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EMPLOYEE PERCEPTION TOWARDS TRAINING AND DEVELOPMENT PRACTICES IN ROSE GARDEN HOTEL

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ABSTRACT

Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the hospitality and tourism organization through training and development. While Rose Garden hotel is keeping on training their staff, it is necessary to assess the outcome of these trainings as well as their employees' perceptions towards their current training and development practices. The purpose of this thesis is to examine the hotel employees' perception towards training and development practices at Rose Garden Hotel. In order to understand the study aim, three goals were developed and focused particularly on identifying the training and development practices at Rose Garden Hotel, identifying the current training programs at Rose Garden Hotel, and finally analyzing employee's perception towards training and development practices at Rose Garden Hotel.

The study used both primary and secondary sources for the conduct of the research. The research findings revealed that employee orientation program was highly positively perceived by its employees. The total employees' perceptions mean scores with minimum standard deviations pointed out that employees have positive perceptions towards all four dimensions regarding training and development practices at Rose Garden hotel. However, the employee's perception of training facilities was the highest among all four dimensions. The paper further recommends that training and development offered by Rose Garden hotel should ensure a better understanding of the mission and vision statement of their hotel so that, employees can identify themselves with the organizational values in the discharge of the duties.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

HR   Human Resource

HRM   Human Resource Management

T&D   Training and Development

CHAPTER 1

INTRODUCTION

Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions. (Mullins, 2007). According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution.

Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration. The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage a business organization has. In a way, equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations. However, the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied. Therefore, employees are the most valuable assets of every company as they can make or break a company's reputation and can adversely effects profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in both skills and competencies. The right employee training, development and education at the right time, provides big payoffs for the organization in increase

productivity, knowledge, loyalty and contribution. Training is considered to have a massive effect on employee performance. It is also noticed that more expense in training has led to more productivity. Training and development is the framework help employees develop their personal and organizational skills, knowledge, and abilities. They can accomplish their work goals in services for customer.

There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry. In order to do so, organizations have to obtain and utilize their human resources effectively. Organizations need to be aware of facing more realistically towards keeping their human resources up-to-date. In so doing, managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations successful continuation in the market. This study, therefore, goes on to discuss one of the core functions of human resource which is training and employee performance, and how the earlier affects the latter.

1.1 Rationale of the Study

Training and Development is a function of human resource management concerned with organizational activity aimed at bettering the performance of individual and group in organizational setting. To develop the desire knowledge, skills, and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment (Meyer and Allen, 1991). Organizations are therefore encouraged to train and develop their staff in order to enhance their performance. While the organization is keeping on training their staff, it is necessary to assets the outcome of these trainings.

Organizations today are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important not to ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human

resources. It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly, implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

Hotel industry is a manufacturing service industry that coexists with other economic and social activities. It is largely driven by the growth of the general economy. It realizes a large number of cause-effect relationship with the individual branches depending on the nature and type of business. Hotel accommodation of high-quality services generates the greatest economic effects on GDP, employment, income country and extending the season. The hotel industry is exciting, never boring and offer unlimited opportunities. It is diverse enough for people to work in different areas of interest and still be employed within the hotel industry.

Some effects of training and development are organizational productivity and performance such as reduction of staff turnover, minimal supervision needs, greater capabilities to carry out more projects and changes in employee behavior. On the one hand, training and development leads to improved profitability and/or more positive attitude toward profit orientation, improves the job knowledge and skills at all levels of the organization, improves the morale of the workforce and helps the employees identify with organizational goals (Sims, 1990).

The question that may arise in many instances is why human resources are important in the hotel and tourism industry. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger, 2006), and training is the only way of developing organizational intellectual property through building employee competencies. In order to succeed, hotels have to obtain and utilize their human resources effectively. Hotels, therefore, need to design its human resource management in ways that fit into their organization's structure, as it will make the organizations achieve their goals and objectives. Moreover, it is also important for hotels to assist their workforce in

obtaining the necessary skills needed and, increase commitment. The management of human resources in Asian in general and Myanmar in particular is rather challenging as most service organizations have difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, complex office politics and natural disasters known to prevail in the Myanmar business context.

1.2   Objectives of the Study

The broad objective of this study is to find out the hotel employees' perception towards training and development practices at Rose Garden Hotel. Therefore, the specific objectives of this study include the following two objectives:

(1) To identify the training and development practices at Rose Garden Hotel.
(2) To analyze employee's perception towards training and development practices at Rose Garden Hotel.

1.3   Scope and Method of the Study

The study put an emphasis on current training and development programs and practices of hotel in Yangon. Among thirteen five-star hotels in Yangon, Rose Garden Hotel was selected for this study. This paper is mainly applying descriptive research method. In trying to examine employee perception on training and development practices in Rose Garden Hotel, responses were grouped and analyzed using frequency tables, percentages and graphs for pictorial representation of the data collected and for summarizing responses from the respondents.

Both primary and secondary data are applied in the study. Primary data is collected by interviewing managers and supervisors of Rose Garden Hotel in Yangon. Using a convenience sampling method, the study collects responses from 120 staff at Rose Garden Hotel with structured questionnaires. Secondary source of data was selected to obtain information for literature review of the research work, which included data from previous research paper, libraries, websites and other relevant books. A questionnaire form with pre-code answers is mainly used for staff at

different levels, such as management level, supervisory level and operational level. Data collection will from July 2018 to August 2018.

1.4   Organization of the Study

This study is organized into five chapters. The chapter one is includes introduction, rationale of the study, objective, scope and method of the study and organizational of the study. The chapter two is consists of theoretical background. The chapter three is include profile of Rose Garden Hotel with its training and development practices. The chapter four is analyzes hotel employee's perception towards training and development practices in Rose Garden hotel. The chapter five is describes the conclusion include findings and discussions, suggestions and needs for further research.

CHAPTER 2

LITERATURE REVIEW

This chapter presents a review of the literature on the topic of employee perception on training and development practices. The chapter is structured based on the research questions. The first section reviews definitions of training and development. Sections on the importance and impact of training and development practices will follow respectively.

Furthermore, this section would seek to review topics such as training and development process including training need assessment, training objectives and plan, selection of trainees, training and development methods, training techniques, evaluation of training and methods of evaluation. Sections on empirical literature review will follow respectively. The chapter will end with a summary of the aspects covered under the literature review.

2.1   Definitions of Training and Development

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robbins and DeCenzo, 1998). In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. While training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson and Robinson, 1995).

Monappa & Saiyadain (2008) define training as "the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job". Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most

importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace (Charnov, 2000). Training therefore needs to be seen by managements of every organization as a long-term investment in its human resource.

The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. Nevertheless, Barrington and Stimpson (2002) clarified that there should be clear objectives of training of employee. Thus, training is needed to introduce a new process; improves the efficiency of the staff; provides training for unskilled workers to make them more valuable to the firm; decrease supervision needed; improves the opportunities for internal promotions as specific skills, communication and behavior; decrease the chances of accidents.

Development is a process that "strives to build the capacity to achieve and sustain a new desired state that benefits the organization or community and the world around them" (Garavan, Costine, and Heraty, 1995).According to Armstrong (2006), development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job.

Harrison (2000) defined development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviors. It is more career than job oriented and is concerned with the longer-term development and potential of the individual. Development covers not only those activities, which improve job performance, but also those, which bring about growth of the personality; helps individual in the progress towards maturity and actualization of their potential

capacities so that they become not only good employees but also better man and women. It refers to the future oriented training and on personnel growth of the employee.

Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. In some situations, there may not be anything wrong at the present; the group or manager may simply be seeking ways to continue to develop and enhance existing relationships and job performance. In other situations, there may be an identifiable issue or problem that needs to be addressed; the Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Marmer, 1999).

As the job and career progress, employees need new skills and abilities. Therefore, employee development helps that person to improve ability to handle a variety of assignments; improves performance at all levels in their present jobs; helps to sustain good performance of the staff throughout their carrier exploring their full potential; answer the availability of required numbers of personnel with the needed skills so as to meet the present and anticipated future needs of the organization and also to provide the opportunities for the staff to fulfill their career aspiration, and to answer that the managerial resources of the organization are utilized optimally. According to Itika (2008), development sees the employees as adaptable resources with a variety of skills and places within the organization and it is concerned with giving the individual the right mix of skills, experiences and contacts to enable them to achieve their full potential.

According to Pynes (2008), both training and development programs seek to change the skills, knowledge, or attitudes of employees. Programs may be focused on improving an individual's level of self-awareness, increasing an individual's competency in one or more areas of expertise, or increasing an individual's motivation to perform his or her job well.

2.2 Importance of Training and Development Practices

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offer more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences, therefore, it is common to hear excuses regarding why someone has not received training (Choo, 2007).

