

ITEM					
1. Title of subject	Training & Development for the Hospitality Industry				
2. Subject code	354				
3. Status of subject	Core				
4. Stage	Diploma				
5. Credit Hour	5.71 hours				
6. Pre-Requisite	NIL				
7. Assessment	100% Final Examination				
8. Semester	Semester 2				
9. Objective of subject	<p>At the completion of this course, students should be able to:</p> <ul style="list-style-type: none"> Describe the effects such factors as the work force, strategic planning, and technology have had on the hospitality training industry. Explain how the principles of adult learning apply to training and development in the hospitality industry. Identify factors to consider when developing training materials and programs, and describe how technology has affected the instructional design process. Summarize the advantages and disadvantages of various types of technology-based training, and describe the challenges involved in designing and delivering a Web-based course. Define mentoring and its role in and its role in hospitality training, and distinguish between mentoring and coaching. 				
10. Synopsis of subject	This course provides a through look at training by addressing how to assess and analyze the training needs of new and established operations; look upon training and development as an investment; use training tools and techniques; train with technology; measure and evaluate training; and use different training techniques when training employees, supervisors, and managers.				
11. Details of subject	<table border="1"> <thead> <tr> <th>Contents</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td> Topic: Chapter 1 – A CASE FOR TRAINING AND DEVELOPMENT </td> <td>4</td> </tr> </tbody> </table>	Contents	Hours	Topic: Chapter 1 – A CASE FOR TRAINING AND DEVELOPMENT	4
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Topic: Chapter 1 – A CASE FOR TRAINING AND DEVELOPMENT	4				

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Describe the effects such factors as the work force, strategic planning and technology have had on the hospitality training industry. • Explain how the principles of adult learning apply to training and development in the hospitality industry and describe how trainers can promote training within their organisations. • Explain how training and development activities and are affected by issues such as scheduling, negligent training cultural diversity, trainee disabilities and globalisation. • Identify the duties and responsibilities of training positions at the department, property, and regional / corporate levels. <p>Activity: Review Questions and Case Studies</p> <p>Further reading for this lesson: Knowles, Malcolm. Designs for Adult Learning. Alexandria, American Society for Training and Development, 2000. Rosania, Robert J. The Credible Trainer. Alexandria, American Society for Training and Development, 2001. American Society for Training and Development (ASTD) http : www.astd.org</p>	
<p>Week 2</p>	<p>Topic: Chapter 2 – TRAINING AND DEVELOPMENT AS AN INVESTMENT</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Explain how training is an investment in the organisation. • Identify the variables to consider when calculating the costs of training and the costs of not training. • Describe how training directors develop cost-benefit analyses for training and development activities. • Explain how training directors calculate an ROI (return on investment) for training and development activities. <p>Activity: Review Question and Case Studies</p>	<p>4</p>
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	<p>Further reading for this lesson: Measuring the ROI of Training – http : www.cio.com/archieve/021501/roi.html</p> <p>Head, Glen E. Training Cost Analysis : A How-to Guide for Trainers and Managers. Alexandria, Va : American Society for Training and Development,1994.</p> <p>“How to Conduct a Cost-Benefit Analysis” Info-Line. Alexandria, Va : American Society for Training and Development, 1990.</p>	
<p>Week 3</p>	<p>Topic: Chapter 3 – ASSESSING TRAINING NEEDS</p> <hr/> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • List methods for identifying the training and development needs of a hospitality organization. • Explain how to conduct a job and task analysis. • Explain who should conduct it, why it should be conducted, and how to prepare for it. • Identify and describe data collection methods and how data is organized. • Explain how to use the information gained from a needs assessment. <hr/> <p>Activity: Review Questions and Case Studies</p> <hr/> <p>Further reading for this lesson: Craig, Robert L, ed. The ASTD Training and Development Handbook: A Guide to Human Resource Development. 4th ed. New York: McGraw-Hill, 1996. Rossett, Allison, and J. Arwady. Training Needs Assessment. Englewood Cliffs, N. J. Educational Technology Publications, 1997.</p>	<p>4</p>
<p>Week 4</p>	<p>Topic: Chapter 4 – INSTRUCTIONAL DESIGN</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Summarize the history of instructional design and its fundamental principles. • Describe the types and functions of learning objectives in instructional design. • Explain how a trainer sequences content and selects methods and media for a training curriculum. • Identify the factors to consider when developing training materials and programs. <p>Activity: Optional Test</p> <p>Further reading for this lesson: Gagne, Robert M, Leslie J. Briggs, and Walter W. Wager. Principles of Instructional Design. 4th ed. Fort Worth, Tex: Harcourt Brace Jovanovich, 1992. Johnson, Kerry A and Lin J. Foa, eds. Instructional Design: New Alternatives for Effective Education and Training, New York: National University Continuing Education Association, 1989.</p>	
<p>Week 5</p>	<p>Topic: Chapter 4 – INSTRUCTIONAL DESIGN</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Define the role of implementation and evaluation in the design of training. • Describe how technology has affected the instructional design process. <p>Activity: Case Studies and Review Questions</p> <p>Further reading for this lesson: Trainer’s Network Instructional Design http: www.trainersnetwork.org/html/instdesign.html Smith, Patricia L, and Tillman J.Ragan. Instructional Design. New York: Merrill, 1993.</p>	<p>4</p>
<p>Week 6</p>	<p>Topic: Chapter 5 – TRAINING TOOLS AND TECHNIQUES</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of icebreakers with groups of different sizes and learner relationships. • Identify the different types of exercises and activities that can be incorporated into training sessions. • Describe how games can be used for training. • Describe how support media can be used most effectively. • Identify how closers can help transfer learning to the workplace. <p>Activity: Review Questions</p> <p>Further reading for this lesson: Association for International Practical Training http: www.aipt.org Office Playground : Ideas for Trainers http: www.officeplayground.com/trainingideas.html</p>	
<p>Week 7</p>	<p>Topic: Chapter 6 – TRAINING WITH TECHNOLOGY</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Identify factors that training directors consider when deciding to incorporate technology within training and development activities. • Describe the advantages and disadvantages of various types of technology-based training and development activities. • Identify criteria that training directors use when selecting technology for a specific training or development activity. <p>Activity: Case Studies</p> <p>Further reading for this lesson: Hospitality Technology Magazine – http: www.htmagazine.com</p>	<p>4</p>
<p>Week 8</p>	<p>Topic: Chapter 6 – TRAINING WITH TECHNOLOGY (TYPES OF TECHNOLOGY-BASED MEDIA)</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Describe the challenges involved in designing and delivering a Web-based course. • Describe factors to consider in combining technology-based training with traditional training. • Explain how technology can be used to track training and development. <p>Activity: Review Questions and Case Studies</p> <p>Further reading for this lesson: Lodging Technology News http: www.ei-ahla.org/webs/lodging/technews.htm Web-based Training – http: www.trainingcenter.com/signup</p>	
<p>Week 9</p>	<p>Topic: Chapter 7 – MEASURING AND EVALUATING TRAINING AND DEVELOPMENT</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Differentiate between measurement and evaluation. • List the components of measurement. • List the components of evaluation. • Describe the various levels at which training directors can evaluate training and development activities. • Identify criteria that training directors use to validate training activities. • Describe what training directors do with evaluation data. • Describe the drawbacks to measuring and evaluating training and arguments made against it. <p>Activity: Optional Test</p> <p>Further reading for this lesson: International Personnel Management Association article on Evaluation. http: www.ipma-hr.org/public/bestp_template.cfm?ID=25 Sims, Ronald R. Reinventing Training and Development. Westport, Conn: Quorum, 1998.</p>	<p>4</p>

