



**Addis Ababa University
College of Business and Economics
School of Commerce
Department of Marketing Management**

**Assessment of Training and Development Practices in Hilton Addis
and Intercontinental Addis Hotels**

By:

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**June, 2016
Addis Ababa**

Assessment of Training and Development Practices in Hilton Addis and Intercontinental Addis Hotels

A research project paper submitted to the School of Graduate Studies of school of Commerce Addis Ababa University in partial fulfillment of the requirements for the Degree of Masters of Marketing Management (MA)

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Declaration

I, Eskinder Habte Dessee, declare that this study entitled as “**Assessment of Training and Development Practices in Hilton Addis and Intercontinental Addis Hotels**”, is my own work. I have carried out the research work independently with the guidance and support of the research advisor. This study had not been submitted to any degree/diploma in this or any other institution. It is done in partial fulfillment of MA Degree in Marketing Management.

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Certification

This is to certify that Eskinder Habte Dessee has done a study on the topic **“Assessment of Training and Development Practices in Hilton Addis and Intercontinental Addis Hotels”**. This study is of his original work and all the sources of materials used for the research had been duly acknowledged.

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Abbreviations and Acronyms

T&D	Training and Development
HR	Human Resources
HRD	Human Resources Development
KSAOs	knowledge, Skills, Abilities, and Other characteristics
MoCT	Ministry of Culture and Tourism
KSA	knowledge, skills and abilities
OJT	On-the-Job Training
CBT	Computer-Based Training
CIPD	Chartered Institute of Personnel and Development

Abstract

The aim of this paper is to assess training and development practices used in Hilton Addis and Intercontinental Addis hotels. Primary data were used for the study, which were generated through the use of questionnaires. The study took a sample of 241 respondents from a population of 729. Stratified sampling technique was used to select the respondents. Data collected were analyzed using descriptive statistics.

Major findings indicated that there is apparent that one of the attributive reasons for lack of training and development programs emanates from failure to assess needs periodically. T&D need assessment in the hotels is very poor. It implies that almost there is no practice of analyzing training and development needs periodically. Moreover, valuation of T&D program in the hotels was conducted mostly during T&D program. There was less practice of evaluating trainees before and after the T&D program. Evaluation before T&D is a means to assess the cost/benefit of the human resource training and development program to the hotels. On the other hand, Evaluation after T&D will enable the hotels to deal with T&D content design for the future.

The study therefore concluded that for training and development practice to have significant benefit for employees and the hotels, T&D need assessment, T&D evaluation, appropriate T&D content design should be implemented for the effectiveness of the hotels T&D.

Key words: Training and Development, HRD, Hotel Industry, Skill, Performance

Chapter One: Introduction

1.1 Background of the Study

This study assessed one of the core functions of human resource which is training and development practices in Hilton Addis and Intercontinental Addis hotels. The study assessed how were employees selected for T&D, how T&D need assessment was carried out, T&D need analysis, T&D content design, methods of T&D delivery, and T&D evaluation criteria. The research identified findings and delivered the necessary recommendations.

The development of any organization depends largely on its human resources. Therefore, management is conceptualized as the process of achieving the goals of the organization by utilizing people and other resources, (Everald and Shilt, 1979 cited in Uyi ,2002). However, recruitment of employees into the organization is carried out not only to hire the right caliber of employees but to fill the vacant positions.

The employees even though they are made to pass through the rigorous processes so that the organizational culture, norms and objectives could be internalized to ensure that organizational productivity is maximized, Jerling (1996) opined that training and development of employees is an important management tool used to maximize the potential capabilities of the employees to yield maximum output. Nwachukwu (2006) also posits that training of employees could aid businesses to meet the ever increasing challenges and high competitiveness for productivity.

Training and development are integral to a Hotel's growth and success. Hotels can however under-train their employees by being unwilling to take the time to explain new staff tasks that need to be performed. When this unwillingness occurs, Ryan (2008) states that three scenarios may take place – the employee will not be able to help a client the way they should, the client will be left unsatisfied by the hotel's service level, and lastly the employee will become frustrated by the company and his or her service level will drop to a minimum. Studies have shown that training programs increase employee satisfaction, employee morale and employee retention, and decrease turnover and hiring rates. Training has been shown to improve knowledge and in turn knowledge improves the delivery of hospitality business related activities. Daniels (2008) mentions in her article that in the current economic situation; companies may be tempted to cut their training budgets, but they should not however abandon training.

Hotels should instead use this situation as an opportunity because training boosts morale and commitment by showing employees they are a valued and important resource. The training itself provides skills and enthusiasm to help participants provide amazing customer service. Great customer experiences lead to brand loyalty. Skills' training that equips employees with the tools to increase customer loyalty is not overhead, a cost, or a frill.

Training is important as it is part of the service quality that drives the performance of hotels. Chow, Haddad and Singh (2007) found in their study of 46 hotels in San Diego that by providing training and development, the hotels' employee morale, productivity and job satisfaction improved, which in turn can improve managers' morale.

1.2 Background of the Hotels

1.2.1 Intercontinental Addis Hotel

Intercontinental Addis Hotel is one of the star hotels in Ethiopia; where the lot of foreign and domestic customers are getting the services. Although the hotel is not a member of the international chain of Intercontinental Hotels, it almost achieving the international levels. This hotel has a large atrium, convenient rooms, each of them with balcony, a roof top pool, a bar Wi-Fi and a rather basic restaurant. It is located just next to Kazanchis junction (Hotel profile, 2014).

1.2.2 Hilton Addis Hotel

Hilton Addis was established in 1967. Opposite the Ministry of Foreign Affairs, the Hilton Addis Ababa hotel is located in central Addis Ababa. Only 15 minutes from Bole International Airport. The hotel provide services like the other star hotels and the only difference with intercontinental are it is vast and vegetated since it has been built in former times and some of its share belongs to the government. Most foreign visitors like this hotel and get the relaxation from its variety of staying areas (company profile, 2014).

1.3 Problem Statement

The hospitality industry has been rapidly increasing during the last decades in Ethiopia. Because of this industry growth numbers of star hotels were built in Addis Ababa. These hotels need more competent human resources to present their services in a way that will win more customers and sustain profitability (Bruh, 2014).