Training in an organization can be mainly of two types: internal and external training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior staff or any talented staff in the particular department as a resource person (Bowley, 2007). On the other hand, external training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. (DeCenzo, 1998)

While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development. (Mondy, R.W. et al, 1990)

Adeniyi (1995) is of the opinion that for every employee to perform well, there is the need for constant training and development. The right employee training, development and education provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm. The reasons behind employee training and development cannot be overemphasized. One can easily deduce some reasons behind firms engaging in training and developing their staff. Some of the reasons thus are;

- When needs arise as a result of findings from the outcome of performance appraisal
- As part of professional development plan.

- As part of succession planning to help an employee be eligible for a planned change in role in the organization.
- To imbibe and inculcate a new technology in the system.
- Because of the dynamic nature of the business world and changing technologies

Implementation of formal training and development programs offers several potential advantages to quality job performance in business organizations. Training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality (Ambler, 2006).

Effective training and development begin with the overall strategy and objectives of the small business. The entire training process should be planned with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program (Schwartz 2000).

2.2.1 Impact of Training and Development Practices

According to the Organization for Economic Co-operation and Development (OECD) Employment Outlook 2004, policies aimed at enhancing workers' skills contribute to an improvement in employment performance. Lifelong learning is shown to be a vital element in employment strategies.

Unemployment: Unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period (Noe, 2001). The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment, which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training. Therefore, lifelong learning policies, if well targeted for specific groups, can be effective in improving the labor market performance of these groups, and can form part of a general strategy to reduce unemployment traps.

Wages: Across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of young or highly educated employees. Increases in income following training appear to be lower for women than for men. An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

Employment Security: Training can have a positive impact on perceived job security; Training from a previous job also has a greater impact on perceived job security; the impact of training is particularly strong in the case of both older and low-educated workers. Workers who previously received education or training tend to leave their work more often for better jobs, and are less likely to leave on an involuntary basis. Trained workers have greater chances of finding a permanent job. The benefit of training for workers with less than upper secondary education cannot be overemphasized. In general, a favorable outcome of training is much lower for women than for men (D. Laird, 1985).

Training before job loss tends to reduce the length of unemployment and increases the probability of re-employment. The chances of getting another job are higher when the training provides transferable competences. Workers who receive training or education in the year before losing their job are more frequently re-

employed two years later than their untrained peers are. This impact is even stronger in the case of workers with lower educational attainment.

Elnaga and Imran (2013) studied the impact of training on employee performance and provide suggestions in order to enhance the performance of the employees via effective training courses. Authors resembled the employees with the blood stream of business. The success and failure of the company is highly dependent upon its employee performance. Therefore, top level management must realize the significance of investment for training and development in order to enhance the performance of the employee. The research is comprising of qualitative research approach. It analyzes the literature aspects and the several case studies discussing the importance of training to enhance employee performance. Moreover, the analysis of theoretical framework was also the part of research in which models regarding employee development, training and development, several programs of training and development, impact of these programs on employee performance were considered.

Furthermore, a review of recent scenarios and researches on these relationships were analyzed. Authors imparted their suggestions keeping in mind recent scenarios. However, the study's limitations are inadequate to illustrate the relationship between two variables, training and employee performance. Therefore, they suggest an empirical study to make the research more reliable. Fakhar et al. (2011) conducted a research on impact of training on employee performance in context of Pearl Continental Hotel, Karachi Pakistan. The research was examined based on age, experience, gender, number of trainings attended, time spent on these training and overall performance scores acquired through training examination. Six dimensions of performance were analyzed namely; job preparedness, work safety, physical maintenance of rooms, hotel hygiene, preparation for serving customers in several ways and communication with the guests.

A questionnaire was developed in order to obtain primary data that was comprised of performance inventory and employees training profile. Several regression models were used to examine the acquired data, calculated the $R2$ values for each training factor, and develop a relationship among the performance dimensions as well as analyzing the extent of strength of relationship. The results imply that there is essential and strong relationship among variables. In addition,

those employees who have attended huge number of trainings were found more capable while performing the assigned tasks as compare to those who did not attend any training.

The results of the study further emphasized that the problems existing in the hotel such as service delivery issues might be tacked by conducting a proper need assessment process, designing of training as per the results of assessment and delivering the training programs accordingly. That helps a training to be more effective and increases the chances of getting expected results. Moreover, a training program must be focused and evaluated in order to crosscheck the effectiveness. This evaluation might be done through performance appraisals and key performance indicators. This process provides further solutions to tackle the problem or cope up with similar issues arising in the future. The participation of employees in such training programs not only enhances the training process and results but help in increasing motivational level of employees.

2.2.2 Approach to Training and Development

Joy Emery (2000) indicates that Positive Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers (Emery, 2000). Daft (1983) mentioned that all employees want to be valuable and remain competitive in the labor market at all times. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties (Daft, 1983).

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after

training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization (McNamara, 1997).

Effective training and development practices include using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. In a systematic approach to training, each phase of the process must produce results needed by the next phase. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process (McNamara, 1997).

2.3   Training and Development Process

According to Armstrong (2006), training and development process should be systematic in that it is specifically designed, planned and implemented to meet defined needs. Thus, a good training and development program should involve the following fundamental steps: determining training needs assessment, developing training objectives and plan, developing training methods, identifying the trainees and finally, evaluating the effectiveness of training development program.

2.3.1   Training Needs Assessment

Training needs can be assessed by analyzing the major human resources areas: the organization as whole, the job characteristic and the needs of the individuals. This analysis will provide answers to the following questions where training is needed, what specifically an employee must learn in order to be more productive and who need to be trained. According to Pynes (2008), a need can be defined simply as the difference between what is currently being done and what needs to be done. It is impossible to design and implement a training program without carrying out the analysis, as this will result in providing the solution to a problem that is not related to a training deficiency.

Training needs should be based on organization's need, type of work to be done and skills necessary to complete the work. Kapinga (2008), makes a point that, the organization should begin by assessing the present status of the organization how it does, what it does best and the ability of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of training

program can be evaluated. Secondly, organization should consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop solid training program will fail. Next, organization should determine exactly where training is needed. He also pointed out that, the Human Resource person will help to identify the areas that may be important from training and skill inventory and can help to determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development. Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancy between actual and anticipated skill levels identifies a training need.

Pynes (2008) emphasizes that organizations can determine training needs through a variety of techniques. One of them is through job analysis, which will be performed prior to the need's assessment. The job analysis should identify the knowledge, skills, abilities and other characteristics (like motivation and drive) that incumbents need to effectively perform their jobs. He further added that, Surveys and interviews with incumbents and supervisors; performance evaluations that identify performance deficiencies; criticisms or complaints from clients, staff, or personnel in agencies working with your employees; changes in regulations or operating procedures; and requests for additional training by incumbents can all provide clue as to what training is needed.

2.3.2 Training Objectives and Plan

Once the need has been determined, it is easier for the training objectives to be established. Training objectives are statements that specify the desired employee knowledge, skills, abilities and other characteristics that employees will possess at the end of training. The objectives provide the standard for measuring what has been accomplished and for determining the level of accomplishment. In other words, a training program cannot be designed until what that program is to accomplish is known. For training objectives to be useful, they should be stated as specifically as possible (Pynes 2004).

In addition, training objectives should however be attainable and measurable. It should also be clear to both supervisor and the employee because they can be used

to evaluate their success. If the objectives are not met, failure gives the HR feedback on the program and the participants. A training program will be successful if the objectives are achieved. Hence, it is advisable when developing the training objectives, it should be in a collaborative process incorporating input from management, supervisors, workers, and trainers to ensure that the objectives are reasonable and realistic (Ngiwra, 2009).

2.3.3   Selection of Trainees

The question of who should be trained is crucial, training of employee is expensive, and therefore it is important to carefully select who will be trained. Further, training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

Identification of the trainees involves identification of job categories where the training needs have been identified which is performed by the training analyst and the identification of the actual names of the employees who attend the training which is performed by a supervisor using guidelines that govern the selection of the employee for training from Human Resource department (Ngirwa, 2009). These are basic education, years of service, etc.

2.3.4   Training and Development Methods

The program of training and development helps the employee to adjust to rapid changes in job requirements and keeps them updated to new technologies and methods. Generally, there are two broad types of training and development methods available to the public sector organizations: On-the-job and Off-the-job training methods. What method should be used for the organization is determined by the individual circumstances and other factors like, who, what and why of the training and development program.

On-the-Job methods refer to the methods that are applied in the work place, while the staff is actually working to acquire specific skill. This method is required to

improve the staff that had inadequate academic qualification for his job performance. It is also regarded as training within the organization policy. There are three common techniques that are used by the organization to train employees these are: orientation, job instruction, job rotation and coaching.

Off-the-Job methods are used away from work places. Some skills and knowledge are difficult to teach at the worksite, so off-site training will be necessary. Staffs receive training away from their posts or workstation. The method also permits the use of a greater variety of training techniques, these includes: lectures, apprenticeships, internships and assistantships, special study, films, television, conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training.

2.3.5   Training Types and Techniques

The organization can determine which techniques to use depending on the needs and objectives of the training in the organization. Among the various techniques, the most commonly used types or techniques in many organizations are as follows: -

Orientation: The orientation is given to newly appointed staff immediately after being employed. It protects new employee from making costly mistakes, it helps to understand the general objectives, mission, scope, programs, problems and policy, structure and key members of the organization. Orientation method is also important for the newly employed officers to enable them gain self – confidence and perform better to meet the desired expectation. The periods may vary from few days to few weeks depending on the situation.