<p>Week 10</p>	<p>Topic: Chapter 8 – TRAINING THE TRAINER</p> <hr/> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Explain the importance of training departmental trainers. • Outline how trainers use the four-step training method to train employees. <hr/> <p>Activity: Case Studies</p> <hr/> <p>Further reading for this lesson: Hotel Training – http: www.hoteltraining.com Conducting Orientation and Training, a volume of Supervisory Skill Builders. 2d ed. Lansing, Mich : Educational Institute of the American Hotel & Lodging Association, 1996.</p>	<p>4</p>
<p>Week 11</p>	<p>Topic: Chapter 8 – TRAINING THE TRAINER</p> <hr/> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Describe the learning process and the factors that affect it. • Describe the communication process. • Identify techniques to help reduce speaking anxiety. • List characteristics of effective listeners. <hr/> <p>Activity: Review Questions</p> <hr/> <p>Further reading for this lesson: Train the Trainer online workshop http: www.irc.gmu.edu/wkshpmaterials/TTT/table_of_contents.asp Kinlaw, Dennis. The ASTD Trainer’s Sourcebook: Coaching. Alexandria, Va: American Society for Training and Development, 1996.</p>	<p>4</p>
<p>Week 12</p>	<p>Topic: Chapter 9 – ORIENTATION AND SOCIALIZATION</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Describe how hospitality companies benefit from comprehensive, effectively conducted employee orientation programs. • Distinguish general orientations from departmental / specific job orientations and pre-employment orientation. • Identify the orientation activities that continue after new employees complete initial orientation session. • Describe the socialization process that continues after the initial orientation sessions. <p>Activity: Case Studies</p> <p>Further reading for this lesson: Discussion group for employee orientation programs http: groups.yahoo.com/group/orientation Workforce : HR Trends and Tools for Business Results http: www.workforce.com</p>	
<p>Week 13</p>	<p>Topic: Chapter 10 - HOURLY EMPLOYEE TRAINING</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • List the steps in the four-step training method and describe the training issues involved with each one. • Summarize the following group training issues: group dynamics, roles played by trainees, and the room environment for group training. • Explain the concept of accelerated learning as it applies to hourly employee training. <p>Activity: Case Studies</p> <p>Further reading for this lesson: Berger, Florence and Bonnie Farber. The On-Track Trainer: A Training Handbook for Hotel and Restaurant Managers. Ithaca, N.Y :School of Hotel Administration, Cornell University,1992.</p> <p>Accelerated Learning Network http: www.accelerated-learning.net</p>	<p>4</p>
<p>Week 14</p>	<p>Topic: Chapter 10 – HOURLY EMPLOYEE TRAINING (HOURLY EMPLOYEE TRAINING TECHNIQUES)</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Explain the following hourly employee training techniques, including their advantages and disadvantages: demonstrations, shadowing, games and simulations, role plays, case studies, computer – based instruction, and mind maps. • Explain the concept of accelerated learning as it applies to hourly employee training. <p>Activity: Review Questions</p> <p>Further reading for this lesson: Bob Pike’s Creative Training Techniques http: www.bobpikegroup.com</p> <p>Pike, Bob, and Dave Arch. Dealing with Difficult Participants. San Francisco: Jossey-Bass/Pfeiffer, 1997.</p>	
<p>Week 15</p>	<p>Topic: Chapter 11 – MENTORING</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Define mentoring and its role in hospitality training. • Distinguish between mentoring and coaching. • Identify the characteristics needed by effective mentors and productive proteges. • List the benefits and problems with mentoring. <p>Activity: Role Play and Case Studies</p> <p>Further reading for this lesson: Navy Mentoring Guide http : www.cnet.navy.mil/cnet/cld/ment_hand.pdf</p>	<p>4</p>
<p>Week 16</p>	<p>Topic: Chapter 11 – MENTORING</p>	<p>4</p>