The constant change in the workplace has created the need for organizations to continuously provide their employees with certain knowledge, skills, abilities, and other characteristics (KSAOs) in order to maintain market competitiveness and business survival (Lee & Bruvold, 2003; Buckley & Caple, 2007; Jamil & Som, 2007). Effective training and development (T&D) which aims at updating the knowledge, skills, abilities (KSAs) and perspectives of new employees as well as existing workforce on regular basis has been identified as the only best way to facilitate the ongoing change in the workplace (McArdle, 2007; Moskowitz, 2008).

However, according to Ministry of Culture and Tourism MoCT (2015) report the biggest problem facing hotels in Ethiopia is concentrated on training and also most hotels are not benefited from professional management. As a result, the new hotels grading by the Ethiopia Ministry of Culture and Tourism (MoCT) on August 8, 2015 brought Hilton Addis down to three star and Intercontinental Addis hotel down to four star hotels. One of the indicators among the 12 that bring down these hotels was problem of training & development. Moreover, Elias (2015) on his article stated that most Ethiopia hotel developers are either ignorant about the difference about a trained and disciplined human resource makes to run a hotel or unwilling to invest in their employees. **In this respect, this study goes on to provide important inputs for the industry after making assessment of the practice of training and development on hotel performance in Hilton Addis and Intercontinental International hotel.**

1.4 Research Question

At the end of the study, the research will address the following questions:

1. How do the hotels select employees for T&D?
2. What are the methods used in identifying T&D needs in the hotels?
3. What is the content of T&D design in the hotels?
4. What are the methods used for conducting T&D in the hotels?

5. When do T&D evaluated in the hotels?
6. How do the hotels analyze T&D practices?
7. What are the methods applied for evaluating effectiveness of T&D activities in the hotels?

1.5 Objectives of the study

The objectives of the study are classified into general and specific.

The general objective is to assess training & development practice of Hilton Addis & Intercontinental Addis hotel.

In order to achieve the General Objectives, the study concentrates on the following

Specific objectives:

1. To find out how the hotels select employees for T&D.
2. To find out the methods used in identifying T&D needs in the hotels.
3. To examine the content of T&D design in the hotels.
4. To find out the methods used for conducting T&D in the hotels?
5. To examine when the hotels evaluate T&D.
6. To examine how the hotels analyze T&D practices
7. To find out methods applied for evaluating effectiveness of T&D activities in the hotels?

1.6 Significance of the Study

It is expected that the findings of this study will help highlight the ways in which human resource training & development can be beneficial not only to the organizations but also to the career development of its employees. All in all, the results pave way of improving human resources needed for the competitive performance of organizations operating in the same line of business as the sample companies in Addis Ababa.

This study also has influence to understand hotel employees training & development contribution to the hospitality industry and it may also have an impact for future researchers. This research paper has its own share in assisting the researcher to contribute to the growth of training &

development in the hotel industry and the development of tourism in Ethiopia, the paper identify problems related to the subject matter and also provide information to concerned bodies like policy makers, tourism planners, private investors and academicians to take appropriate decisions.

This study helps existed and incoming star hotels to review and evaluate their level of employee performance and their contribution to the development of appropriate training & development; moreover this research expected to extend its significance to the hospitality industry at large and plays a pivotal role in the development of training & development system to the industry.

1.7 Scope of the study

Throughout this research the training & development system in Hilton Addis and Intercontinental International hotel will be examined and appropriate recommendations for a more effective training & development system will be given where is appropriate. Staff Training and development is a very essential part of human resources management in the hospitality industry, and at the same time, a research will be conducted on staff training & development in the case hotels. In the research opinions about staff training and development in the hotels from employees in different positions will be obtained, kitchen, front line staff, supervisor, manager etc. In the conclusion part we will briefly go through the whole thesis study, discuss about the research study results and according to the results got from the research study, comments and suggestions about the employees attitude towards the staff training and development how could the Human Resource Department do to improve the trainings & development.

This study focuses on hotel in Addis Ababa, specifically the study emphasizes on Hilton Addis and Intercontinental International hotel located in Addis Ababa, and the study area concerned on training & development and hotel performance through the Hilton Addis and Intercontinental International hotel and assesses the practice of training & development on performance of the case hotels.

1.8 Limitations of the Study

There will be notable contributions from this study especially for on which training & development activities to focus on in order to develop hotel performance, the significance of this study need to be viewed and acknowledged in lights of its limitation. The attempt to assess the impact of training & development on hotel performance from the hospitality industry could not be enough to reflect only analyzing Hilton Addis and Intercontinental International hotel. The researcher only focus on training & development, hence, other HRM actives like recruitment, selection, etc. which may have a great contribution have not been considered. On the other hand the study requires a determinant time and voluntary response from target group and the researcher will do his best to attain the optimum result.

1.9 Organization of the Study

The thesis is divided into five main chapters with recommendation and conclusion. The first chapter is the thesis general introduction part, providing readers with background of the study, problem statement, research questions, objectives of the study, hypothesis, significance of the study, scope of the study, limitations of the study and structure of thesis. In the second chapter literature review: introduction, theories on training & development, need of developing employees, need of developing the employees, training & development process, standard operating procedures of training and development in hotel industry and theoretical framework. In the third chapter, explains the research methodology. The analysis and interpretation part is exhibited in chapter four, which consists of the presentation of the results and analysis of them, the display of data. The fifth chapter is a about the research findings, includes the conclusion of this thesis and recommendations that can be made for the T&D of the case hotels.

Chapter Two: Review of Related Literature

2.1 Introduction

Human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization.

Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000) .As the •Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improve the work of the employee such as flexible scheduling, training & development etc.

2.2 Theories Relating to Training and Development

Training and development refers to the process to obtain or transfer KSA (knowledge, skills and abilities) needed to carry out a specific activity or task; therefore, benefits of training and development both for employer and employees are strategic in nature and hence much broader. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging from training of the employees for their present tasks and more so, knowledge sharing to improve the business horizon and customer's service. It also focuses on their career development, thus expanding individual, group and organizational effectiveness. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993). In fact, in the start of the twenty-first century Human Resource Managers have opined that one of the main challenges they are to

confront had involved issues related to training and development (Stavrou, Brewster and Charalambous, 2004).

