5 presents the conclusions drawn from the research and offers recommendations for future research.

Conclusions

The ensuing conclusions are based on the results of the: (1) review of literature; (2) data accumulated by the ZMET interviews and (3) analysis of the study's findings and are the following:

- (1) Training professionals believe that their role is important because they increase the employees' loyalty to the company. Hence, the turnover rate of the employees decreases. This is achieved through developing the workforce and offering to the employees career opportunities for internal promotions. Moreover, development is a powerful tool for fostering an environment that will attract talented employees. The company that trains and develops its human capital has a reputation for valuing its employees and consequently that increases its pool of candidates.
- (2) Training professionals agree that their role is shifting from being a provider of training to that of a facilitator of learning. Promoting, guiding, enabling and supporting learning must become the focus of their activities in order to achieve learning organizations that reinvent not just their organization but also their industry.
- (3) Considering that management is responsible for ensuring that labor and capital are effectively used to increase productivity, managers were those from the

(4) employee groups, in 2003, that have received the largest percentage of training expenditures (including first-line supervisors, middle and senior managers, and executives).

(5) The responsibilities of training professionals are highly diverse and include:

- a. Training of the employees, teaching the skills that refer to their current jobs. The increasing competition in the hotel industry has raised the standards and the skills required for each position. Thus, the training required must provide the skills to the workers that would ensure a legendary service for the customer to come back and hence to ensure repeated business. Furthermore, training educates employees on the company's mission. This results in aligning the employees' personal tasks with the company's goals.
- b. Development that refers to the employees' career growth. There are several ways to develop the human capital of a hotel such as: (1) training programs offered inside the house. For example, seminars for managers to improve their leadership skills. (2) Reimbursement from the hotels when employees go back to school for acquiring a degree (3) Managers mentoring the employees that have talent and personality in order to prepare them for leadership positions.

- c. Hiring is often one of the various responsibilities of a training manager. In the hospitality industry, hiring practices are changing. Employers are starting to seek more candidates with qualities like personality and team player spirit and less for qualities that can be learned like experience or skills.

(6) Training techniques and training material are changing rapidly.

Technology, change in demographics, and terrorism are some of the reasons for those changes. Traditional in-house training is starting gradually to be substituted by e-learning, where the trainee can attend training seminars online from any convenient place equipped with a computer and a link to the Internet. Moreover, changing demographics and workforce characteristics mean adjusting with the new attitudes, cultures, values and motivation of the diverse workforce. Finally, especially after 9/11, training in security has become imperative especially for the hospitality industry.

(7) Training professionals face certain challenges in their occupation, such as:

- a. Measuring training efficiency is a challenge but it is not infeasible. According to Kirkpatrick's scale there are four levels in measuring training effectiveness such as: (i) reaction and planned action (ii) learning (iii) application and (iv) business impact. The American Society of Training and

Development has added a fifth level which is the return on investment.

- b. Deadlines that must be met produce stress and anxiety. Versatility, time management and prioritization are the answer.
- c. Frustration for training professionals to be effective in their job and frustration caused by the overload of paperwork, information, projects and people. More effective use of technology, efficient time management, prioritization of projects and versatility are the answers.
- d. Frequently, trainees do not understand the purpose of training sessions. Often they feel trapped because they believe that they have to attend obligatory boring long sessions and they cannot understand the benefit that they would get out of it. This results in disrespecting the trainers, the persons that deliver the training sessions. Hence trainers face two challenges. First, they have to make the participants understand the benefits for attending the seminar, "what is for them", and second, to find ways to make the session more fun and interesting for the participants.
- e. Stay healthy in the mind, the body and the spirit as it is considered unethical to come to work being sick.

(8) There are several qualities that a training professional must possess such as:

- a. Team player spirit. It is critical for the success of the company the training and development department to interact effectively among its members but also among the different departments within the organization.
- b. Creativity. Often trainees are resistant to participating in training sessions. Training professionals have to be creative in their training practices in order to make the trainees more receptive to training materials. Sharing personal stories, using humor and creating a fun environment are ways of making the participants feel comfortable and interested during the training session.
- c. Keep current. Training professionals often are responsible for the designing of the training sessions. Thus, they must stay current by researching the Internet, bookstores and libraries for new or updated material that would be used for training.
- d. Good listeners and people's persons. The nature of training professionals' occupation is that they are interacting with lots of people. Moreover, often employees from their department will come and seek for advices. Being a good listener is half answer to those problems.

Recommendations for Future Research

Participants in this study came from only two large properties averaging 2,600 rooms each. Both properties are members of very large hotel-casino corporations. Therefore, future studies should include the training and development departments of smaller sized properties.

Second, both properties are situated in Las Vegas, Nevada, a unique tourist destination. Hence, future studies should include more tourist destination along the United States for a more complete image of the hotel industry.

Third, this study has focused in the in-house training professionals. An extension of this study could be to interview training companies used by hotels to outsource human resources training and development.

Fourth, in addition to the qualitative method that it has been used, more objective quantitative methods such a survey could be used in order to approach a larger number of training professionals that are situated all around the United States.

Finally, a suggestion would be to use the same research method, the ZMET interview, in order to interview training professionals from Europe or other continents and compare the results with the current findings.

APPENDIX I

Levels of Measurement in Training

Table 1

A: Level	B: Measures
1. REACTION AND PLANNED ACTION	Participant's reaction to the program, Also provides specific plans for Implementation.
2. LEARNING	Skills, knowledge, or attitude changes.
3. APPLICATION	Changes in behavior on the job and specific application of the learning material.
4. BUSINESS IMPACT	Business impact of program.
5. ROI	Monetary value of the results and costs for the program, usually expressed as a percentage.

Source: Info-line, ASTD

APPENDIX II

University of Nevada, Las Vegas Department of Hotel Administration

INFORMED CONSENT

TITLE OF STUDY: Learning organization, an effective response to the increasingly unpredictable and dynamic environment of hospitality.
INVESTIGATOR/S: Kathyryn Latour (Principal Investigator), Valentini Kalargyrou (Co-investigator)
PROTOCOL NUMBER: OPRS #0410-1388

Purpose of the Study

You are invited to participate in a research study. The purpose of this study is to get a better insight of the thoughts and feelings that you as human resources professionals have about your role on developing the human capital.

Participants

You are being asked to participate in the study because you are a representative sample of the population under research, which are the human resources professionals.

Procedures

If you volunteer to participate in this study, you will be asked to do the following:

One week prior to the face-to-face interview you would have to find three pictures that ideally would describe your thoughts and feelings about your role as a human resources professional in developing the human capital in Wynn Las Vegas and the Rio in Las Vegas.

The duration of the interview would be approximately 30 minutes and you would have to explain through metaphors what the pictures represent to you, always in connection with the topic.

Benefits of Participation

There may be no direct benefits to you as a participant in this study. However, we hope to learn more about your feelings and thoughts about your role in the HR development.

Risks of Participation

There are risks involved in all research studies. This study may include only minimal risks. The level of anticipated risks may become uncomfortable when answering some questions. Feel free to stop the interview at this point.

Cost /Compensation

There will be no financial cost to you to participate in this study. The study will take thirty minutes of your time. You will be compensated for your time. You will be given after the interview one basketball ticket. The University of Nevada, Las Vegas may not provide compensation or free medical care for an unanticipated injury sustained as a result of participating in this research study.

Contact Information

If you have any questions or concerns about the study, you may contact

Dr. Kathy Latour: **895-1794.**

For questions regarding the rights of research subjects, any complaints or comments regarding the manner in which the study is being conducted you may contact **the UNLV Office for the Protection of Research Subjects at 895-2794.**

Voluntary Participation

Your participation in this study is voluntary. You may refuse to participate in this study or in any part of this study. You may withdraw at any time without prejudice to your relations with the university. You are encouraged to ask questions about this study at the beginning or any time during the research study. Even if you withdraw in the middle of the interview you would still receive one basketball ticket.

Confidentiality

All information gathered in this study will be kept completely confidential. No reference will be made in written or oral materials that could link you to this study. All records will be stored in a locked facility at UNLV for at least 3 years after completion of the study. After the storage time the information gathered will be destroyed.

University of Nevada, Las Vegas

INFORMED CONSENT (continued)

TITLE OF STUDY: Learning organization, an effective response to the increasingly unpredictable and dynamic environment of hospitality.