Job rotation: This method involves moving employees to various positions in the organization to expand their knowledge and abilities. The method is excellent for broadening an individual's exposure to the organizational operations and for turning a specialist into generalist, increase the individual experiences, allows the staff to absorb new information and stimulate new ideas.

Mentoring and Coaching: This type is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviors, for example leadership. It is also something that can happen in the workplace. As a HR

manager or head of the section, you should be prepared and able to act as a coach when necessary to see that learning takes place.

Lectures courses and Seminars: According to Khanka (2007), lectures are the most commonly used direct method of training. This technique involves both practical and theoretical teaching process, which could be done within or outside an organization. It is a traditional technique of training employees. Staff attends formal lecture courses and seminars to acquire specific knowledge and develop their conceptual and analytical abilities. Lecture courses and seminars benefit from today's technology and are often offered in a distance-learning format. Feedback and participation can be improved when discussion is permitted along with lecture process. It is relative economic method.

Workshop/conferences: According to Saakshi (2005), the conferences method was used to help employees develop problem-solving skills. It is a series of educational and work sessions. Small groups of people meet together over a short period to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace.

Audiovisual Methods: Films, television and video are often used for training in a variety of contexts. Videos can be used to demonstrate particular tasks, such as the procedures to follow when apprehending a suspect or extinguishing a chemical fire. Videos are often used in orientation sessions to present background information on the agency-history, purpose, and goals. This use eliminates the need for trainers or supervisors to repeat themselves for all new employees and ensures that the same information is presented every time.

Conferences: In this method, the trainer delivers a lecture on the particular subject, which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employees develop problem-solving skills.

2.3.6 Evaluation of Training and Development Practices

Evaluation is defined as the process of determining the value and effectiveness of a learning program. Evaluation of the training program is necessary to determine whether the training accomplished its objectives. Unfortunately, this is often neglected especially in public sector organizations (Bramley, 1995; Sims, 1998). Evaluation improves training program by providing feedback to the trainers, participants and employers and it assesses employee skill levels. Evaluations can be used to measure changes in knowledge, levels of skills, attitudes, behavior, and levels of effectiveness at both the individual and agency level (Pynes, 2008).

Evaluation of learning can be done through assessment and validation tools to provide the data for the evaluation. Assessment is the measurement of the practical results of the training in the work environment; while validation determines if the objectives of the training goal were met. Training must be evaluated in terms of how much the participants learned; how well they use their new skills on the job (behavior change) and whether the training program achieved its desired results (reduced turnover, increased customer services etc.).

According to Kirkpatrick (2006), training programs can be evaluated into four main levels. The first level is measuring the participants' reactions to the training program. He refers to this step as a measure of customer satisfaction. The second level of evaluation measures whether learning has occurred as a result of attending the training. Did the participants acquire the skills or knowledge embodied in the objectives? The third level of evaluation measures the extent to which on-the-job behavioral change has occurred due to the participants' have attended the training program. Another technique with this level of evaluation would be to employ performance evaluations designed to measure the new competencies. The fourth level of evaluation attempts to measure the final results that occurred because employees attended the training. Ideally, training is linked to improved organizational performance. At this level, evaluation is concerned with determining what impact the training has had on the agency. Satisfactory final results can include such things as fewer grievances filed against supervisors, greater employee productivity, a reduction in the number of client complaints, a decrease in workplace accidents, larger amounts raised through fundraising, improved board relations, and less discrimination in the

workplace. A final step, organizations must determine whether the benefits of the training outweigh its direct and indirect costs.

2.4   Empirical Literature Review

Numerous researchers have approved the importance of training and development in the hospitality and tourism sector organization as a very important function in improving work performance of the employees and eventually to the organization as a whole. A study conducted in Scotland, UK, on 150 organizations to investigate the main issues of the current human resource performance, revealed that 89% of the organizations surveyed ranked employee training and development as the most important in the performance management (Soltan, et al., 2004). The study suggests that, the HR personnel widely regarded the process of the performance appraisal as one of the main instruments for identifying training and development needs at the individual level.

A study conducted by Fey et al., (2000), on the effect of training and development on the employee performance, suggested that, there is a strong positive relationship between both management development and employee training and development program, and organization performance in Russian team-based subsidiaries of Western corporations. This implies that, both management and employee development were significantly related with firm performance. He further suggests that, a focus on employee development, including employments security, is likely to be shared by employees in terms of high level of organizational commitment. Investments in employee training and development may also be important for Western firms striving to achieve a competitive advantage through high quality products and services, features that were not paid much attention to during earlier planned economy.

Other study by the Kapsalis countries, Canada, the united States, Switzerland, the Netherlands, Poland, Germany and Sweden, in determining the lessons which can be learned from the combined experiences of different countries, revealed that a bout two third of Canadian and United States employees who received job-related training from their employer reported in the study that they were using their acquired skill at work to a great extent and hence improved employee work performance and the organization as a whole.

In Tanzania, Sharma and Upneja (2005) conducted a study to investigate the factors influencing financial performance in the small hotels at Arusha. The findings of this study suggested that inadequate employee training and development programs was among the factors responsible for low profitability in the hotels thus providing evidence to HR professionals on the importance of this component in the business sector.

In Pakistan, Wahab and Hussain (2005) conducted a study to understand employee motivation and perception towards training and development practices in the healthcare sector. Outcome of the study stated that objective of the training was not linked to the company's strategy and that systematic approach was not followed during selection of training program. Company never bothered to take employee feedback about training program, due to which employees consider training program to be a routine process and formality as training and development practices in the company is not related to their workplace requirements and does not add on to their performance or appraisal in the company. Hence, there are various positive literature and empirical studies on employee training and development found in the hospitality and tourism industry.

2.5   Conceptual Framework

Owing to the increasing importance of training and development practices to the competitive advantages of firms in the rapidly changing knowledge-based economy, some scholars have paid attentions to examine the usage and importance of training and development practices and their effects on organizational outcomes, such as productivity and efficiency (Youndt et al., 1996). Several scholars (Mohinder and Katou, 2007 Smith, et.al. 2007) have emphasized the importance of training and development programs to overall firm performance. The human capital theory suggested that training can enhance employee's skills and competences, which in turn increase their productivity and performance (Youndt, et al., 1996; Mertens, L.2004; Denins and Johnson, 2003; Salasand Cannon, 2001). Even though there exists various positive literature and empirical studies on employee training and development, but most of them are for the private sector and companies, which are profit oriented.

Hence, I can argue that more research is needed for better understanding on how hotel employee perceives training and development practices for the benefits of the hospitality and tourism sector organization organizations. Therefore, this study attempts to address the gaps in the literature by exploring the employee training and development of Rose Garden Hotel in Myanmar.