Although, training is mostly designed for non-managers, it generally covers short-term technical and mechanical skills intended to improve the performance of both managerial and non managerial personnel alike. In the past, it was wrongly assumed that training was meant for non-managerial staff only but, since the advent of information technology and knowledge economy characterized by technological changes and attendant re-engineering of organizational structures and rationalization of employment, training has come to take a wider meaning as any other level of employee may need one kind of training or another in the course of his career and work life (Yalokwu, 2006).

Training is defined as a short-term process utilizing a systematic and organized procedure by which non-managerial personnel learn technical knowledge and skills for a definite purpose (Skinnetz, 1969). The term development in this context refers broadly to the nature and direction of change induced in employees as a result of educational and training programs. Development is managerial in nature and is a career focused. Management development is all those activities and programs, which when recognized and controlled have a substantial influence in changing the capacity of the individual to perform his present assignment better and in so doing are likely to increase his potential for future management assignment.

According to Bernatek (2003), training and development help to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. For Fitzgerald (1992), training focuses primarily on teaching employees how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, where as development focuses on building the knowledge and skills of organizational members so they are prepared to take on new responsibilities and challenges. Training tends to be practiced more frequently at lower levels of an organization; development tends to be used more frequently with professionals and managers (Jones and George, 2011). Both training and development can play a critical role in attracting and retaining workforce (Wilson, 1999). Training can be an essential tool for maintaining and

improving the productivity of employees there by upgrading their skills that are relevant to meet specific business, customer needs and ever changing industry standards while development opportunities motivate employees by providing them with skill and knowledge enrichment.

In that respect, training and development seems to be a continuous phenomenon, training emphasizing technical and manual skills at one extreme and development emphasizing philosophical and creative skills at the other extreme. Consequently, the hospitality industry will be able to meet its competitive challenges through the instrumentality of training and development of human resources (Yalokwu, 2006).

2.3 Training

“Training is the process that provides employees with the knowledge and the skills required operating within the systems and standards set by management” (Sommerville 2007). Therefore, training is concerned with imparting specific skills for a particular purpose. Training is the sequence of learning a sequence of programmed behavior. Training is the act of increasing the skills of an employee for doing a particular job.

2.4 Developing the Employees

Jackson (2002) opined that some cultural assumptions underlie human resource management with regards to developing employees: he deliberated through an example which highlighted the distinction between the hard and soft approaches on developmental aspects, appearing in the strategic HRM literature. The hard approach assumed the employees in the organizations as mere resources to achieve the objectives of the organization, where as the soft approach viewed the employees more as valued assets capable of development. The need for developing our employees is compelling because a sound Training and Development plan has its contributions to increase productivity and quality of work. The development strategy reduces staff turnover and absenteeism and also helps in improving motivation among the employees. In order to stay ahead of our competition, training and development plan must incorporate innovation and reinvention and this is only possible when training encompasses a wide range of learning actions. Therefore, an ideal training shall become part of a company-wide strategy and it must be is

linked to business goals and organizational performance (Tyson and Fell 1986; Hendry and Pettigrew 1990).

2.5 Need for Training and Development in Hotel

It is important that all employees be inducted into training and development programmes in order to improve their job related knowledge, skills and performance. The need for training and development in hospitality industry as noted by Yalokwu (2006), Sentoo (1997) and Ezeani (2006) are given thus:

- a) **Increased productivity:** Adequate human resource training and development increases skill, which improves the quality as well as quantity of output, this result to increase in the level of performance.
- b) **Improvement in employee morale:** Training and development improves needed skills, which builds up confidence and satisfaction. This in turn develops enthusiasm and pride, which are indicative of high morale.
- c) **Availability of skilled workforce for future personnel needs of organization:** Good training and development programs develop employees and prepare them for future managerial and executive responsibilities positions. Accordingly, when the need arises for personnel changes, the internal sources can be utilized more effectively.
- d) **Improvement in health and safety:** Proper training and development program can help prevent industrial accidents and create a safer work environment, since experience and knowledgeable workers are less prone to accidents.
- e) **Reduced supervision:** Trained employees supervised themselves, they are responsible and expect more freedom and autonomy and less supervision. This, therefore, promotes the spirit of participation and teamwork in hospitality industry.
- f) **Personal growth:** Training and development programs give the participants a wider awareness, a sense of self-satisfaction and fulfillment, an enlightened perspective and value system that support personal growth.
- g) **Organizational stability:** Training and development programs can foster the initiative and creativity of employees, which increase the sense of inquisitiveness and improved skills as it prevents manpower obsolescence. There is no greater organizational asset than that of trained and motivated employees.

2.6 Training and Development Process

In order to ensure that our employees are equipped with the right kind of skills, knowledge and abilities to perform their assigned tasks, training and development plays its crucial role towards the growth and success of our business. By choosing the right type of training, we ensure that our employees possess the right skills for our business, and the same need to be continuously updated in the follow up of the best and new HR practices. To meet current and future business demands, training and development process has assumed its strategic role and in this regard few studies by Stavrou et al.'s (2004) and Apospori, Nikandrou, Brewster and Papalexandris's (2008), have attained much importance as these highlight the T&D practices in cross-national contexts. Apospori et al. (2008) had deduced that there is a considerable impact of training on organizational performance. Differently from these studies, Cunha, Morgado and Brewster (2003) were the only ones who could not determine the impact of training on organizational performance, and suggested that another study on analysis of this relationship was needed.

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. a bad training design is nothing but the loss of time and money (Tsaour and Lin, 2004).

2.7 Training Design

On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982) People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Ruth Taylor et al., 2004). It is good for organization to give their employees on the job training so that their employees learnt in a practical way (Tom Baum et al., 2007).

2.8 Methods of Training

There are many methods of training employees in organization. The range of training methods used has been expanded by the application of technology in its “hard” (for example through computing technology) and “soft” (for example through instructional design) approaches (Sadler-smith et al, 2000). Training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess (Sims, 1996). Once you have decided to train employees and have identified training needs and goals, you have to design training program. (Dessler, 2005).The Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources, or a combination of both (Coles, 2000; Tennant, 1995)

2.8.1 On the Job Training Method

On-the-job training (OJT) is having a person to learn the job by actually doing it (Dessler, 2005: Sims, 2006) whereas (Tennanat et al, 2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training.