INVESTIGATORS: Kathryn Latour (Principal Investigator), Valentini Kalargyrou (Co-investigator)

PROTOCOL NUMBER: OPRS #0410-1388

Participant Consent:

I have read the above information and agree to participate in this study. I am
at least 18 years of age. A copy of this form has been given to me.

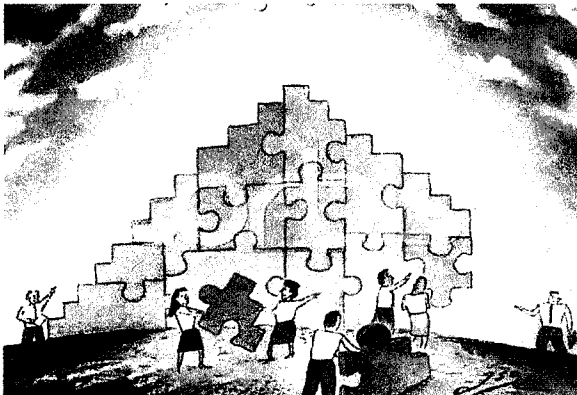

Signature of Participant

Date

Participant Name (Please Print)

APPENDIX III


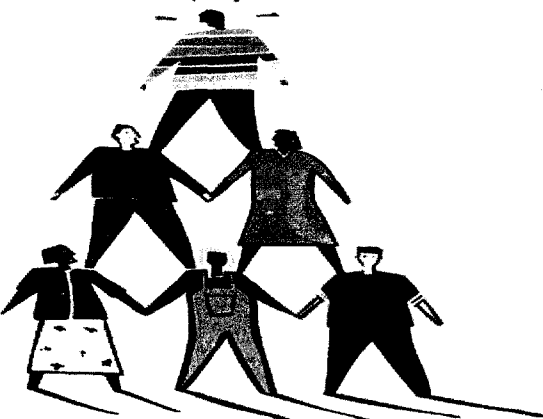
PICTURE ANALYSIS

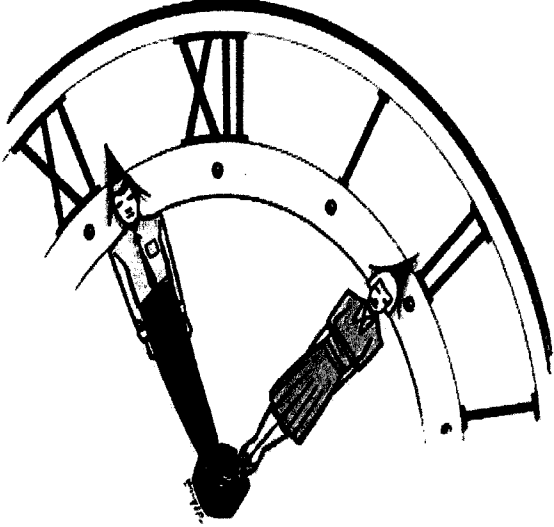

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Lola Female Training coordinator HR training & development 3 months 3 years 4 years
<p style="text-align: center;">Success</p> 	<p>"All of us have to put together puzzle pieces that are going to build its organizational commitment satisfaction, within a mingle which is excellent customer service and treating our guests. Each piece represents different departments; everybody has its piece to contribute. When one piece is not there, then it is not complete (the puzzle)."</p> <p>"I am holding one piece of something; The piece I am holding is one small piece of a larger project. Everybody has one small piece to a larger project."</p>
<p style="text-align: center;">Working together towards completion</p> 	<p>"The torch represents the company in general, what we are doing. I think that the torch completely represents the hotel once is opened. The torch is something that it is lit, it is open, something that all these people put life into. All of us have contributed to this hotel opening up and flourishing."</p> <p>"I see diversity, a lot different people. All these people have trained together to be athletes; they work together like we are trainers, we work on ourselves on daily basis to make ourselves better, the sport that we do, the job that we do."</p>


Nurturing growth



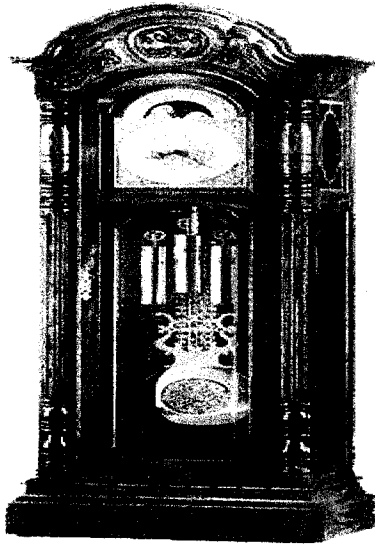
"I think that this picture is amazing because there are so many trees. It represents the other departments in our area, or in the hotel or all these trees can represent other establishments in Las Vegas. There is one big tree that all the people are doing their own little part to help make it grow, to help make it bigger. I feel that the new hotel shadows all the rest like the tree shades all the other trees. "I think that in all of these pictures I am so small in the rank of everything that is going on here. Like this person is one of the many people that are doing something for this company." "Everybody in my role contributes little by little by little to the company. I just think, since I just started I contribute just a little and what I contribute goes to somebody else and it accumulates as it goes down the line."

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Juliet Female Training coordinator HR training & development 3 months 2 years 2 years
<p>Full of knowledge</p> 	<p>"There are so many things about the industry, so many things thrown at us at once. A lot of different things to learn and memorize and we get stressful. I think that this is because this is a new property and because this is my first job. I am doing school and working. Luckily they all relate so that is a good thing. "</p> <p>"I just take all the things that I am learning and I apply to all the things that we are doing just everything like the training sessions, creating the presentations. Learning and utilizing at the same time."</p>
<p>Team work</p> 	<p>"This is a human pyramid. We are all part of a team, where if anybody falls or makes something wrong, we can all fall apart, but at the same time we all support each other. You need all the pieces to make it work."</p> <p>"I feel that being a part of a team is a good thing; I like it. I have always been a part of teams as extracurricular. This is the wrong industry if you don't want to be a team player."</p>

<p>Time / Deadlines</p> 	<p>“There is always a deadline that we are trying to work for, there is a specific amount of time that we are allowed for a specific task that we are doing. There is always that stress and pressure. The clock is ticking. It is critical to have everything done.</p> <p>“I like working under stress. I have always been like that. I have always tried to do everything done as quickly as I can. Some people would think that I am nuts. But I like being busy. I just think that is good. I work better under stress.”</p>
<p>Magnifying glass</p> 	<p>“Everybody is always critiquing what you are doing. We are new workers; we are trying to prove ourselves. You are constantly reviewing what you are doing. Even if the company were on the roll it would be the same. You are always being observed to see if you are capable of moving up or staying with the company. They always have to see how you are doing.”</p> <p>“I feel that this part (of being observed) is stressful. I like doing things on my own or doing with the team that is great, that is ok, but constantly being critiqued...”</p>

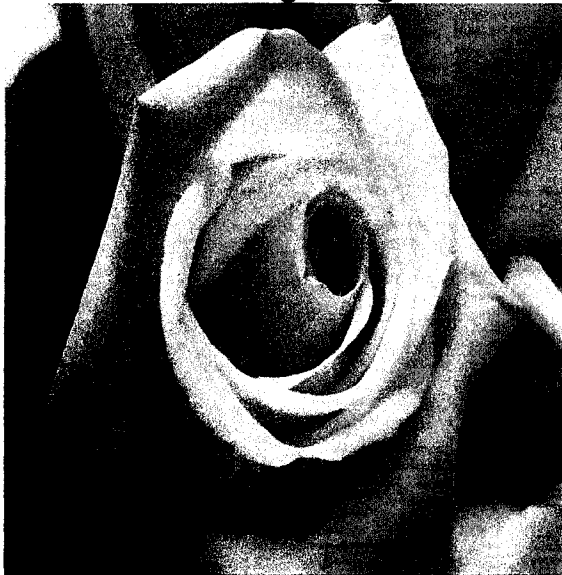
Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Nadia Female Training coordinator HR training & development 3 months 3 months 3 months
<p align="center">The emotional clown</p> 	<p>“Most of the times I am happy to be here, I am excited not bored, I have fun projects. I feel the sense of accomplishment at the end of the day. I have contributed something to the organization and that makes me feel good.”</p> <p>“I feel this way because I am here at the X hotel in Las Vegas. Everybody wants to come and work here we had already 60,000 applications in one month. To have this job makes me feel special because only the best people end up here, I am privileged to be here. I feel this way in this organization. I didn’t feel this way in my last job. People make the difference, because they are nice and polite.”</p>