Figure (2.1) Conceptual Framework


```
Perception of Employee  ──→  Training Program
                                • Employee orientation
                                • Mentoring
                                • Refresher
                                • On-the-job Training
                                • External Training

                         ──→  Training Facilities

                         ──→  Trainers

                         ──→  Current Practices
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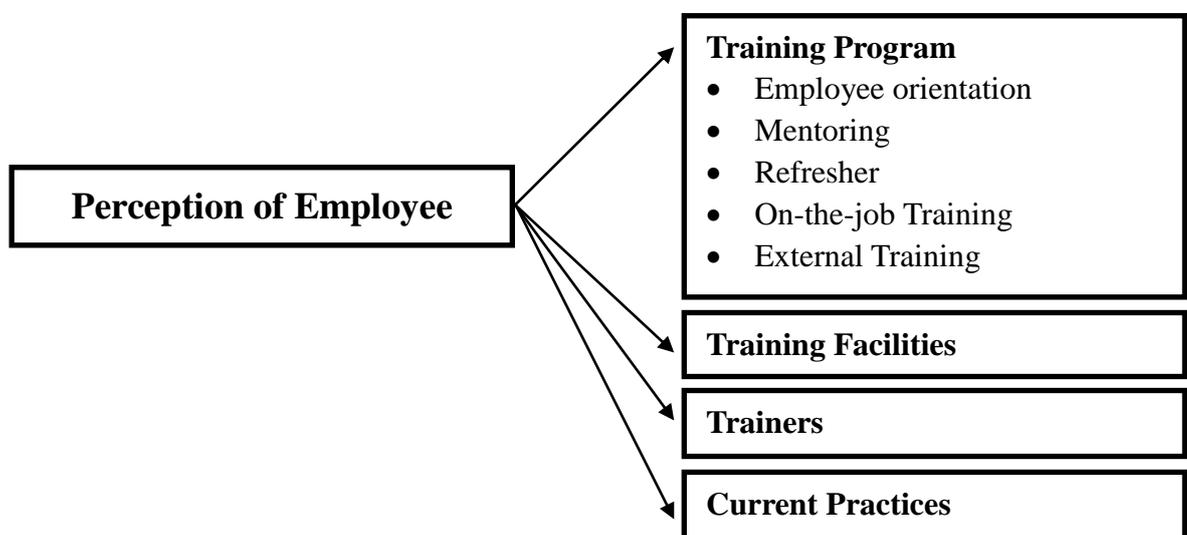
Source: Own Compilation, 2018

CHAPTER 3

TRAINING AND DEVELOPMENT PRACTICES IN ROSE GARDEN HOTEL

The government under the Union of Myanmar Travel Association has tried to promote for boosting the Hospitality & Tourism Industry and wants to develop tourism infrastructure development, which lagged during the period of western sanctions as a key challenge in boosting the hospitality and tourism industry. There has been tremendous growth in visitors to Yangon in every year as Myanmar began economic and social reforms, and as a result, hotels are now experiencing significant growth in demand from both corporate and leisure travelers. Tourists are coming for many reasons including travelling and investment purpose from many countries has faced a shortage of hotel rooms and hotel rate that have been rising due to the sharply increase in visitors.

3.1 Overview of Rose Garden Hotel

The Rose Garden Hotel is one of the top five-star hotels in Myanmar. This unique luxury property offers authentic Myanmar style along with cutting-edge technologies and the latest international-standard facilities and services. The Rose Garden Hotel in Yangon features an elegant lobby, a gourmet restaurant, a stylish bar, and five floors of exceptionally well equipped, beautifully decorated guestrooms. The new meeting rooms and ballrooms can accommodate private events of any size, from just a few up to a thousand participants. The Rose Garden Hotel in Yangon is just a 30-minute drive from Yangon International airport close to the heart of downtown Yangon and within walking distance of the magnificent golden Shwedagon Pagoda. The Rose Garden Hotel Yangon specializes in pampering its guests with exclusive five-star amenities and traditional Myanmar charm.

The Rose Garden Hotel was established as a private entity in 2014. The hotel is located near the scenic Kandawgyi Lake, a landmark of Yangon, and provides panoramic views of the city's Zoological gardens next door. Its exact address is No. 171, Upper Pansodan Road, MingalarTaungNyunt Township, Yangon, Myanmar. The hotel has 271 employees in one executive office and ten departments. The major tourist groups of the hotel are upper class locals and foreigners from Asian countries, European countries and America.

The hotel rooms are classified as Superior Deluxe, Balcony Deluxe, Bamboo Executive and Padauk Suite. The rooms are all adorned with large windows that provide ample natural light. Furthermore, the artificial light throughout the hotel is LED-based to reduce energy usage. With a state-of-the-art heating and cooling system, which moves waste heat through boilers to pre-heat the water, and extensive recyclable plumbing, the Rose Garden is also one of the greenest hotels in Yangon.

3.2   Vision and Mission Statements of Rose Garden Hotel

The vision of Rose Garden Hotel is to be the hotel that is remembered for excellence of service and innovation for products and services while maintaining the authentic Myanmar experience thus ensuring return of guests to the hotel.

The mission statement is about always remembering to ensure that our guests feel important and select us as preferred hotel in Yangon. The statement also includes growing and developing our team members by providing training and continuous development growth.

The core values by Rose Garden Hotel are described as follows:

- Honesty
- Integrity
- Accountability
- Result oriented
- Teamwork
- Passion

3.3   Organization Structure of Rose Garden Hotel

The Rose Garden Hotel has 271 employees in one executive office and ten departments, and its organization chart is shown in Figure (3.1) below.

Figure (3.1)   Organization Chart of Rose Garden Hotel
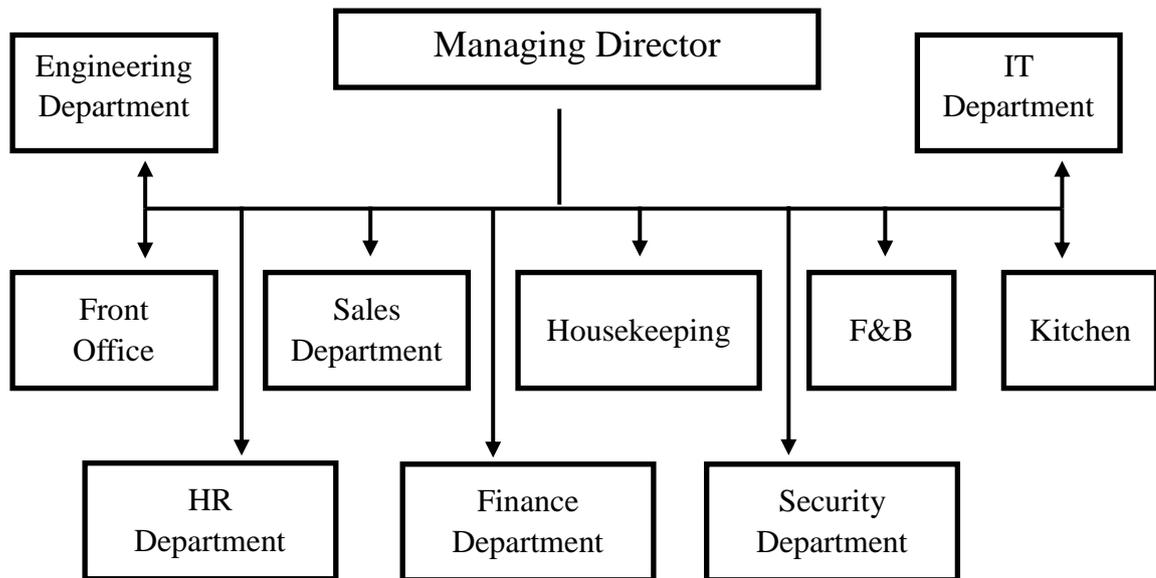
Source: Rose Garden Hotel, 2018

As shown in Figure (3.1), the managing director is the top of the whole organization. The ten departments are below the executive office of the managing director. These departments are human resource department, finance department, sales department, front office department, housekeeping department, F&B department, kitchen department, IT department, engineering department and security department. Each department has at least one department head (top management level), supervisors (middle management level) and staffs (lower management level).

According to Manpower profile as show in Table (3.1), there is no female employees in both engineering and security department. This is not surprising, given the fact that the nature of job tends to attract male employees than female ones. Kitchen department represents a large proportion (21.4%) of total employees in Rose Garden hotel. With regard to gender classification, the total population of staffs consists of male employees (68.3%) and female employees (31.7%). The kitchen department tends to populate with male employees (17.7% of total staffs) whereas a

large number of female employees (8.8% of total staffs) are in the housekeeping department.

Table (3.2)   Manpower Profile

Department	Male		Female		Total	
	No of responds	% of Total	No of responds	% of Total	No of responds	% of Total
Executive Office	1	0.3	0	0.0	1	0.3
Human Resource Department	5	1.8	3	1.1	8	2.9
Finance Department	18	6.6	17	6.2	35	12.9
Sales Department	3	1.1	6	2.2	9	3.3
Front Office Department	19	7.0	14	5.1	33	12.1
Housekeeping Department	29	10.7	24	8.8	53	19.5
F&B Department	23	8.4	11	4.0	34	12.5
Kitchen Department	48	17.7	10	3.6	58	21.4
IT Department	3	1.1	1	0.3	4	1.4
Engineering Department	21	7.7	0	0.0	21	7.7
Security Department	15	5.5	0	0.0%	15	5.5
Total	185	68.3	86	31.7%	271	100

Source: Survey Data, 2018

Figure (3.2)   Manpower Profile
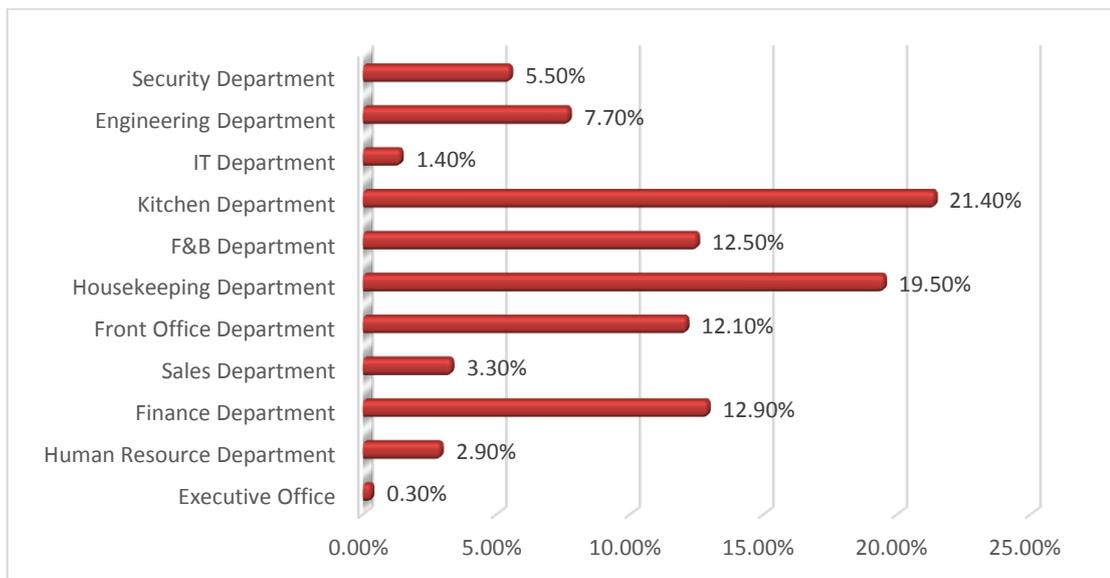
Source: Survey Data, 2018

3.4   Training and Development Practices and Programs

The natural need to train and develop new skills has become a usual aspect in every day working life. As a result of new trends and technology progress, the training that was provided at the start becomes obsolete and needs to be improved and customized to the present trends and needs (Boella, 1992). Although, the importance of employee training is mostly undeniable, according to Pettinger and Frith (2002) there are still many organizations which attach a very low priority to it and when it comes to hard times, the employee training and development is one of the first operations to be cut and required to restrict its operations.

As the role of human resource management was explained above, one of the most important roles of management is systematic training of employees. Employee training and development is a part of the HR department. However, nowadays the position of the training manager is quite common in big hotel chains, but it doesn´t always have to be a separate function. Often, it is an HR manager who is taking care of the training and development of the employees.

Before any training is given, the important role of the HR and Employee training manager is to have the right people working in the right positions. There are several steps when it comes to the job analysis and general terms used in the staff

training process. First of all, it is very important to define a job itself. Job refers to all tasks fulfilled by the specific employee who is taking care of prescribed duties within the particular working environment (Cousins and Lillicrap, 2010). Then it is necessary to pair the right person with the right position. In this stage, the job description and job specification need to be created (see figure 1). On the one hand, job description contains the detailed description of each task, responsibility and duty needed to fulfill the particular job. Job description also includes information such as job title, purpose and scope of job, place of work, key performance measures and whom the employee responds to (Cousins and Lillicrap, 2010). On the other hand, job specification defines the combination of knowledge, skills and abilities of particular employee that are necessary to carry out the specific job (Woods, 2006).

In brief, the training programs that every hotel employee need to attend based on service years or performance and skills as required by them in Rose Garden Hotel are described as follows:

- Employee orientation
- Mentoring
- Refresher
- On-the-job Training
- External Training

Orientation: The orientation is given to newly appointed staff immediately after being employed. This training is mandatory for every employee who wants to be a part of the Rose Garden hotel. The all-day long training includes everything from introduction to the company´s standards and its background, concepts of meeting rooms and any services offered by the hotel. During this stage, the employee is introduced to new colleagues in every department. The knowledge about the history of Rose Garden hotel is also part of this training.

Mentoring: This type is often provided by specialists from inside or outside the organization who concentrate on specific areas of skills or behaviors, for example leadership. It is also something that can happen in the workplace. As a HR manager or head of the section, you should be prepared and able to act as a coach when necessary to see that learning takes place.

Refresher training: The hospitality industry faces many challenges when it comes to training, such as high staff turnover, ever-changing compliance, legislation, and a customer-centric focus. Hospitality staff need to be empowered with a broad range of skills such as customer service, food safety, time management and even manual handling. Rose Garden hotel provide periodic refresher trainings depending on performance and skills as required by employees. Films, television and video are often used for training in a variety of contexts. Video scan be used to demonstrate particular tasks, such as the procedures to follow when apprehending a suspect or extinguishing a chemical fire.

On-the-job training: It is a traditional technique of training employees in the hotel industry. Twinned with peer-to-peer coaching, in which employees rely on other people's knowledge to learn, training can be done seamlessly on a day-to-day basis. Knowledge gaps can be identified by the employee themselves when they cannot do something or might be spotted by managers or senior team members who can suggest the training that is needed. On-the-job training also includes a social element of training, which is shown to increase knowledge retention. Those things employees learn from their peers are often better remembered than the things they learn in a classroom training session.

External training: Small groups of people sent to the training facility outside of the hotel over a short period to concentrate on a defined area of concern. These workshops include skills that can be applied immediately in the workplace. In this method, the trainer delivers a lecture on the particular subject, which is followed by queries and discussions. The conference leader must have the necessary skills to lead the discussion in a meaningful way without losing sight of the topic or theme. This method is used to help employees develop problem-solving skills.

CHAPTER 4

RESEARCH METHODOLOGY

This chapter presents a detailed analysis of the research results through descriptive statistics. The employee perception towards training and development practices in Rose Garden hotel was analyzed based upon the survey conducted during August 2018. This chapter is organized with four major sections. The first section started with the research method of this paper followed by the analysis on demographic profile of respondents and measurement on employee perceptions towards training and development practices in Rose Garden hotel. Finally, the comparative testing among training programs and practice attributes are studied in this paper.

4.1   Research Design

In this study, the quantitative research method is mainly used. A business research that employs empirical assessments with numerical measurement and analysis approaches to address the research objectives is known as quantitative research (Zikmund, Babin, Carr, Griffin, 2010). A questionnaire with pre-coded answers were distributed to study the current training and development practices in Rose Garden hotel based on the hotel employees' perception. Each respondent in this survey have rated training and development practices in their organization using numeric scales. The numeric values collected from the questionnaires have been analyzed by using SPSS software.

To complete the survey effectively and accurately, sample is important to get all research questions answered. Sampling is a process of identifying representative fairly from right individuals, objects or events of the target population (Sekaran et al., 2010). The response sample consisted of 120 respondents from Rose Garden Hotel. The measuring instrument was a questionnaire consisting of two key sections. Part A dealt with three demographic items of respondents. Part B focused on the current training and development practices in Rose Garden hotel based on the hotel employees' perception. The data was presented in form of tables, charts and graphs.

4.2 Demographic Background of Respondents

The demographic profile of 120 respondents are discussed in the following subsections. The subsections present demographic distributions of the respondents in terms of job position, years of industry service and years of service in their current respective positions.

4.2.1 Position Profile of the Sample

The overwhelming majority of the respondents classified their current job position to be within the lower management domain (79.2%). This is not surprising, given the fact that there are more employees in their respective lower management positions.

Table (4.1)   Position Profile

Position	No of Respondents (n=120)	Percentage (%)
Top management	7	5.8
Middle management	18	15
Lower management	95	79.2
	120	100

Source: Survey Data, 2018

Figure (4.1)   Position Profile
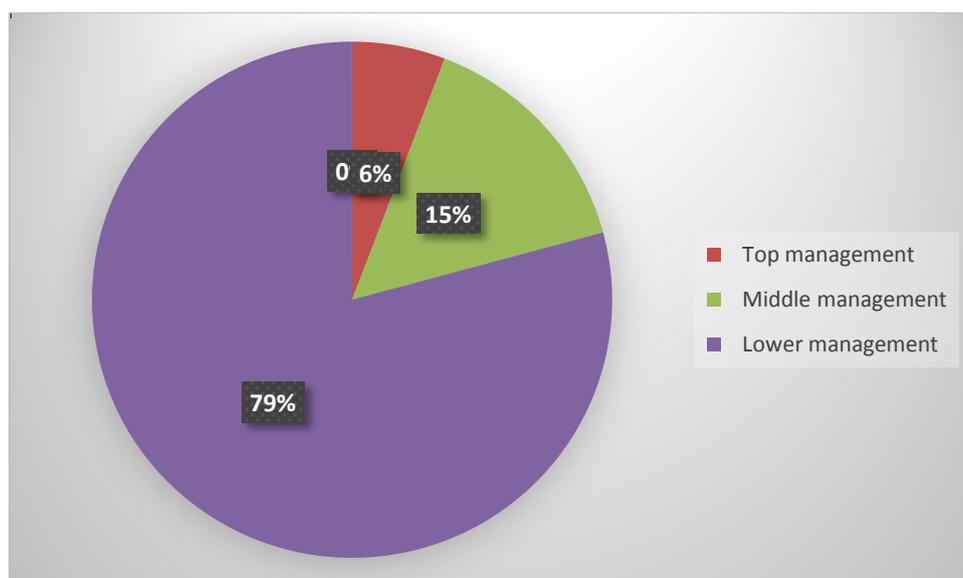
Source: Survey Data, 2018

4.2.2 Years of Service in the Hospitality Industry

The majority of the respondents (35.8%) had 2 to 3 years of service in the hospitality industry. This was closely followed by 27.5% of the respondents who had between 4 to 5 years of service. This is not surprising, given the fact that a large number of interns are often recruited and employed in the hospitality industry today.

Table (4.2)   Years of Industry Service Profile

Years of Service	No of Respondents (n=120)	Percentage (%)
1 years and below	30	25.0
2 to 3 years	43	35.8
4 to 5 years	33	27.5
6 to 9 years	9	7.4
10 years and above	5	4.1
	120	100

Source: Survey Data, 2018

Figure (4.2)   Years of Industry Service Profile
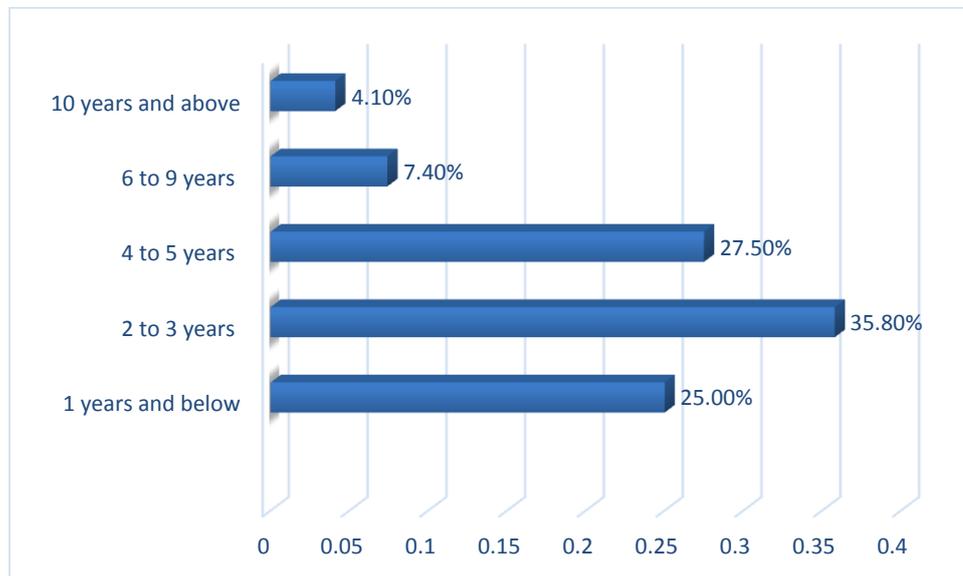
Source: Survey Data, 2018

4.2.3   Years of Service in Current Position

The majority of the respondents (52.5%) had at least 1 year but less than 3 years in their current positions respectively. This was followed by 22.5% of the respondents who had at least 3 months but less than 12 months in their current positions respectively. The results indicated there is a possible job rotation in Rose Garden Hotel.

Table (4.3)   Years of Service Profile

Years of Service	No of Respondents (n=120)	Percentage (%)
At least 6 years, but less than 10 years.	5	4.2
At least 3 years, but less than 6 years.	24	20.0
At least 1 year, but less than 3 years.	63	52.5
At least 3 months, but less than 12 months	27	22.5
At least 1 month, but less than 3 months.	1	0.8
	120	100

Source: Survey Data, 2018

Figure (4.3)   Years of Service Profile
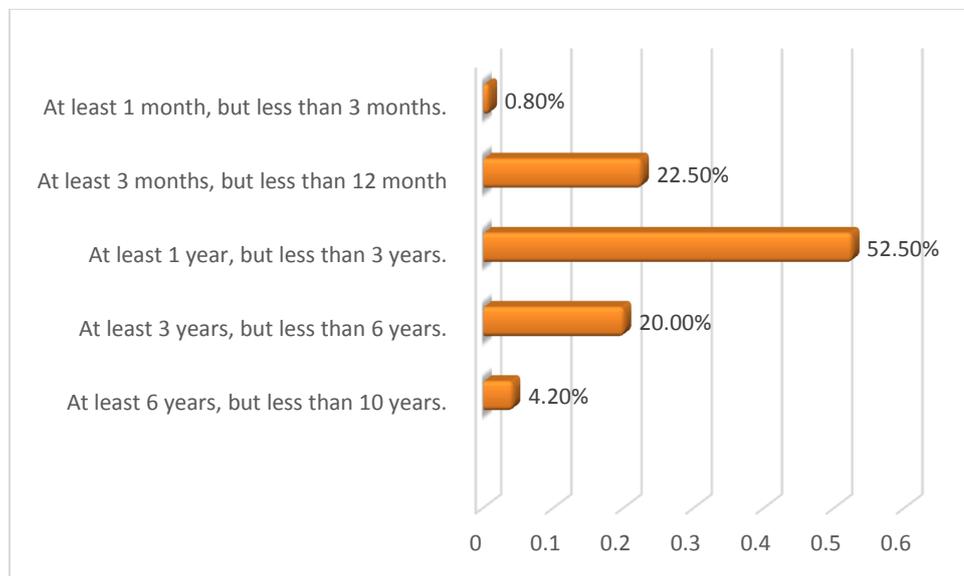
Source: Survey Data, 2018

In summary, most of the respondents were within the lower management domain. Over one-third of respondents had 2 to 3 years of service in the hospitality

industry. Furthermore, more than half of the respondents have been working for at least 1 year but less than 3 years in their current positions respectively.

4.3 Analysis of Employee Perceptions towards Training and Development Practices

This section presents the results of the survey regarding the employee perceptions towards training and development practices in Rose Garden hotel. Firstly, the number of respondents who have experienced with training programs. Then the analysis on types of training based on the hotel employees' perception are presented. After that, employees' perception towards trainers, training facilities and current training and development practices are measured and presented. Finally, the comparative analysis among perception attributes are measured and presented.

Table (4.4)   Number of Respondents Experienced with Training

Training Programs	No of Respondents (n=120)	Percentage (%)
Employee Orientation	120	100.0
Mentoring	46	38.3
Refresher	69	57.5
On-The-Job Training	114	95.0
External Training	37	30.8

Source: Survey Data, 2018