(Coles,2000) concludes that it is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. However, off-the-job training provides opportunities to widen the boundaries of the teaching and can often be a useful initial step ahead of on-the-job training.

Vander Klink and Streumer, (2002) suggests that the frequent use of this type of training stems from three incentives, the favourable relationship between training costs and benefits, the responsibility to train just-in-time; and the expectation of appositive transfer of what was learned to the employees’ work situation. However, Jacobs et al, (1995) investigated the costs and benefits of OJT. On the contrary the findings by Jacob indicate that OJT does not always result in favourable benefits. From the empirical data that are available, it is not possible to deduce whether OJT is an effective form of training, or what the factors that determine its effectiveness. The following are the methods used in training on the job employees.

Job rotation means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). Similarly, Matthews and Ueno, (2000) argued that job rotation is the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get an holistic view of the activities of the organization. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism-the feeling that only my department is important and others' problems are not worthy of my concern. Furthermore Job rotation injects new ideas into the different departments of the organization (Matthews and Ueno, 2000). Lecture method involves trainers communicating through spoken word what they want the trainees to learn (Noe, 2005).

Class room lectures are used in many organizations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts. The advantages of lecture method is that it is quick and a simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees.

Similarly lecture method as its own limitations like communication of learned capabilities is primarily one-way-from the trainer to the audience and lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not. In computer-based training (CBT), the trainee uses computer-based and or DVD systems to interactively increase the knowledge or skills (Dessler, 2005).Computer-based training services are where an employee learns by executing special training programs on a computer relating to their occupation.

CBT is especially effective for training people to use computer applications because CBT program can be integrated with the applications as they learn. CTB can take a variety of forms: Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organizations conduct online training, installing learning software on workstation computers,

which allows employees to switch back and forth between job applications and training programs as their workload demands (Sims, 2006). CBT programs have practical advantages. Interactive technologies reduce learning time by an average of 50%. In addition its cost effective once designed and produced, and encourages instructional consistency, mastery of learning, increased retention, and increased trainee motivation (Sims, 2006)

2.8.2 Off-the Job Training Methods

Classroom training approaches are conducted outside of the normal work setting. In this sense, a classroom can be any training space set away from the work site, such as the organization cafeteria or meeting room (Sims, 2006). Conducting training away from the work setting has several advantages over on –the-job training. First, classroom setting permit the use of a training technique, such as video/DVD lecture, discussion, role playing simulation. Second the environment can be designed or controlled to minimize distractions and create a climate conducive for learners. Smith,(2000) suggests that this method develops learners who are inquisitive (have flexible thought processes, and are open to new ideas,), guide learners through the process of learning and applying effective oral and written communication skills, encourage learners to acquire the skills required to function in work environment.

Electronic learning (or e-Learning or eLearning) is a type of education where the medium of instruction is computer technology. No physical interaction may take place in some instances. E-learning is used interchangeably in a wide variety of contexts. In this scenario training is the action of teaching and training through instruction, observations, or processes focused on providing needed skills and knowledge to meet immediate business goals (Berge, 2008). Simulation is a reproduction of an event or an item. But true simulation has a specific goal in mind-“to mimic, or simulate, a real system so that we can explore it, perform experiments on it, and understand it before implementing it in the real world.” Simulation makes imitated situations available to the learner to practice and hone necessary skills, rather than having them jump into the real experience-where a ‘do-or-die’ mentality can often make the individual nervous and unconfident. Simulation is a necessity when it is too costly or dangerous to train employees on the job (Dessler, 2005). Role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills.

(Maier,1983), this was supported by (Dessler, 2005) when he wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation.

2.9 Delivery Style

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style (Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it means he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session. Delivery style means so much in the Training and Development (Phillip seamen et al., 2005).

The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they are to being taught (motivated to learn). A blended learning approach should be adopted. Account must be taken of how people learn. Every opportunity should be taken to embed learning at work. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course. The design of the program or event should take account of the principles of teach (Armstrong, 2010).

2.10 Standard Operating Procedures of T&D in Hotel Industry

Hotel Industry believes that on-going professional education is necessary for every employee. There is great emphasis on in-house training programs as well as nomination to external courses. In this it has technical training for skill up gradation and behavioral/managerial training for employees to shoulder higher order responsibilities. In house-training is complemented with programs by external trainers and sponsorship to external training programs (Woods 2006).

Purpose of Standard Operating Procedures

The purpose of Standard Operating Procedures of the Training and Development programs is to develop a learning organization and to ensure quantifiable returns on the investment being done on Training & Development activities.

Scope of Standard Operating Procedures

This policy aims at developing systems to ensure training is need based and driven by business and organizational requirements.

Responsibility

It is the responsibility of HR Executive to ensure implementation of this policy under the supervision of Head – HR & Personnel.

Procedure

1. The Training & Development plan shall be linked with the performance year.
2. Training programs shall be classified broadly into four main categories viz. Induction programs, Executive/Management Development programs, Technical / Functional skill development programs and, Behavioral/ Attitudinal training programs.
3. The training need identification shall be done at the end of the performance year immediately after the performance review is over, also occur when job responsibilities changes / new equipment is introduced.
4. The training needs shall be identified through three main sources viz. Business performance, Functional performance and individual performance.
5. Business performance shall lead to identification of common training needs across departments e.g. if the business suffered due to lack of leadership or could not steer out effectively from some crisis then leadership skills and crisis management will be the required training inputs.
6. Functional performance shall lead to identification of a common training need for most employees from a particular function e.g. if there are customer complaints on quality of service from a particular department then customer management skills will be the required training input.