Time is passing


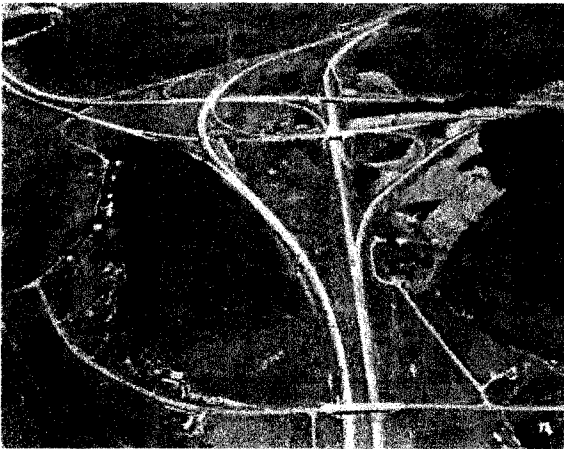


"My first day of orientation at the hotel X, I was given a little "X" clock which counts down the days, hours, minutes, seconds and even milliseconds until the exact hour of the opening of the hotel. This clock stares me in the face every second of the day that I am at my desk working. Believe it or not it has an immense effect on the way I function, because every time I look at it I see how fast the time goes by. I also notice that it only goes backwards and never forward which means that if I waste one minute, that is one minute of my life that I will never get back. I try to be very time conscious at work and therefore efficient in the way that I meet deadlines."

The beginning



"This rose bud represents me perfectly. I feel like a rose bud for many reasons. First of all, I am a young woman just graduated from college who has her whole life ahead of her. Like a rose bud, I am still fragile and delicate and need to have a sense of security when it comes to work as well as my personal life. This flower is not exactly new born, but it has began to open its petals a little. I feel the same way. Even though I don't have much experience in life, I do have some experience and I am not ignorant or immature. I also feel that eventually my career will bloom, develop and only become stronger and greater with time, as will this little rose."

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Chris Male Training coordinator HR training & development 3 months 3 months 7 years
<p style="text-align: center;">Motivation</p> 	<p>"It is a bulldog. It kind of signifies when we start talking what my responsibilities are, one of my primary responsibility is going in and speaking to department heads and motivating them and pushing them along and getting the work done with respect to X Learning Library. Making sure that they are getting the policies and procedures created, making sure that enough time is allocated and their minds to this project."</p> <p>"It is taking months and months to get people to understand this new format of training and the fact that it is going to be online, the fact that it is going to be with power points and some people just don't get that."</p>
<p style="text-align: center;">Choice</p> 	<p>"This picture is an aerial photo of high way interchanges. You can obviously go east, south, north, and west but there is multiple ways of getting to that. East would be one project, north would be another and so on and so on for west and south and it is kind of my decision on what route to take at any given time. As you are driving up an interstate you've got a choice. Do you go on your right and you go work on the X Learning Library project? Do you go left and head west and you go and work on e-learning, you can continue straight and work on business processes. I am very versatile in that respect."</p>

Unity


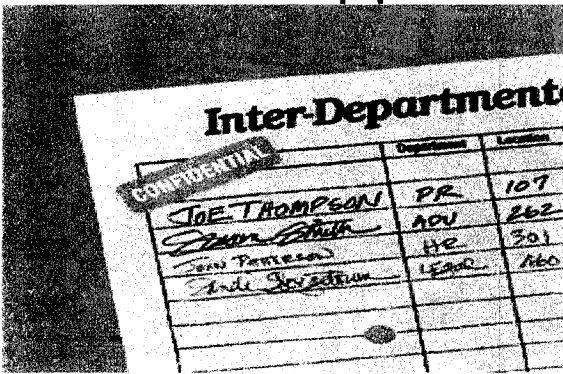


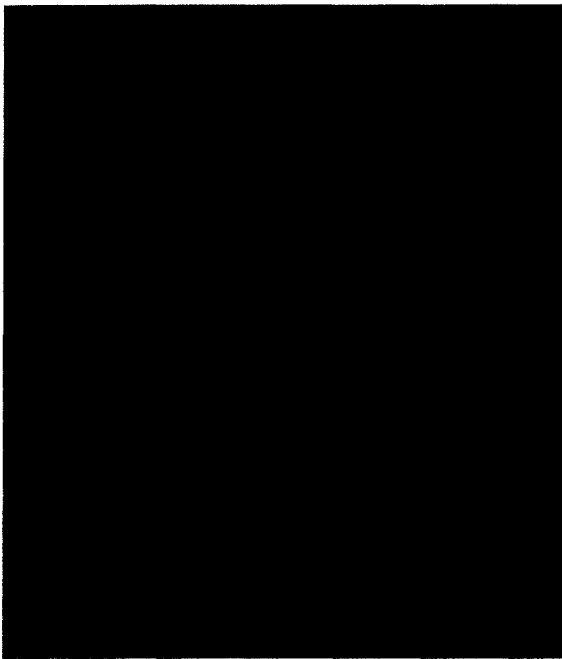
"It is a photo of a sand trap on a golf course. I see myself as one of the grains of sand."



"The sand trap represents the organization, the grains of sand within represent the employees and the components of that organizations."



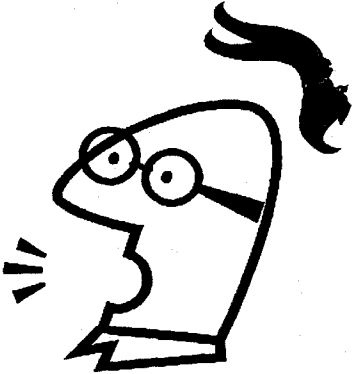
"The money, the lake up front, the trees, the customers everything are grains of the sand."

"I am this microscopic little piece right here on the edge."

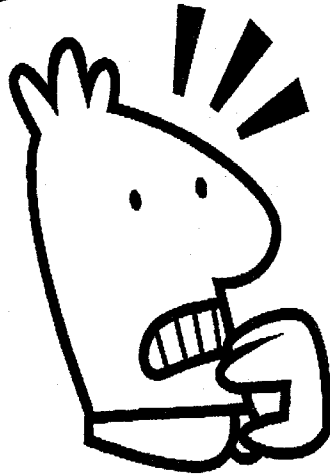
Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Anthony Male Training manager HR training & development 6 years 10 years 31 years
<p align="center">My perspective/my position</p> 	<p>"I look at the globe as to the career that I have pursued. The hand represents to me that I feel myself to be the most superior product related to all competitors and components contained within the sphere. That is why I hold the sphere and I own the sphere."</p> <p>"I believe that when I am going out there and I am developing 10,000 members of this human capital team they have to look to me with confidence saying whatever this persons' path is sending me down I have to have confidence in them because I am going to be a better person or I am going to be a better employee to do better things in life, the person that is telling you that they better have confidence."</p>
<p align="center">The frustration of paperwork</p> 	<p>"This is a representation of the frustrations of my occupation. That is the continual shuffling of the paperwork. This is an inter-departmental mail. This is not a full picture; this is a representation of what I feel. So it doesn't matter how good you may be in what you are doing there are always certain things that are going to be frustrating to you and this is one of them, and one that I though significant enough to mention it."</p>

<p style="text-align: center;">On target</p> 	<p>“This is a dart. I think that what we have done, we have the macro view of what I consider my skill level and my place in this spectrum of other competitors that I face in my occupation, my frustration and I think that this would indicate what brings me satisfaction. I think when I hit the bull’s-eye that means I see that individuals that I put through the development process that their aspirations come to (flourishing), they started here, they followed the recommendations, the development pieces I have put in place worked with them and now they have achieved what they wanted to achieve. So that is to me hitting the bull’s eye, that is my ambition when I come here every day to make sure that those things that I am developing for others for a system, hitting their own bull’s eye.”</p>
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Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Jack Male Division training manager Food & beverage 2 months 8 years 32 years
<p style="text-align: center;">Inspiration</p> 	<p>“This is a picture of someone reaching for the stars, someone inspiring people, this is how I look at my job. It is a lot different training, training adults than training children. This is a lot that is behind the pictures I picked. With kids is kind like they want to learn. A lot of time with adults they don't. You have to inspire them in order to make adults interested and to make them learn. What would inspire people is something the trainers have to think about.”</p> <p>“My goal is to let people know that the stars are out there and to help them get them in the net.”</p>
<p style="text-align: center;">Goal</p> 	<p>“What I mean by that is now that you have inspired them you have a kind to get them there. So that would be like to get the stars in the net.</p> <p>Some people are perfectly happy to do the same things every day, other people would rather learn new things. People are different. Everybody does not have the same goal. People are reaching their goal through you doing the training. Then you know that you are effective.”</p>