As illustrated in Table (4.4) above, the hotel staffs and management at different levels were asked to indicate whether they have experienced with which training programs. All respondents (100%) have experienced with employee orientation program that is planned for all new employees. Almost all respondents (95%) have experienced with on-the-job training. This is not surprising, given the fact that the common type of training program is on-the-job training in the hospitality industry. As for refresher training, more than half of respondents (57.5%) have experienced with it. More than one-third of respondents (38.3%) have been mentoring while almost one-third of respondents (30.8%) have been sent to external training.

4.3.1 Employee Perceptions towards Training Programs

This section continues to present findings from the questionnaire but specifically focuses on the sections about employees' perception towards types of training programs at Rose Garden hotel.

The hotel employees' perceptions towards employee orientation program are determined based on (1) adequate importance given, (2) well-planned, (3) sufficient duration, (4) costly mistake protection and (5) understanding policies and structure of the organization. The hotel employees' perceptions towards mentoring program are determined based on (1) enhanced confidence, commitment and motivation, (2) recognition, greater responsibility and pay improvements, (3) adequacy of continuing training, (4) eagerness of senior line managers to help their juniors develop through training and (5) satisfaction with performance reviews.

The hotel employees' perceptions towards refresher program are determined based on (1) enhanced commitment and motivation, (2) participation after determining the training employees need, (3) technical knowledge & skills acquired through training, (4) cross-cultural training improves teamwork and (5) satisfaction with performance reviews. The hotel employees' perceptions towards on-the-job training program are determined based on (1) enhanced commitment and motivation, (2) participation after determining the training employees need, (3) technical knowledge & skills acquired through training, (4) line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training and (5) satisfaction with performance reviews.

The hotel employees' perceptions towards external training program are determined based on (1) enhanced commitment and motivation, (2) participation after determining the training employees need, (3) technical knowledge & skills acquired through training, (4) employees returning from training are given adequate free time to reflect and plan improvements in the organization and (5) programs are carefully chosen their quality & suitability.

Table (4.5) Employee Perception towards Employee Orientation

Statements	Mean	Standard Deviation
Adequate importance is given	4.76	0.67
It is well planned.	4.60	0.70
It is of sufficient duration.	4.05	0.75
It protects from costly mistakes	4.20	0.73
Understand general objectives, scope, programs, problems, policies and structure of the organization	4.00	0.75
Overall	4.32	0.72

Source: Survey Data, 2018

As illustrated in Table (4.5) above, the total employees' perceptions mean score is 4.32 with minimum standard deviation (0.72), pointing out a rough conclusion that employees have positive perceptions towards employee orientation program at Rose Garden hotel. Moreover, among the individual items, the item used to measure adequate importance given get the maximum mean score (4.76) while the item used to measure understanding general objectives, scope, programs, problems, policies and structure of the organization get the minimum mean score (4.00).

Table (4.6) Employee Perception towards Mentoring

Statements	Mean	Standard Deviation
Enhanced confidence, commitment &motivation	4.10	0.72
Recognition, greater responsibility & pay improvements	3.81	0.79
Adequacy of continuing training	4.02	0.67
Senior line managers are eager to help their juniors develop through training.	4.36	0.70
Satisfaction with performance reviews	4.40	0.71
Overall	4.13	0.70

Source: Survey Data, 2018

As illustrated in Table (4.6) above, the total employees' perceptions mean score is 4.13 with minimum standard deviation (0.70), pointing out a rough conclusion that employees have positive perceptions towards mentoring program at

Rose Garden hotel. Moreover, among the individual items, the item used to measure satisfaction with performance reviews get the maximum mean score (4.40) while the item used to measure recognition, greater responsibility and pay improvements get the minimum mean score (3.81).

Table (4.7)   Employee Perception towards Refresher

Statements	Mean	Standard Deviation
Enhanced commitment &motivation	4.03	0.67
Participate in determining the training they need.	4.76	0.67
Technical knowledge & skills acquired through training.	4.01	0.69
Cross-cultural training improves team work	4.36	0.70
Satisfaction with performance reviews	4.40	0.71
Overall	4.31	0.67

Source: Survey Data, 2018

As illustrated in Table (4.7) above, the total employees' perceptions mean score is 4.31 with minimum standard deviation (0.67), pointing out a rough conclusion that employees have positive perceptions towards refresher training program at Rose Garden hotel. Moreover, among the individual items, the item used to measure participation after determining the training employees needed get the maximum mean score (4.76) while the item used to measure technical knowledge and skills acquired through training get the minimum mean score (4.01).

Table (4.8)   Employee Perception towards On-the-Job Training

Statements	Mean	Standard Deviation
Enhanced commitment &motivation	4.08	0.62
Participate in determining the training they need.	3.81	0.79
Technical knowledge & skills acquired through training.	4.02	0.67
Line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training	4.40	0.70
Satisfaction with performance reviews	4.36	0.71
Overall	4.13	0.69

Source: Survey Data, 2018

As illustrated in Table (4.8) above, the total employees' perceptions mean score is 4.13 with minimum standard deviation (0.69), pointing out a rough conclusion that employees have positive perceptions towards on-the-job training program at Rose Garden hotel. Moreover, among the individual items, the item used to measure whether line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training get the maximum mean score (4.40) while the item used to measure participation after determining the training employees needed get the minimum mean score (3.81).

Table (4.9)   Employee Perception towards External Training

Statements	Mean	Standard Deviation
Enhanced commitment &motivation	4.02	0.67
Participate in determining the training they need.	3.45	0.66
Technical knowledge & skills acquired through training.	4.02	0.69
Employees returning from training are given adequate free time to reflect & plan improvements in the organization.	4.90	0.66
Programs are carefully chosen their quality &suitability.	4.40	0.71
Overall	4.15	0.68

Source: Survey Data, 2018

As illustrated in Table (4.9) above, the total employees' perceptions mean score is 4.15 with minimum standard deviation (0.68), pointing out a rough conclusion that employees have positive perceptions towards external training program at Rose Garden hotel. Moreover, among the individual items, the item used to measure whether employees returning from training are given adequate free time to reflect and plan improvements in the organization get the maximum mean score (4.40) while the item used to measure participation after determining the training employees needed get the minimum mean score (3.45).

4.3.2 Employee Perceptions towards Training Facilities

This section continues to present findings from the questionnaire but specifically focuses on the sections about employees' perception towards training facilities at Rose Garden hotel. The hotel employees' perceptions towards training facilities are determined based on (1) space provided, (2) training environment, (3) ventilation and lighting facility, (4) seating arrangement and (5) communication among trainees.

Table (4.10) Employee Perception towards Training Facilities

Statements	Mean	Std. Deviation
Space provided	4.03	0.67
Training environment	4.05	0.67
Ventilation & lighting facility	4.04	0.69
Seating arrangement	4.90	0.70
Cooperation and communication among trainees	4.40	0.71
Average	4.28	0.67

Source: Survey Data, 2018

As illustrated in Table (4.10) above, the total employees' perceptions mean score is 4.28 with minimum standard deviation (0.67), pointing out a rough conclusion that employees have positive perceptions towards training facilities at Rose Garden hotel. Moreover, among the individual items, the item used to measure seating arrangement get the maximum mean score (4.90) while the item used to measure space provided get the minimum mean score (4.03).