7. Employee performance shall lead to identification of training needs for an individual employee. E. g. if an employee could not achieve his/her goals due to lack of assertiveness then assertiveness skill will be the required training input.
8. Individual training needs can also be identified through succession planning e.g. if an employee is identified as a successor to a particular position but found to be lacking in a particular skill that is a part of the targeted position's skill set then that particular skill will be the required training input for that employee.
9. Once the training needs are identified a training calendar shall be prepared by the HR Executive comprising of employee name, training program and approximate cost of the Program (Training budget).
10. HR Executive shall get the approval from Hotel Head and Corporate HR Head for execution of the training calendar and training budget.

2.11 Evaluation of T&D Practices

Based on the management axiom 'nothing will improve until it is measured', the training programs have to be assessed in terms of the program itself, of the behavior outside the training environment and whether or not it has desired effect. In other words, training has to be assessed in terms of training transfer (Wickramasinghe, 2006). Evaluation determines the effect of training at individual, departmental and organizational levels (Willis, 1998). Though several approaches are used to evaluate training program in organization but there is no one best way of evaluation, just as there is no best way to train employees. Training results can be best identified mainly on the organizational performance which is triggered by employee performance. This involves the comparison of statistical indicators of performance before and after training took place. The measurement indicators include sales volume and revenue, levels of customer complaints, quality and quantity variables in cost reduction, productivity ratios, cost ratios in terms of stock level and debt collection periods and industrial relations (labor turnover rates; absenteeism, grievances) (Thomas, 1992).

Moreover, effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts (Pidd, 2004; Pearsons, 2002) .However, (Berman et al, 2001) argues that training

effectiveness is constrained because of inadequate transfer of learning from training environment to workplace environment.(Berman et al, 2001) also critics the current belief that effective training is necessary, the argument is that training is not sufficient in improving performance. This line of argument emphasizes that no discussion of the effectiveness of training would be complete without considering the role of human resource utilization.

However, most training attempts to improve the organization and process performance by addressing only one level (the job level) and only one dimension of the job level (skills and knowledge). As a result the training has no significant long term, training money is wasted, and trainees are frustrated and confused. If inappropriate training method is used then the results will not play any role into the business organization, which will be waste of resources. (Rolf, 2002) outlines some of the consequences of inadequate training as poor planning skills and decision making, which in turn will impair the organization's profit and success. Other symptoms of inadequate training include overtime, high labor turnover and poor employee morale.

2.11.1 Kirkpatrick's model of evaluating training and development

A number of scholars have developed model of evaluation at some point in time, however the Kirkpatrick's evaluation framework has been articulated as the most influential and widely used framework for evaluating T&D efforts in organizations (Phillips, 1997; Goldstein & Ford, 2002; Noe, 2005; Truelove, 2006; Beardwell & Claydon, 2007), which this study! adopts. The widely acceptance of the Kirkpatrick evaluation model was confirmed in 1997 when the American Society for Training and Development (ASTD) assessed the nationwide prevalence of the importance of measurement and evaluation to HRD executives by surveying a panel of 300 HRD executives from various U.S. Organizations. Survey results indicated that the majority (81%) of the HRD executives attached some level of importance to evaluation an over half (67%) used the Kirkpatrick Model (ASTD, 1997). According to Beardwell and Claydo (2007), The Chartered Institute of Personnel and Development (CIPD) 2006 Learning and Development survey revealed the pervasive usage of the Kirkpatrick's training evaluation model: 98% evaluate at Level1, 75% at level 2, 62% at Level 3, and 36% evaluate as far as Level 4.

The Kirkpatrick Model has also been the foundation on which subsequent models for evaluating training and performance are built (RussIEft & Preskill, 2001). Truelove (2006) concludes that the model has endured because it is simple, logical, and useful. Bee and Bee (2003) also believe that the Kirkpatrick Model is useful because each evaluation level contributes to building up a complete picture of the whole T&D evaluation process. Popularly known as the four level model, Kirkpatrick's hierarchical model has the following components: reaction (level 1), learning (level 2), behavior (level 3), and results (level 4) (Kirkpatrick, 1994).

2.12 Summary

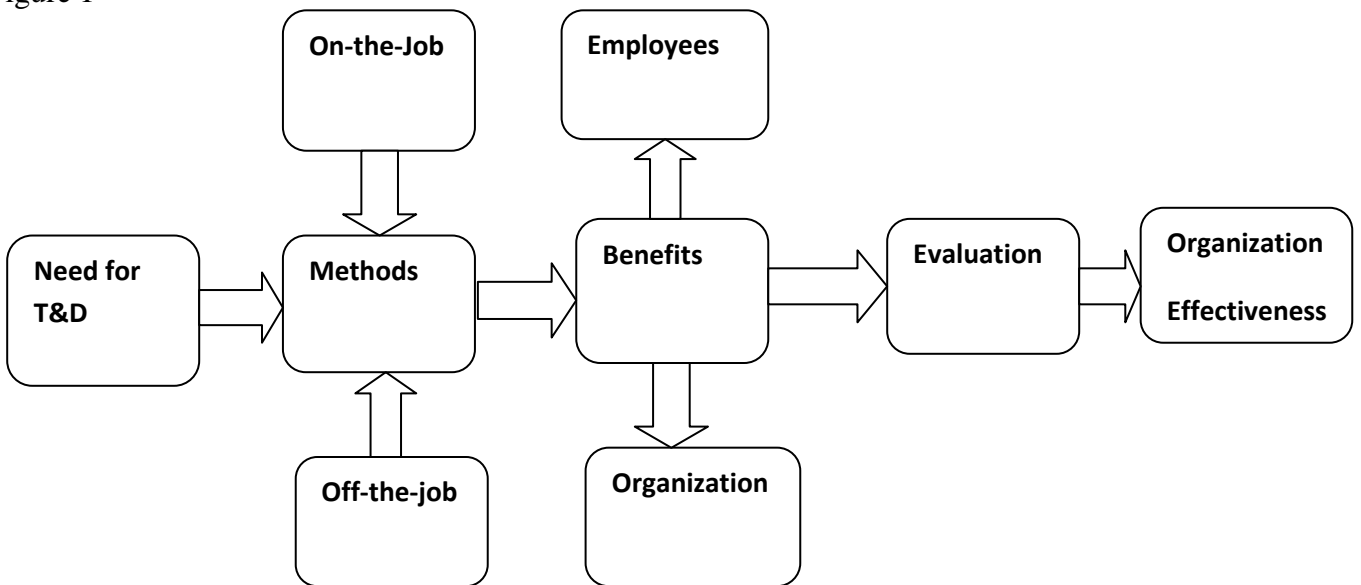
Training and development play an important role in the effectiveness of organizations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organization's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future.