<p>Deep in thought</p> 	<p>"As a trainer you always hope that people get pieces of information. I always hope that they walk away thinking about what we have talked about, not only coming into class and that's it. Also from my perspective, hopefully I walk away as the trainer having learned something or having some thoughts about what the interactions I had with the people in my class."</p>
<p>Sense of humor</p> 	<p>"Training could be a lot of times a serious thing. I think the sense of humor goes a long way, I have also found that generally speaking over the years if you do things with a sense of humor and open mind yourself as a trainer the people pay more attention. I think that everybody can do it (have a sense of humor. I always had a good sense of humor, but it is how you use it."</p>
<p>Shock</p> 	<p>"My thought behind that is that hopefully as a trainer you don't want the people to fall asleep. Because you don't want people to fall asleep you can surprise people a little bit, because a lot of times we make them be there, you have to go to this class, I don't care if you hate it. I have classes that I have done because I had to do them; there were required classes." "So again what I want to try and do is even if something that might be boring, try to shock them a little bit and get to learn something that maybe they thought it was too boring."</p>

I am scared



"Sometimes I am shocked by the things people say in class or do in class. Lets call it I am scared. There are two reasons. One is as a trainer people tell me things about training: one is that someone who doesn't train thinks that the training is easy, to which I go "baloney". The other is people that don't do training think that people just get up and train, just sort of happens. I have spoken in as many as 3,000 people and I always get the same feeling of being scared."

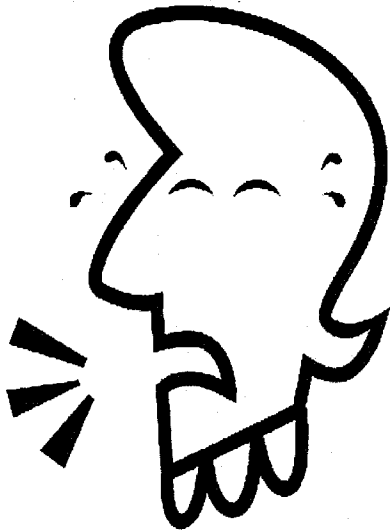
Wake-up



"Most people that work graveyard really love to be trained after their shift. If they get off at 8 o'clock in the morning you wouldn't want to wait until 10 or 11 am. Lets say that they get off at 8 o'clock, I try to do the class at 6 or 7, before they actually get off or right after they are getting off."



"Two things come from my perspective to (wake them up). If I am really tired and it is 3 o'clock in the morning doing training or 9 o'clock at night, I have to be perky even if I am not. I need a lot of coffee and the other thing I do is that I sort of talking myself into to it because it is important."

Frustration



"It is funny because with the job that I do, I teach the same things over and over again. Sometimes you can do a class and with the group you've got it is like the best thing in the world, and then you've got another group you are doing exactly or you feel you are doing exactly the same things and it seems like they are not getting it, just plain not getting it."

"Sometimes people would come to a training thinking that they know everything and that there isn't anything that I can tell them, and so they have come in with that preconceived notion that nothing is going to happen so that person is kind of hard to reach. But still as a trainer I try to work around it as much as I can. If I am doing something in a particular way, I will try to go in a slightly different direction to see if the light comes on for them."

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Kathleen Female Training coordinator Reservations 5 years 5 years 12 years
<p style="text-align: center;">Instruction</p> 	<p>"The picture signifies the interaction between the trainer and the new person. I feel approaching them with a happy and positive attitude is the best way and making them really comfortable. To me in that picture they have a rapport; they are really comfortable with each other. That is what I visualize and that is what I want with the new agent. I want to be the person that they can feel comfortable to come for any questions or concerns and not to be intimidated to think that they have to know everything."</p>
<p style="text-align: center;">Legendary team</p> 	<p>"One musketeer...ok, but 3 musketeers the whole group, the team legendary. So we have to be strong individually but ultimately the goal is as a team to prove yourself. But also the word legendary itself came to mind because when we formulated the verbiage that our agents had to use, the gentlemen who came out and assisted us with the training used the term legendary; how we want to provide legendary service. We have those people like Michael Jordan who are legendary because they are so good in what they do that always they are going to have that reputation and we want to grow to be legendary. There are so many good basketball players out there but nobody became legendary like him."</p>

Power



"This is obviously a woman of power, she is showing her stuff, she is showing what she is made off, she is not going to let anybody walk all over her and sometimes being women especially we have to portray that, we may do it in different ways, not show our flexing mussel but we just have to be committed and don't back down on something we are truly believing."

"The blue just strikes me as commanding, a lot of police officers ware the navy blue, there are a lot of uniforms that are navy, so that seems to be a commanding color, but yet the tie in her hair is like to be equal to the men but still keep her feminine side."

Never enough


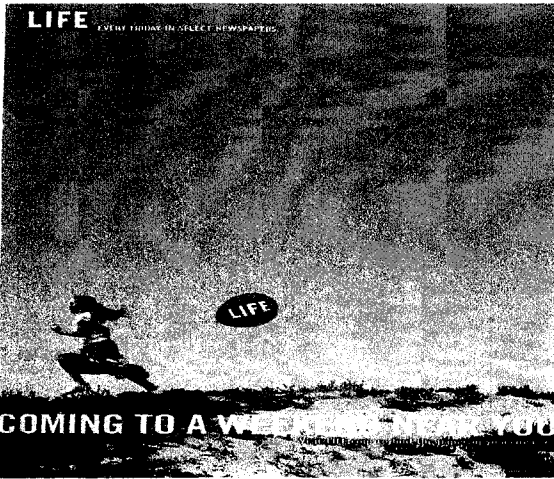


"This one I would imagine speaks for itself. Hanging on to the time, don't let it go any further. Wait there is not enough time in the day! There is not enough time, as far as the training, I feel that it should be more time given at the training to be more comfortable before hit the floor and go live but at the same if they had more training from me then they would take from my time, from all the other duties that I have to do, it is like a snowball effect. If I could give up some of my other duties and give more time to training I would love to do that, but ..."

Leadership





"I first see the mother guiding her child taking her by the hand and showing her what it needs to be done, which is what initially have to do in training as well, and that is how I see it. Then I saw the caption, I taught her to walk, now she is teaching me and I love it when I am in training and I am suppose to be the trainer teaching them their job, something new and I end up learning something from them. I am glad when I can take something from the class, or not even from the class just in general we all love to learn new things. But I also see family values coming out of this picture, where you have to be well balanced, have your home life and be happy and content there, for your work life to also be the same.

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	LeeAnn Female Division training manager Housekeeping 2 years 2 years 7 years
<p style="text-align: center;">Survival</p> 	<p>"This is a desert and it represents for me that I survive no matter what. In my business you give me anything, I am a very creative and resourceful. I will make something out of whatever you give me and I will survive. It is like this plant; no matter what temperature is out side it will survive."</p> <p>"I need to be creative because first, it depends on what you are going to train this person on, the subject, and in what position this person is going to get."</p>
<p style="text-align: center;">Important part of my life</p> 	<p>"It is a part of life. What we do is a part of life. We have got life and we give life. If you get the right employee by being there, by being loyal, it is a part of your life, it is a part of the hotel's life, you become a part of her, his life. If you think about it in another way you spend more time with your employees than with your family. It is real life."</p> <p>"I see the girl is happy and she is running forward, you never look back you have to always look forward, you have always to look at the horizon, no matter what. Some of the trainees say I can't get it and you have to make it happen for them."</p>