	<p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Explain how to develop mentoring skills through various mentoring activities. • Describe ways to maximize the success of mentoring programs. <p>Activity: Review Questions</p> <p>Further reading for this lesson: Peddy, Shirley. The Art of Mentoring: Lead, Follow and Get Out of the Way. Houston, Tex: Bullion Books,1998. Zachary, Loius. The Mentor’s Guide: Facilitating Effective Learning Relationships. San Francisco: Jossey-Bass, 2000</p>	
<p>Week 17</p>	<p>Topic: Chapter 12 – SUPERVISORY AND MANAGEMENT DEVELOPMENT</p> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Identify the professional continuing education resources available to complement hospitality industry training and development. • Describe industry-based professional certification programs. • Describe the process of management development and its benefits for the supervisor and the organization. • Describe the process of management development and its benefits for the manager and the organization. • Explain how training and development can facilitate organizational change. • Describe the training styles and topics frequently used to train supervisors and manager. <p>Activity: Review Question and Case Studies</p> <p>Further reading for this lesson: Knowledge Transfer Center/Leadership Assessment Tools http: www.t2ed.com/cgi-bin/selection.pl Supervisory Development Planning http: www.mapnp.org/library/supr_dev/supr_dev.htm</p>	<p>4</p>

<p>Week 18</p>	<p>Topic: Chapter 13 – EXECUTIVE EDUCATION</p> <hr/> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • Describe the importance of executive education programs. • Identify the various types of executive education programs. • Describe how electronic delivery is affecting executive education. • Describe the role that professional associations play in executive education. <hr/> <p>Activity: Review Question and Case Studies</p> <hr/> <p>Further reading for this lesson: Corporate University Review http: www.traininguniversity.com</p> <p>Executive Knowledge Works http: www.corporateuniversities.com</p> <p>Global Learning Resources http: www.glresources.com/index.htm</p>	<p>4</p>
<p>Week 19</p>	<p>Topic: Chapter 14 – OUTSOURCING TRAINING AND DEVELOPMENT</p> <hr/> <p>Learning Outcomes:</p> <p>After completing this unit, students should be able to :</p> <ul style="list-style-type: none"> • List to advantages and disadvantages of outsourcing. • Describe the different categories of outsourcing. • Describe the steps in an effective outsourcing process. • Identify ways to select vendors. • List important elements to include in an outsourcing contract. • Explain how to evaluate training that has been outsourced. <hr/> <p>Activity: NIL</p>	<p>4</p>
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	<p>Further reading for this lesson: LearnFrame: The End of Learning as We Know It http: www.learnframe.com/aboutlearning/page20.asp</p> <p>Outsourcing of Training Article http: www.elearn.com/Pages/RIPs/outsourcetraining.html</p>		
Week 20	Topic: REVISION CLASS		4
	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> The student should be able to revise the topic and the main points covered in this subject. 		
	Activity: Trial Exam		
	<p>Further Reading for the lesson: NIL</p>		
	Total		80
12. Text	Compulsory	Debra F. Cannon & Catherine M. Gustafson, <i>Training and Development for the Hospitality Industry</i> , Educational Institute of the American Hotel & Lodging Association.	
	Reference	<p>Carl D. Riegel, " Careers in Hospitality and Tourism" and " The Field of Hospitality Education," in <i>The Guide to Hospitality and Tourism Education</i> (New York: Wiley & Sons, 1995)</p> <p>Learning and Training Issues of the Hospitality Work Force 2000 (Lansing, Mich Educational Institute of the American Hotel & Lodging Association).</p> <p>Reza Sisakhti, <i>Effective Learning Environments</i> (Alexandria, Va: American Society of Training and Development, 1998)</p>	