2.13 Conceptual Framework

Figure 1 depicts the conceptual framework. This framework highlights the drivers which compel managers to train and develop their employees in this era of competition. Similarly various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. An employee

who gets the necessary skills benefits the organization by contributing towards achieving organizational goals. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to organizational effectiveness.

Figure 1



Source: Ongori and Nzozzo, (2011)

Chapter Three: Research Methodology

3.1 Introduction

The purpose of this chapter is to explain the research methodology and the specific methods used in this study, the sampling procedures, data collection method, the way in which the data is going to be analyzed. As explained in the statement of the problem the main-aim of- this research is to assess the practice of T&D in Hilton Addis and Intercontinental Addis hotels. Keeping this research objective in view, the researcher chooses to undertake a survey by using questionnaires, so that quantitative method appeared more appropriate than the qualitative. The rationale of choosing this method has been analyzed based on advantages of qualitative and quantitative research.

3.2 Research Design

The research design for this study is the Cross-sectional field survey method to assess the practice of training & development in Hilton Addis and Intercontinental Addis hotels. In cross-sectional field surveys, independent and dependent variables are measured at the same point in time using a single questionnaire (Anol Bhattacharjee, 2012). This study used a quantitative design to analyze and describe elements contributing to hotel performance.

3.2.1 Quantitative research

This study attempted to assess the practice of training & development in of Hilton Addis and Intercontinental Addis hotels. Quantitative data can be transposed into numbers, in a formal, objective, systematic process to obtain information and describe variables and their relationships (Brink & Wood 1998:5; Burns & Grove 1993:26).

3.3 Research Methods

A survey is a method of collecting data in which people were asked to answer a number of questions (usually in the form of a questionnaire). The reliability of a survey's results depends on whether the sample of people from which the information has been collected is free from bias and sufficiently large. According to Leary (2004), the major advantages of questionnaires are

that they can be administered to groups of people simultaneously, and they are less costly and less time-consuming than other measuring instruments. For this study, survey research method has chosen where the questionnaire used to collect the information.

3.3.1 Population

Population relates to the entire set of data that is of interest to the researcher, from which the sample should be taken. It is not feasible to collect data for the entire statistical population. A sample, which is a representative of the population, was drawn from the employees of Hilton Addis and Intercontinental Addis hotels. These participants who were randomly selected range from entry-level employees to senior management.

Table 1 Population of the case hotel.

No	Name of the hotel	Male	Female	Total
1	Hilton Addis	399	210	509
2	Intercontinental Addis	102	118	220
Total numbers of employees=				729

Source: Hotels' Profile, 2016

3.3.2 Sampling

Questionnaires were distributed by the researcher in different department, before distribute the questionnaires the relevant department was consulted having appointment with the manager and supervisors.

Stratified sampling technique was applied to examine training practices of Hilton Addis and Intercontinental Addis hotels. This enables to gather different data from various departments that have different responsibilities in the hotels. The population was divided into sub-groups on the basis of core operational functions of the hotels: the head chef, bar manager, banquet manager, housekeeping manager and maintenance supervisor and so on consisting of a total population of 729 employees (Hotels' Profile, 2016).

After dividing the population into the above stratum, managers were considered; and a random sampling from each department was taken for non manager employees. Accordingly, using sample size determining formula on 5% error margin and 95% confidence interval a total of 252 employees were selected as a sample.

$$S = x^2 NP(1 - P) \div d^2(N - 1) + x^2 P(1 - P)$$

S= required sample size

$x^2=3.841$ (the table value of chi-square for one degree of freedom)

N= the population size

P= 0.5(the population proportion)

d=0.05(the degree of accuracy expressed as proportion)

$$S=3.841 \times 729 \times 0.5 \times 0.5 \div 0.05^2 \times 728 + 3.841 \times 0.5 \times 0.5 = 252$$

3.3.3 Data Collection

In this study, questionnaires were used to obtain data relevant to the study's objectives and research questions. The researcher approached employees who work in the hotels to participate in the study.

3.3.4 Data collection instrument

Questionnaires administered personally; the instrument to be used in this study was a close-ended questionnaire that has developed through the adaptation and modification of a questionnaire from previous studies. The questionnaires were adopted and modified from Aster (2015) to gather information about employees. The first part related to the demographic and background information of the respondents, the second part with effectiveness of training & development programs held in the hotels and the third part represented the respondent's general feelings about the training & development. Primary data collected from the participants using survey questionnaire.

3.3.5 Data Analysis

The main-aim of this research is to assess the practice of training & development on hotel performance in Hilton Addis and Intercontinental Addis hotels. Quantitative data collected using questionnaires and secondary data, being information from company data. Random sampling technique used to select respondents from the entire population, thus ensuring all workers were given an equal chance of being selected into the study sample. The target population for this study comprises of kitchen, front line staff, supervisor, manager etc serving in the case facilities within Hilton Addis and Intercontinental Addis hotels.

CHAPTER FOUR: Data Presentation, Analysis and Interpretation

This chapter explains characteristics of the respondents, analysis and interpretation of data collected for study questions. 252 questionnaires were distributed to sample employees and 241 were returned back but the rest 11 of them were not returned.

4.1: Demographic and Background Information

4.1.1 Gender

The following tables present the demographic and background variables of the study which includes (gender, age, academic status, respondent experience, length of working in the current company). It is assumed that sex plays an important role in some occupations like the Hotel Industry among others. In this wise, the study found it appropriate to find out the sex distribution of the employees in case hotels. In all 252 questionnaires were distributed to employees. By virtue of gender, there were 158 males and 83 females. This data indicated that both sexes were represented. However, majority of the respondents were males, which formed 65.28% of the total respondents with females representing 34.72%. Table 4.1 below and figure shows the sex distribution of the respondents who were reached by the questionnaire.