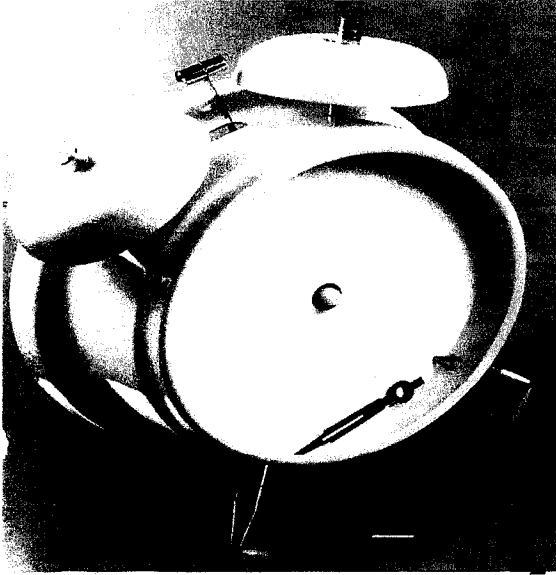
Harvesting your work



"For me I am not looking at the grass, I am looking something like wheat, for me I do a lot of things and I feel that a lot of people benefit from it, it is like I put the seed there and the seed is the employees and they grow and their knowledge somebody benefits from it themselves and when I am gone my legacy is going to be behind me and other people will help each other doing the same thing. I select to put the seed for the future of a department that is a part of a big company"

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Martha Female Division training manager Hotel Operations 6 years 7 years 15 years
<p>Spirit of organization</p> 	<p>"For obvious reasons you have to be in training, supporting of the bigger picture team development, not just individual, bigger picture team development."</p> <p>"Team building is important because you can't achieve greatness with one!"</p>
<p>Creativity</p> 	<p>"I am always tapping, coloring, pasting, being creative. You have to have fun. I have my fifty million children books here still, among all my books, like curious George. We did a whole team building and leadership workshop on curious George. You have to be playful and fun spirited not take yourself too seriously. Take your jobs seriously but not yourselves. Because if you take yourself too seriously you can be caught up on your individual success and failures and this is not what it is about. It is about the team, the bigger picture. And then if you are having fun everybody else is having fun. It is contagious."</p>

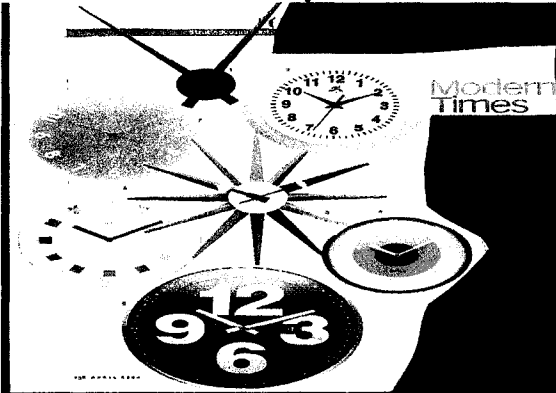
Deadlines



"When you are facilitating a program, a leadership workshop, you have deadlines to meet, if you say your class is going to be an hour, it has to be an hour. You can go under, you can never go over, so that part is to your credibility and meeting your deadlines."

"Usually people in a training program for the most part are prisoners, feel like prisoners and certainly if you go over the time limits then they are even more prisoners, so you cannot do that."

Modern training & development techniques



"This one all the different clocks I was thinking in training and development you always have to keep up current with the most current program, initiative, skills, learning and so must to be updated, so you know the most current."

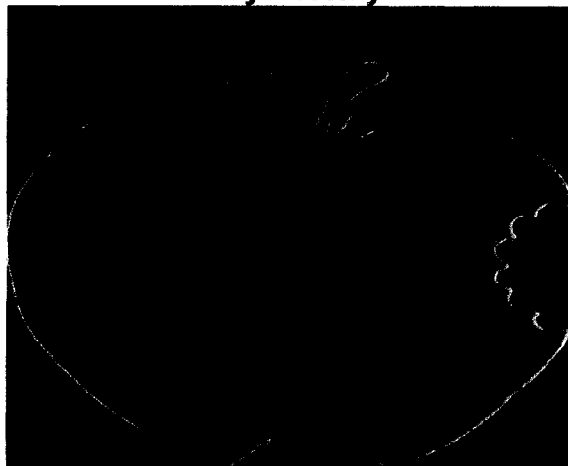
"You keep current through books, through Internet and constantly reading, I am obsessed with my books."

Research



"I love my books, I can never have enough books reading, that is the way you stay current. I go to bookstores, library, Internet everywhere. When I go to somebody's office I am looking on their bookshelves."

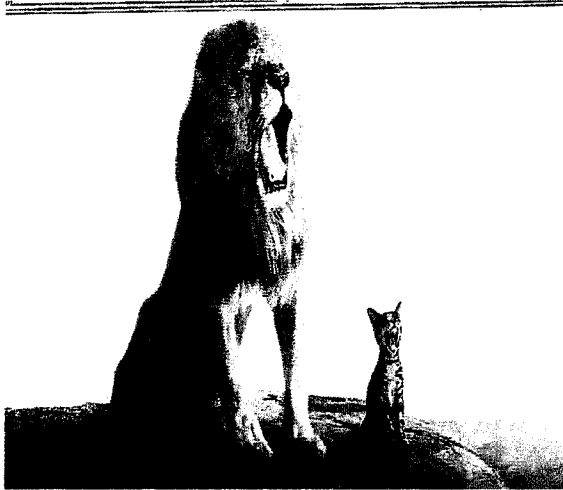
Stay healthy



"An apple a day keeps the doctor away. Cannot be sick. They say an apple would awake you up and keep you more alert than a cup of coffee. An apple a day you cannot be sick, keeps you healthy. We eat at my house like 30 pounds a week. My kids eat apples non-stop and it really does keep the doctor away. You got to be healthy mind, spirit, everywhere when you come to work."

"If you are sick very often, you are fired. If you come to work and you are sick, you are contagious and that is ethically wrong."

Discretion



"I love this picture because I think it is fun, because sometimes in your job you have to have a lion's roar and sometimes is more appropriate to have a kitty's roar. So discretion."

"Sometimes in a training class you have a person that is a prisoner and they are trying to give you a hard time and they are hackling you, they are always so abstinent and they are coming at you. So sometimes you have to start out this way and maybe come and stand by them, let them know you are in charge but then other times you have to take it outside, and say lets get outside and talk about this outside. It depends on your discretion."

Measurement



"Measurement, we measure what we think. Inspect what you expect."

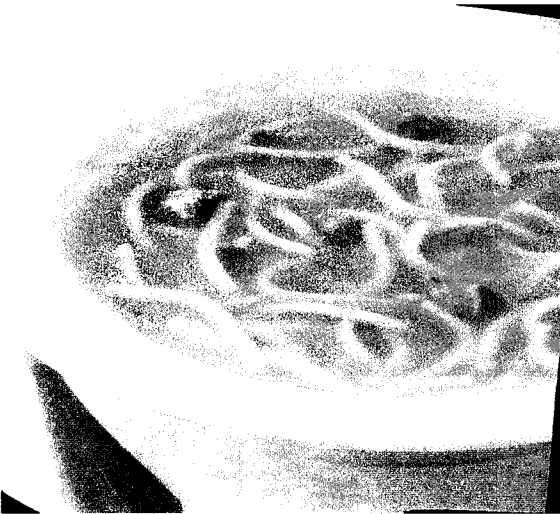
"You can measure training efficiency with the CSA, which are customers satisfaction scores by shift and we have to get A scores and if we move people that gave us a B and last time they gave us an A you can measure it that way. By turnover, retention, internal promotions, even though a department might lose somebody if he moves up that is good. It is not that hard to measure efficiency of the training program."

Rollercoaster



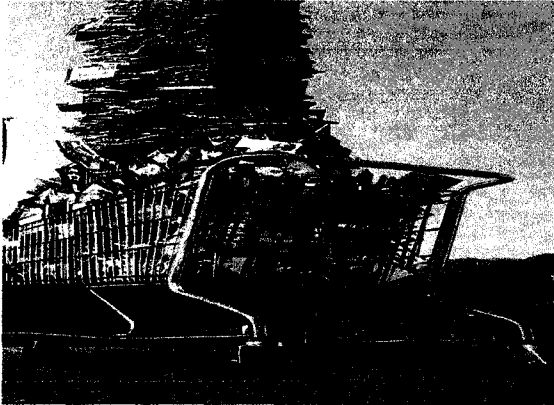

"Your days can be roller coasters. You never know each day is different with the guests, things can happen, you have seen New Year's Eve the light went out, rock star, everybody is doing well pshh, roller coaster, lights are out not so good right then, so you never know. You have to adjust with the roller coaster."