4.3.3 Employee Perceptions towards Trainers

This section continues to present findings from the questionnaire but specifically focuses on the sections about employees' perception towards trainers at Rose Garden hotel. The hotel employees' perceptions towards trainers are determined based on the trainers' ability of (1) clarifying and illustrating questions, (2) providing quality of presentation, (3) keeping the session alive and interesting, (4) summarization and (5) employees' overall rating of the trainer.

Table (4.11)   Employee Perception towards Trainer

Statements	Mean	Std. Deviation
Clarifying & illustrating questions	4.02	0.67
Quality of presentation	3.65	0.66
Keeping the session alive and interesting	4.02	0.69
Summarization	4.70	0.66
Employees' overall rating of the trainer	4.40	0.71
Average	4.15	0.68

Source: Survey Data, 2018

As illustrated in Table (4.11) above, the total employees' perceptions mean score is 4.15 with minimum standard deviation (0.68), pointing out a rough conclusion that employees have positive perceptions towards external training program at Rose Garden hotel. Moreover, among the individual items, the item used to measure the trainer's ability of summarization get the maximum mean score (4.70) while the item used to measure the trainer's ability of providing quality of presentation get the minimum mean score (3.65).

4.3.4 Employee Perceptions towards Current Training and Development Practices

This section continues to present findings from the questionnaire but specifically focuses on the sections about employees' perception towards types of training programs at Rose Garden hotel. The hotel employees' perceptions towards current training and development practices are determined based on the facts that (1) line managers provide the right kind of climate to implement new ideas and methods acquired by their juniors during training, (2) employees can choose the training they

need, (3) new knowledge and skills are quarterly provided through various training programs, (4) employees returning from training are given adequate free time to reflect & plan improvements in the organization and (5) training programs are carefully chosen their quality & suitability.

Table (4.12) Employee Perception towards Current Practices

Statements	Mean	Std. Deviation
Line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training	4.02	0.67
Employees can choose the training they need.	3.45	0.66
New knowledge and skills are quarterly provided through various training programs	4.10	0.63
Employees returning from training are given adequate free time to reflect & plan improvements in the organization.	4.50	0.60
Programs are carefully chosen their quality & suitability.	4.40	0.62
Average	4.09	0.64

Source: Survey Data, 2018

As illustrated in Table (4.12) above, the total employees' perceptions mean score is 4.09 with minimum standard deviation (0.64), pointing out a rough conclusion that employees have positive perceptions towards current training and development practices at Rose Garden hotel. Moreover, among the individual items, the item used to measure whether employees returning from training are given adequate free time to reflect and plan improvements in the organization get the maximum mean score (4.50) while the item used to measure whether employees can choose the training they needed get the minimum mean score (3.45).

In summary, the total employees' perceptions mean scores with minimum standard deviations, pointing out a rough conclusion that employees have positive perceptions towards all four dimensions regarding training and development practices at Rose Garden hotel.

4.4.5 Comparative Analysis of Employees' Perception towards Training and Development Practices

The comparative analysis of employees' perception towards training and development practices are conducted by four dimensions: training programs, training facilities, trainers and current training and development practices. The results of average mean scores of each dimension are illustrated in Table (4.12) and Figure (4.4).

Table (4.13)   Overall Average Scores for Each Dimension

Sr.	Dimension	Mean	Std. Deviation
1.	**Training Programs**	4.20	0.69
	Employee Orientation	4.32	0.72
	Mentoring	4.13	0.70
	Refresher	4.31	0.67
	On-The-Job Training	4.13	0.69
	External Training	4.15	0.68
2.	**Training Facilities**	4.28	0.67
3.	**Trainers**	4.15	0.68
4.	**Current Training and Development Practices**	4.09	0.64

Source: Survey Data

Figure (4.4)   Overall Average Scores for Each Dimension
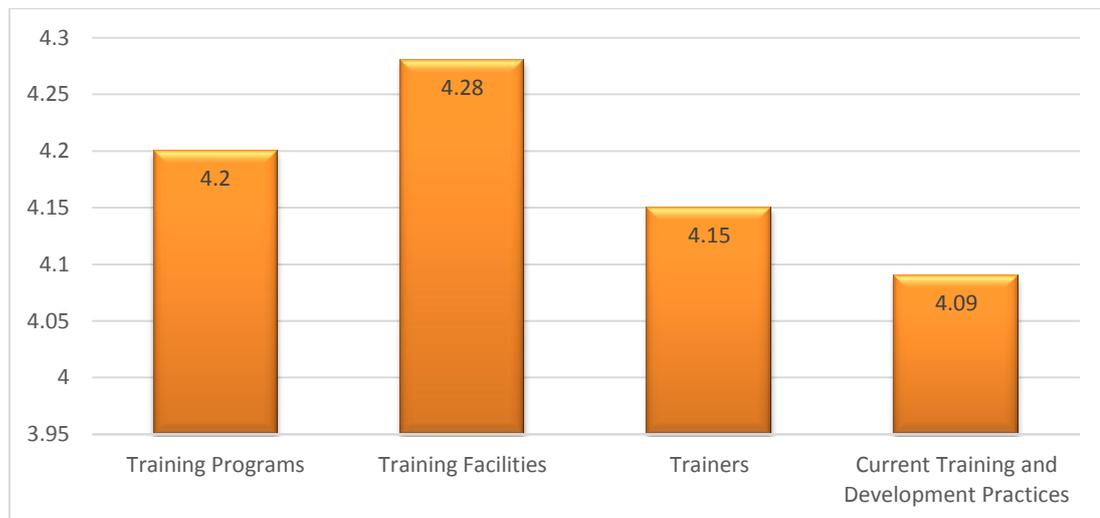
Source: Survey Data

As illustrated in Table (4.13) and Figure (4.4) above, the corresponding average scores of the employee's perception of training facilities is 4.28 which is the highest score compared to other dimension so it is concluded that employees at Rose Garden hotel highly perceived this dimension positively. However, the dimension of current training and development practices has the lowest scores of all dimensions (4.09), and the score is positive indicating that current training and development practices are somewhat highly perceived among employees at Rose Garden hotel.

CHAPTER 5
CONCLUSION

The purpose of this research was to understand employees' perceptions toward training and development practices at Rose Garden Hotel. The target respondents comprised staffs and management at all levels. This chapter five is describes the conclusion include findings and discussions, Recommendations, and needs for further research.

5.1   Findings and Discussion

Training and development have achieved a high degree of recognition for their importance in helping individuals become better performers and assisting organizations in achieving their goals. The field has become more visible, training processes more clearly defined, and the need for training more evident as societal and technological changes have occurred.

Through designing training and development activities, the benefits outlined in this project work both direct and indirect can be achieved. Further, when employees learn new skills and acquire new knowledge, they increase their career potential and add extra value to their employers and others whose work is impacted by their performance.

Following a well-structured plan for designing, implementing, and evaluating training and development programs is helpful in ensuring the effectiveness of the program and achieving a return on investment. Moreover, perception of employees toward training and development practices of the firm play an important role in retaining talented people for their firms.

Respondents' profile analysis obtained from the research indicate that most of the respondents were within the lower management domain. Over one-third of respondents had 2 to 3 years of service in the hospitality industry. Furthermore, more than half of the respondents have been working for at least 1 year but less than 3 years in their current positions respectively.

All respondents (100%) have experienced with employee orientation program that is planned for all new employees. Almost all respondents (95%) have

experienced with on-the-job training. This is not surprising, given the fact that the common type of training program is on-the-job training in the hospitality industry. As for refresher training, more than half of respondents (57.5%) have experienced with it. More than one-third of respondents (38.3%) have been mentoring while almost one-third of respondents (30.8%) have been sent to external training

Data analysis obtained from the research indicate that the total employees' perceptions mean score for employee orientation program is the highest among training programs (4.32) with minimum standard deviation (0.72), pointing out a rough conclusion that employees have high positive perception towards employee orientation program at Rose Garden hotel. The total employees' perceptions mean score for mentoring programs and on-the-job trainings is the lowest among training programs (4.13) with minimum standard deviations of (0.70) and (0.69), pointing out a rough conclusion that employees have positive perception towards mentoring program and on-the-job training at Rose Garden hotel.