Table 4.1.1 Gender distribution of respondent

Gender	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	128	64.6	30	67.4	158	65.28
Female	70	35.4	13	32.6	83	34.72
Total	198	100.0	43	100	241	100

Source: Field work May, 2016

4.1.2 Age of Respondents

Secondly, there was the need to know the workers age in order to be able to find some relationship between age group and T&D. The table below gives clarification of the age groups. 16.6% respondents out of the 241 respondents were between the ages of 18 – 25. The table illustrates that the dominant are ages 26 – 35 which has 50.2% respondents and the remaining 28.2% and 5% respondents are in the age of 36 – 45 and above 46 respectively.

Table 4.1.2 Age distribution of respondent

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
18-25	36	18.2	4	9.3	40	16.6
26-35	111	56.1	10	23.3	121	50.2
36-45	40	20.2	28	65.1	68	28.2
Above 46	11	5.6	1	2.3	12	5
Total	198	100.0	43	100.0	241	100

Source: Field work May, 2016

Hotels business stands in a competitive and fast changing environment, however, young employees from 18 – 25 are too small as compared to age 26-35 recruited to work in the industry. The young employees are able to adjust to new environment quickly and easily, especially in this technological era of business. In that respect it is ideal that the Human Resource Department considers the age groups when conducting training. Experience and observations show that young workers do not like theory aspects too much but rather more interesting information is accepted by them; whereas employees between ages of 26 – 35 years old can easily accept both.

4.1.3 Education States of Respondents

As can be seen from table 4.1.3, the majority (56.4%) of the respondents have college diploma followed by 32.4% first degree holders. Only 2.5% respondents are below twelve grades; and there is 8.7% second degree and there is no PhD holder respondent.

Table 4.1.3 Education Status distribution of respondent

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Below 12 grade	5	2.5	1	2.3	6	2.5
Diploma	127	64.1	9	20.9	136	56.4
First degree	56	28.3	22	51.2	78	32.4
Second degree	10	5.1	11	25.6	21	8.7
Doctorate degree	0	0	0	0	0	0
Total	198	100.0	43	100	241	100

Source: Field work May, 2016

4.1.4 Work Experience of Respondents

Work experience will help to find out employees' previous related working experience in the industry. The purpose of this question is to investigate the need of training according to their related working experience. The table below gives a clear reflection of employees work experience. The table and figure below shows that majority of the working respondents have 3–5 and 6-10 years of related working experience which is 28.2% and 31.6% respectively, 42 respondents have 0-2 years working experience and the rest have above 10 years working experience. It is clear thus, that these majority employees really need more training to become more skillful and competent.

Table 4.1.4 Respondents distribution of Work Experience

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
0-2 years	38	19.3	4	9.3	42	17.4
3-5 years	65	32.7	3	7.0	68	28.2
6-10 years	69	34.7	7	16.3	76	31.6
>10 years	26	13.3	29	67.4	55	22.8
Total	198	100	43	100.0	241	100

Source: Field work May, 2016

4.1.5 Length of Respondents Work In the Current Hotel

This is a question asking about employees' time of stay in these hotels. Employee's started to attend trainings organized by the hotel soon after they have started working, the longer they work in the hotel, the more training they have to participate. This question helps us to know about the connection between employees' length of employment and their received trainings. With regard to work experience in the current hotel (table 4.1.5 and figure), the largest group of the respondents (49.8%) served the company for 1-5 years. The second group (22.4%) has a working experience of more than 10 years; and 17% of the respondents worked for 6-10 years. The remaining 10.8% have served for 3 – 12 month.

Table 4.1.5 Respondents distribution of Work in the Current Hotel

	Non Manager		Manager		Total	
	Frequency	Percent	Frequency	Percent		
3-12 month	23	11.6	3	7.0	26	10.8
1-5 years	112	56.6	8	18.6	120	49.8
6-10 years	37	18.7	4	9.3	41	17.0
>10 years	26	13.1	28	65.1	54	22.4
Total	198	100.0	43	100.0	241	100

Source: Field work May, 2016

4.2 Responses of Non-Manager Employees

4.2.1 Periodical Training Need Assessment

Table 4.2.1 below shows that 10.1% of respondents replied as there was periodical assessment of training and development needs in the hotels. 48% and 38.4% of the respondents replied as there is not really and no periodical assessment respectively. The rest 3.5% respondents did not give response about the assessment.

4.2.1 Training Need Assessment

Need assessment	Non Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	20	10.1	10.1	10.1
Not really	95	48.0	48.0	58.1
No	76	38.4	38.4	96.5
No response	7	3.5	3.5	100.0
Total	198	100	100	

Source: Field work May, 2016

4.2.2 Training Need Analysis

As can be seen from table 4.2.2, the predominant method of needs analysis is task analysis (49.5%) where as organizational analysis and person analysis represent 26.3% and 24.2% respectively. The data revealed that organizational analysis and person analysis has been given less emphasis in analyzing training and development need.

4.2.2 Training Need Analysis

Need Analysis	Non Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
Organizational analysis	52	26.3	26.3	26.3
Task analysis	98	49.5	49.5	75.8
Person analysis	48	24.2	24.2	100.0
Total	198	100.0	100.0	

Source: Field work May, 2016

4.2.3 Respondent Selection for Training

As can be noted from table 4.2.1, majority of non-manager employees that means 57.1% selected by their supervisors where as 37.4% of the employees selected because it is compulsory for all employees. 1.5% and 3% of the employees selected based their request and performance appraisal respectively.