Nurturing



"This one is nurturing. You have to remember to be companionate and nurturing to your team. You have to nurture your programs; you have to nurture your team. People come to you and they seeking knowledge and information from you."

"Typically, I think trainers are good listeners and you just fall into this role of people for all kinds of things...personal, you become the consciousness of the division."

Name Gender Position Department Experience in present position Experience in training Experience in hospitality	Delinda Female Division training manager Food & beverage 2.5 years 2.5 years 9 years
Organization...or lack there of 	<p>"Sometimes I look at my job and it is overwhelming...."</p> <p>"A big part of a training person's job is to be able to take everything that comes at you, because so many different things come at you every day and being able to make that work for you and make it work for the organization, so that picture kind of describes that it is not always what it seems and there is always a lot more to it."</p>
Thinking outside the box 	<p>"Some things need to be changed so things that may have been normal or may have worked in the past need to be changed up a little bit. So here where the car is parked used to be a parking zone. Well now, it is going to become a non parking zone or maybe is going to be a parking zone for one person versus ten people."</p> <p>"Sometimes we have to change things and we have to make the rules different, not bad, good, wrong, just different. You have to make that work, in a week you might just go back and change it in what it was before, making it into a parking zone again."</p>

Bring out the best

THE BIRTH OF A NEW YOU
artists performing daily

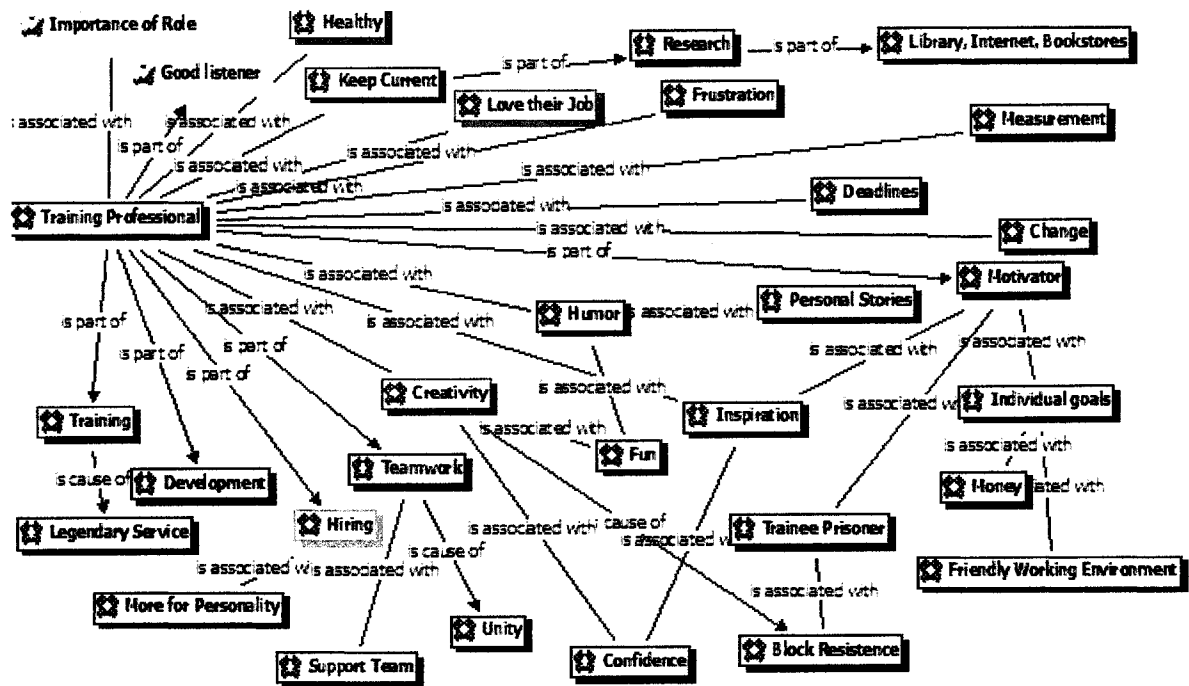


A part of a trainer's job is to develop people, to bring them the cocoon that they came into a beautiful butterfly. To me, it just shows a woman who walked into this salon and she had this whole team of people helping her to get to where she can be the best her, and in our job that is a big part of what the trainer does."

"This picture is about the people that are around you that allow you to develop yourself if you want and if you have the personality and maybe not the skills. They may be in their uniform and they can smile and can serve our best customers but sometimes you need to get there, and that is why the training team is here for."

APPENDIX IV

Figure 1.1 Consensus map of training professionals' role



The role of training professionals is crucial for the growth of the organization.
 "My role is very important, crucial because the human being, the employee is the most important person in the company especially in the hospitality business."

: Listen with your heart and without interrupting the person that speaks. Only then you can give good advices.

"I try to listen, remain fair and find what is better for the specific situation for everyone."

Healthy: Healthy in mind, body and spirit.

"An apple a day keeps the doctor away."

Keep current: Keep updated on any new training technique or material.

"I can never have enough books reading, that is the way you stay current."

Love their job: Feeling of excitement when training professionals go at work. Feeling of passion when training and developing the organization's employees.

"I love it when I am in training ..."

Training: Training professionals are responsible for teaching the skills that refer to an employee's current job in order to provide legendary service (a unique and consistent service.)

Creativity: Being imaginative and innovative.

"I am very creative and resourceful. I will make something out of whatever you give me."

Hiring: In some departments and organizations e.g. housekeeping, training managers are also responsible for the hiring of their staff.

"Training and hiring go together hand in hand. There are two faces of one coin."