Among the individual items affecting employee orientation program, the item used to measure adequate importance given get the maximum mean score (4.76) while the item used to measure understanding general objectives, scope, programs, problems, policies and structure of the organization get the minimum mean score (4.00). As for mentoring program, the item used to measure satisfaction with performance reviews get the maximum mean score (4.40) while the item used to measure recognition, greater responsibility and pay improvements get the minimum mean score (3.81). As for refresher training, the item used to measure participation after determining the training employees needed get the maximum mean score (4.76) while the item used to measure technical knowledge and skills acquired through training get the minimum mean score (4.01). In the analysis of on-the-job training, the item used to measure whether line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training get the maximum mean score (4.40) while the item used to measure participation after determining the training employees needed get the minimum mean score (3.81). As for external training, the item used to measure whether employees returning from training are given adequate free time to reflect and plan improvements in the organization get the maximum mean score (4.40) while the item used to measure

participation after determining the training employees needed get the minimum mean score (3.45).

The corresponding average scores of the employee's perception of training facilities is 4.28 which is the highest score compared to other dimension so it is concluded that employees at Rose Garden hotel highly perceived this dimension positively. However, the dimension of current training and development practices has the lowest scores of all dimensions (4.09), and the score is positive indicating that current training and development practices are somewhat highly perceived among employees at Rose Garden hotel. In summary, the total employees' perceptions mean scores with minimum standard deviations pointed out that employees have positive perceptions towards all four dimensions regarding training and development practices at Rose Garden hotel.

The following conclusions were obtained from the research findings.

It can be concluded that, the role of training and development at Rose Garden Hotel were, establishment of training gaps and to build capacity of employees relative to achieving the overall vision and mission statements of Rose Garden hotel.

The study concluded that, the impact of training and development at Rose Garden hotel were mainly concerned with promoting hotel image, offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization.

In addition, it can be concluded from the research that, appropriate training and development of hotel staff can result in efficient performance of their job functions; therefore, inappropriate training and development of hotel staff can lead to underperformance of their job functions.

Finally, the research findings concluded that, training and development would enable management of Rose Garden to better appreciate the challenges associated with staff performance.

5.2   Recommendations

For any organization to succeed, training and development of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. Accordingly, when organizations adopt this learning culture, they create a variety of training opportunities for all employees and develop performance expectations that instill in all employees the need for and value of training and development on a continual basis.

The following recommendations are outlined for future reference:

- Training content and delivery approaches should be relevant to the job functions of employees.
- Training and development provided by Rose Garden hotel should result in a better understanding of the vision and mission statement of the hotel.
- Rose Garden hotel should conduct appropriate training needs assessment to ensure that, training content for employees would result in efficient management of customer complaints.
- The frequency of external training provided should be improved and targeted at improving employee job performance.
- Rose Garden hotel should encourage refresher training programs for employees to ensure consistency in the performance of their job functions.
- Training and Development offered by Rose Garden hotel should ensure a better understanding of the mission and vision statement of their hotel so that, employees can identify themselves with the organizational values in the discharge of the duties.

5.3   Needs for Further Research

This study directly focuses on employees' perception towards training and development (types of trainings, trainers, training facilities and current practices). However, the plan and implementation are not properly studied therefore this it is suggested that further studies should be conducted to explore how training and development program can be strategically designed and aligned with the organizational goals to meet the desired performance.

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APPENDIX

Questionnaire on the Impact of Training and Development on Job Performance

(A Case Study on Staffs of Rose Garden Hotel)

This questionnaire is designed to evaluate the impact of training and development on job performance as a partial requirement for master degree. Please, tick the appropriate box or write in the space provided. Note that any information provided would be treated confidential

A. Respondent's Occupational Information

1. What is your job position?

- ☐ Top Management
- ☐ Middle Management
- ☐ Lower Management

2. How long have you been in the hotel industry?

- ☐ 1 years and below
- ☐ 2 to 3 years
- ☐ 4 to 5 years
- ☐ 6 to 9 years
- ☐ 10 years and above

3. How long have you worked in your current position?

- ☐ Ten years or more.
- ☐ At least 6 years, but less than 10 years.
- ☐ At least 3 years, but less than 6 years.
- ☐ At least 1 year, but less than 3 years.
- ☐ At least 3 months, but less than 12 month
- ☐ At least 1 month, but less than 3 months.
- ☐ Less than 1 month.

4. Are you aware of all training programs conducted in your hotel?

☐ Employee orientation

☐ Mentoring

☐ Refresher

☐ On-the-job Training

☐ External Training

5. Please tick all the trainings you have received from your hotel.

☐ Employee orientation

☐ Mentoring

☐ Refresher

☐ On-the-job Training

☐ External Training

B. Perception on Training and Development Practices

Training Programs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Employee Orientation					
Adequate importance given					
It is well planned.					
It is of sufficient duration.					
It protects from costly mistakes					
Understand general objectives, scope, programs, problems, policies and structure of the organization					
Mentoring					
Enhanced confidence, commitment & motivation					
Recognition, greater responsibility & pay improvements					
Adequacy of continuing training					
Senior line managers are eager to help their juniors develop through training.					
Satisfaction with performance reviews					

Training Programs	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Refresher					
Enhanced commitment & motivation					
Participate in determining the training they need.					
Technical knowledge & skills acquired through training.					
Cross-cultural training improves team work					
Satisfaction with performance reviews					
On-the-job Training					
Enhanced commitment & motivation					
Participate in determining the training they need.					
Technical knowledge & skills acquired through training.					
Line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training					
Satisfaction with performance reviews					
External Training					
Enhanced commitment & motivation					
Participate in determining the training they need.					
Technical knowledge & skills acquired through training.					
Employees returning from training are given adequate free time to reflect & plan improvements in the organization.					
Programs are carefully chosen their quality & suitability.					

Training Facilities	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Space provided					
Training environment					
Ventilation & lighting facility					
Seating arrangement					
Collaboration & Communication					

Trainer Factors	Excellent	Good	Fair	Poor	Worst
Clarifying & illustrating questions					
Quality of presentation					
Keeping the session alive and interesting					
Your overall rating of the trainer					
Summarization					

Current Practices	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Line managers provide the right kind of climate to implement new ideas & methods acquired by their juniors during training					
Employees can choose the training they need.					
New knowledge and skills are quarterly provided through various training programs					
Employees returning from training are given adequate free time to reflect & plan improvements in the organization.					
Programs are carefully chosen their quality & suitability.					