Figure 1.2 Consensus map of deadlines

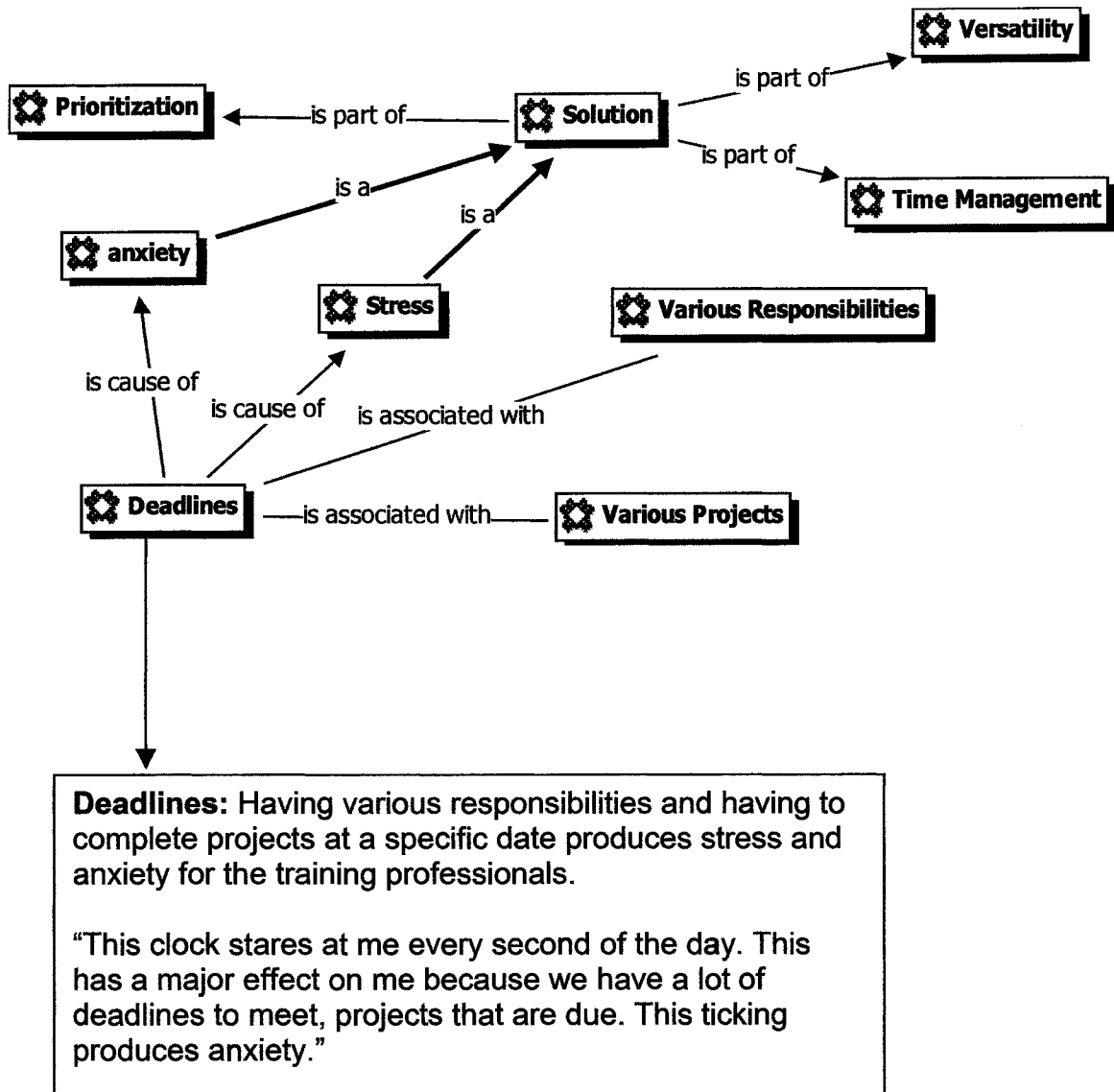


Figure 1.3 Consensus map of development

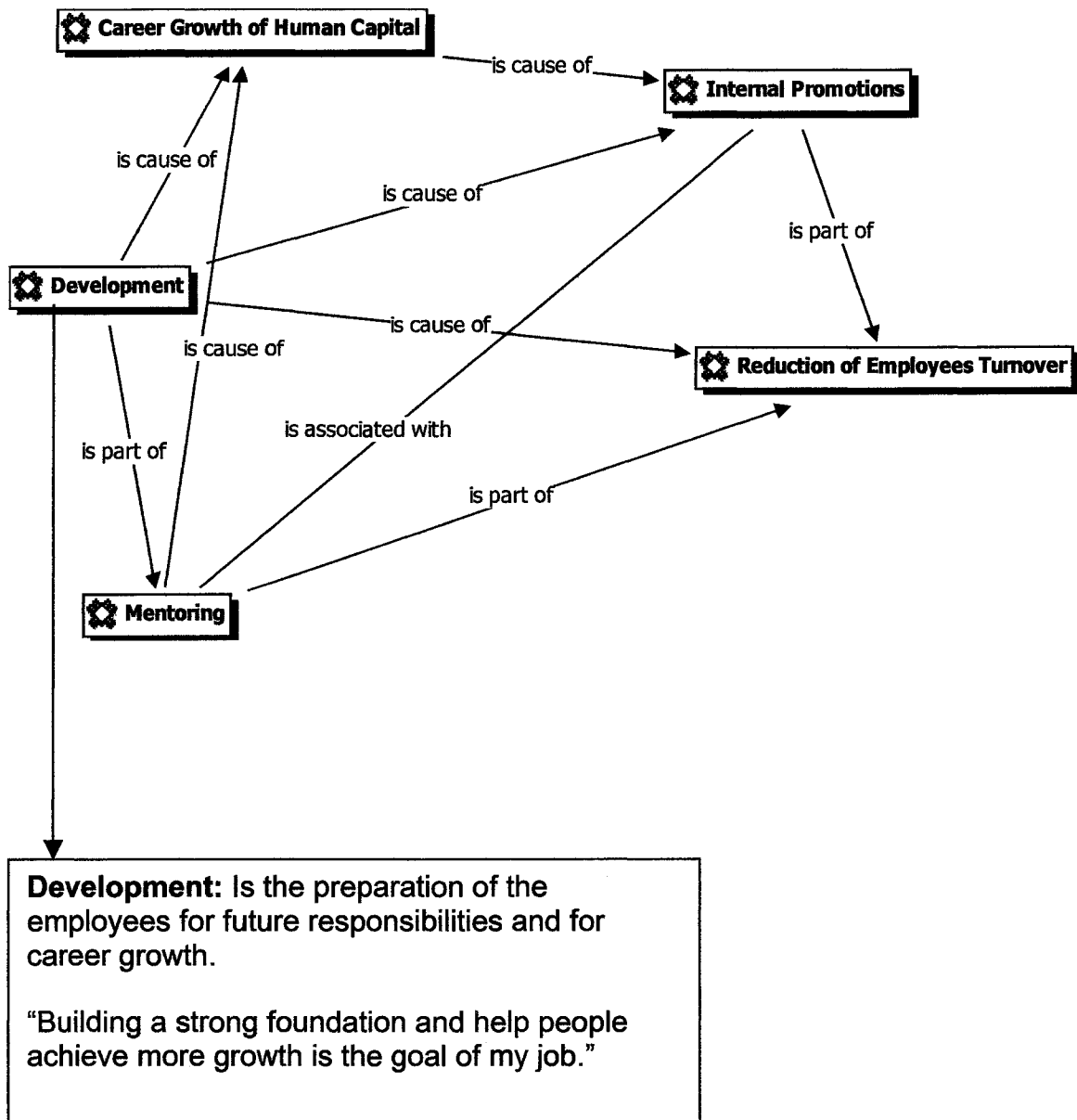


Figure 1.4 Consensus map of measurement

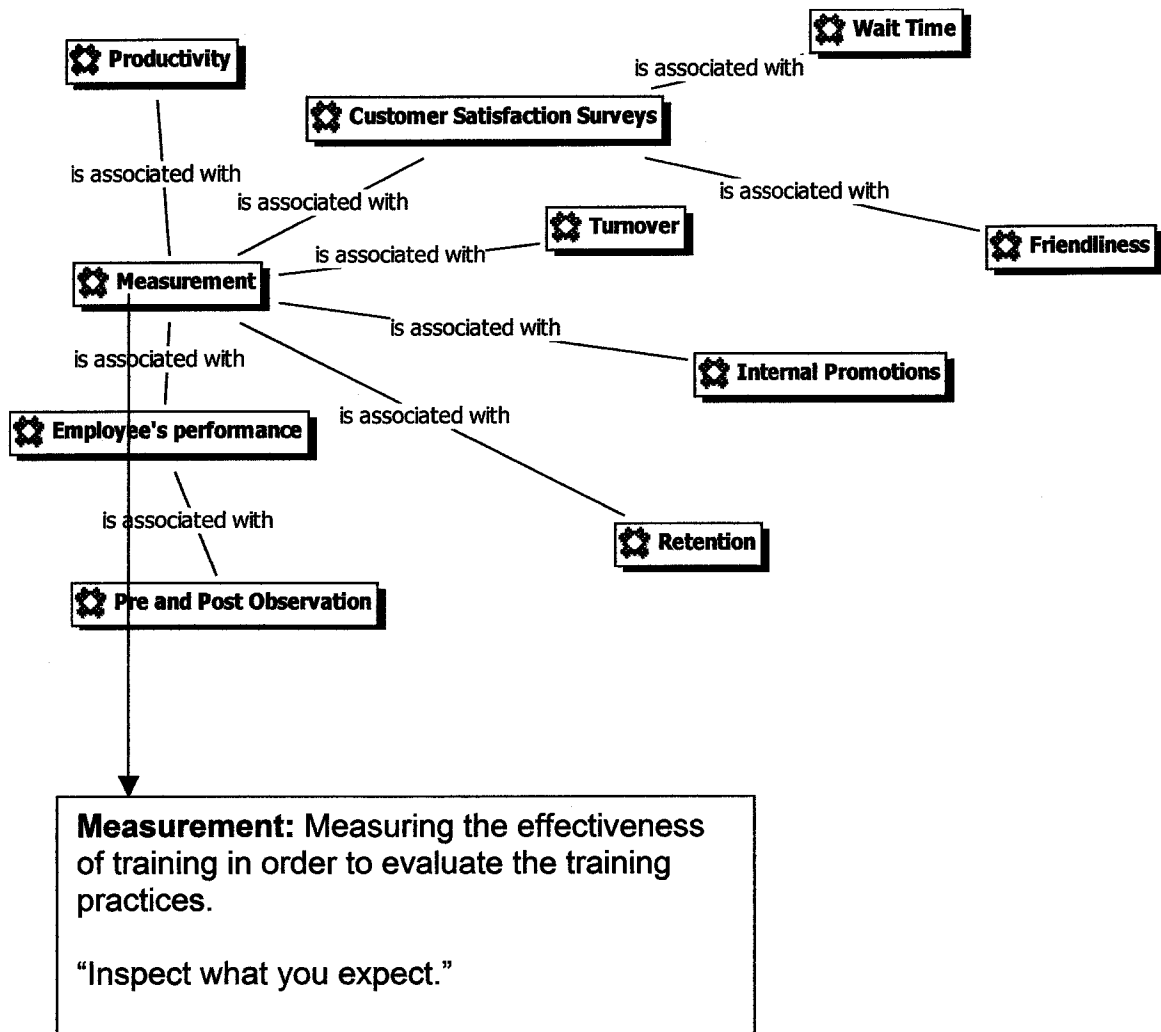


Figure 1.5 Consensus map of frustration

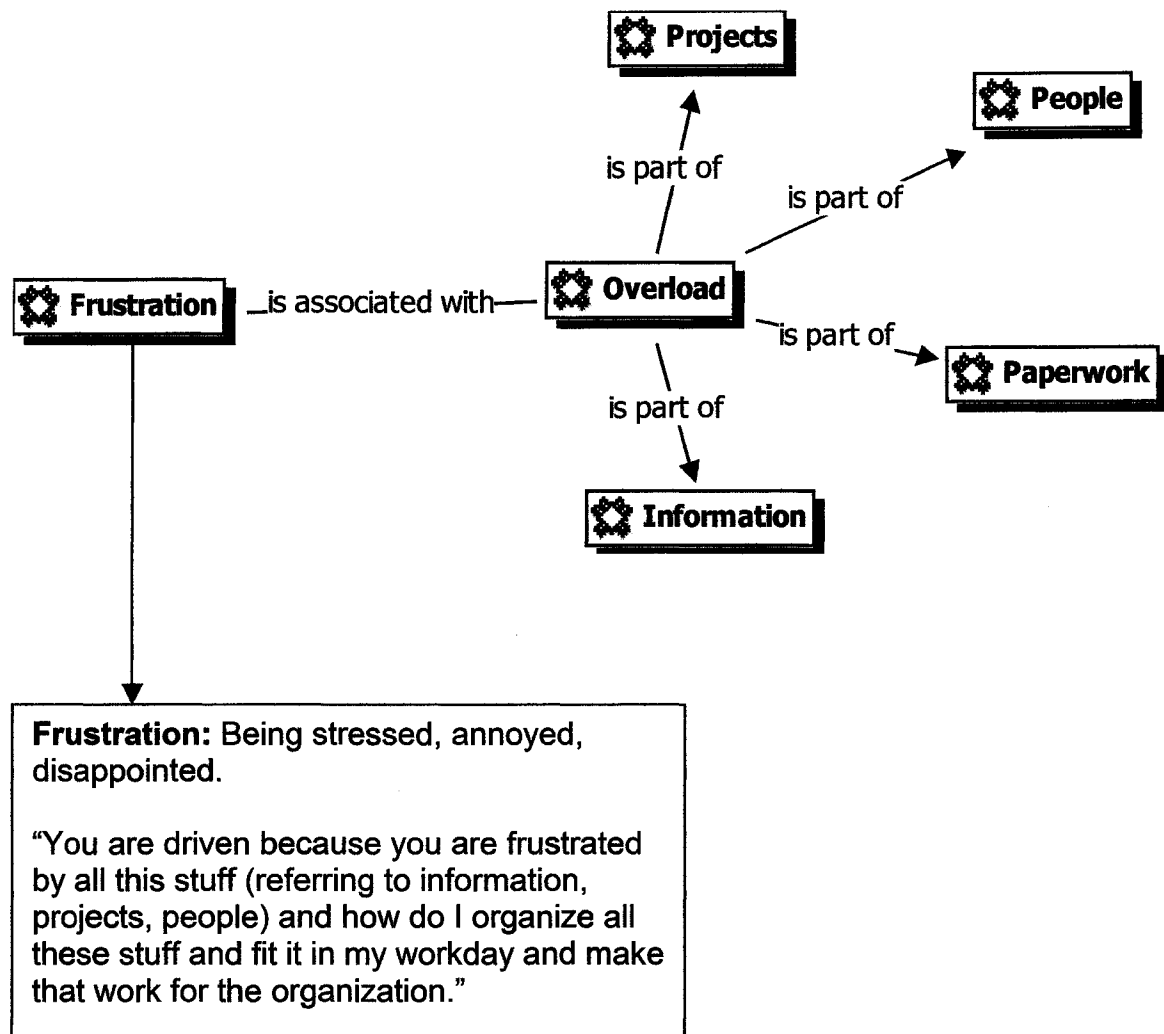
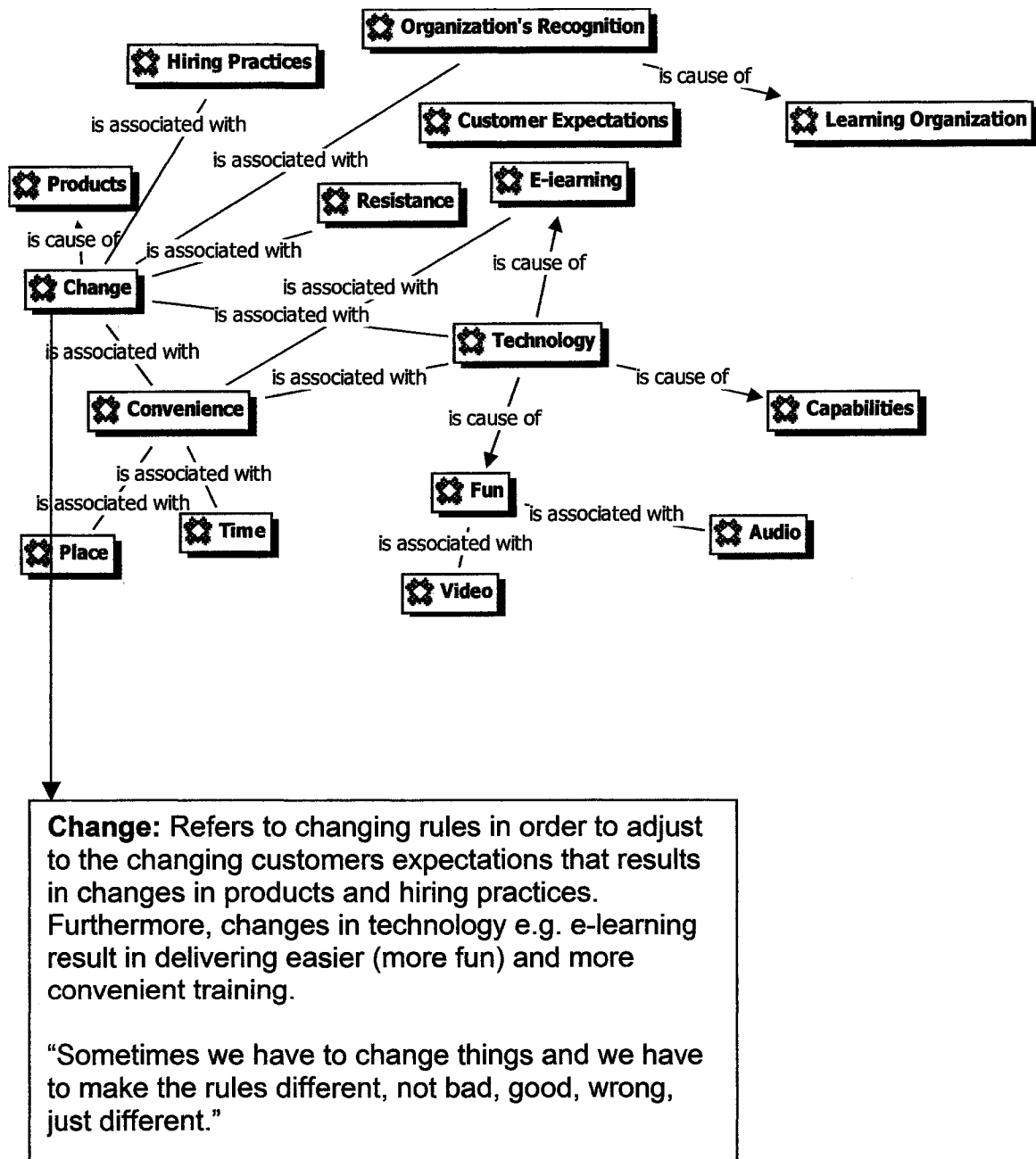


Figure 1.6 Consensus map of change



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