Table 4.2.3 Respondents Selection distribution

Training Selection	Non Manager			
	Frequency	Percent	Valid Percent	Cumulative Percent
Supervisors' recommendation	114	57.1	57.1	57.1
Compulsory for all employees	74	37.4	37.4	94.9
Upon my request	3	1.5	1.5	96.5
Performance appraisal	6	3.0	3.0	99.5
Do not know	1	.5	.5	100.0
Total	198	100.0	100.0	

Source: Field work May, 2016

4.2.4 Method of Conducting T&D

Table 4.2.4 Method of Conducting T&D

Methods of Conducting T&D	Non Managers	
Frequency of Delivery	Frequency	Percent
No response	3	1.5
Quarterly	78	39.4
Every six months	27	13.6
Once a year	15	7.6
Every two years	3	1.5
No specific schedule	72	36.4
Total	198	100
Methods of T&D		
Of-the-job	36	18.2
Off-the job	11	5.6
Both	103	52.0
No response	48	24.2
Total	198	100
T&D Delivery Mode		
Lecture	36	18.2
Demonstration	11	5.6
Discussions	103	52.0
Presentation	29	14.6
Seminars	10	5.1
No response	9	4.5
Total	198	100

Source: Field work May, 2016

T&D Delivery Frequency

The above table 4.2.2 shows most of the respondents (39.4%) undergo trainings every three months and 13.6% of the employees take training every six months. 7.6% and 1.5 of the employees undergo trainings every one and two years respectively where as 36.4% of the employees have no specific training schedule. Only three employees (1.5%) said nothing about the training delivery frequency.

T&D Methods

The table 4.2.2 shows most of the respondents (52%) have taken both training which is conducted inside and outside the work places, this implies that these hotels predominantly used both training method over the other. 18.2% have taken on-the-job and 5.6% off-the-job training conducted inside and outside the workplaces respectively but 24.2% did not give response.

Method of facilitation of T&D

The above table 4.2.2 shows the type of T&D that respondents have participated. Only 18.2% of respondents have participated in lecture type of T&D, 5.6% have participated in demonstration type of T&D, 52% have participated in discussion, 14.6% on presentation while 10% have participated in seminars. This reveals that much concentration is placed on discussion and lecture form of training. The rest of the respondents were unable to give what type facilitation of T&D.

2.2.5 Content of T&D Design

Rating Quality of T&D

Among the respondents only 5% of them gave very poor for the quality of T&D where as 11.7% gave average and 23.7% of them gave very good to rate the quality of T&D. The majority of the respondent (53.5%) said the quality of the T&D was very good. 10.65% of the respondents gave excellent for the quality of training.

4.2.5 Content of T&D Design

Content of T&D Design	Non Managers	
Rating Training Quality	Frequency	Percent
Very poor	1	.5
Average	23	11.7
Good	47	23.7
Very good	106	53.5
Excellent	21	10.6
Total	198	100.0
Quality of Design of T&D		
Good quality	48	24.2
High quality	52	26.3
Satisfactory quality	98	49.5
Not satisfactory	0	0
Total	198	100
Relevance of Content of T&D		
Not relevant	3	1.5
Not sure	3	1.5
Relevant	142	71.7
Very relevant	31	15.7
No response	19	9.6
Total	198	100.0

Source: Field work May, 2016

Overall Quality of the Content T&D Design

The overall quality of the T&D program was expressed by trainees' satisfaction. Table 4.2.5 shows 24.2% and 26.3% of the respondents said about the overall quality of T&D as good and high quality where as 49.5% said satisfactory quality.

Relevancy of the Content of T&D

The above table shows 1.5% of respondents didn't find the T&D as relevant and 1.5% of the respondents replied that they were not sure about the training and development programs relevancy to improve current jobs. While 71.7% and 15.7% replied that they got trainings as relevant and very relevant to current job respectively. The remaining 9.6% didn't give response about the training and development. Thus, the training and development programs have a positive contribution towards job performance of non-manager employees.

4.2.6 Outcome of T&D

T&D Impact on Employees' Skill

The table below shows majority the respondents (71.7 %) agreed that the training programs they have attended had impact on their skill. 4.5% of the employees said the trainings they attended did not made any impact on their skill. 23.8% of the employees did not give response on the impact of training that they have attended.

Improvement of Job Performance

The table below shows 95.5% of the respondents agreed that the training they took improved their performance. Only 1.5% of the respondents in the hotel said the training they took was not improved their performance and 3% respondents did not give response.

Need for Further T&D

The table below shows most of the respondents (92.9%) require further training and development while 1.5% did not want further training and development. Only 5.6% of the respondent did not give response.

Table 4.2.6 Outcome of T&D

Responses of Respondent	Non Manager							
	Impact on Employee Skill		Improvement of Job Performance		Need for Further T&D		Planning As A Result of T&D	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	142	71.7	189	95.5	184	92.9	157	79.3
No	9	4.5	3	1.5	3	1.5	30	15.2
No response	47	23.8	6	3.0	11	5.6	11	5.5
Total	198	100	198	100	198	100	198	100

Source: Field work May, 2016

Planning As A Result of T&D

From the table below 79.3% respondents gave a positive answer on the question about their plans to do something as a result of the T&D. Additionally 15.2% of them say not really that they will take no more responsibilities. 5.5% respondents did not give response to do something new after T&D.

4.2.7 Hotel T&D Gap

Table 4.2.14 Distribution for T&D Gap

Planning	Non Manager			
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes, lot of gap	20	10.1	10.1	10.1
Yes, some gap	95	48.0	48.0	58.1
No, not really	76	38.4	38.4	96.5
No response	7	3.5	3.5	100
Total	198	100.0	100.0	

Source: Field work May, 2016

From the above table 4.2.13, according 10.1 % said that there are a lot of gaps on the T&D Hotels, 48% said that there are some gaps, and 38.4% said that there are really no gaps. Only 3.7% respondents did not give response.

4.3 Managers Response

4.3.1 Management Training

Table 4.3.1 indicates that different managers have involved for different T&D during the last year. 88.4% of the managers attended management training where as only 11.6% of the respondents did not participate in management trainings.

Table4.3.1 Attending management training

Attendants	Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	38	88.4	88.4	88.4
No	5	11.6	11.6	100.0
Total	43	100.0	100.0	

Source: Field work May, 2016

4.3.2 Number of Training Program Attended

According table 4.3.2 it is clear that 9.3% of the respondents attended 1-3 T&D programs and 2.3% of the respondents attended 4-6 T&D programs. 9.3% of the respondents attended 7-9 T&D programs where as the majority (67.4%) attended more than10 T&D programs. Only 11.7 respondents did not give response.

Table 4.3.2 Number of training program attended

Number of T&D	Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
1-3	4	9.3	9.3	9.3
4-6	1	2.3	2.3	11.6
7-9	4	9.3	9.3	20.9
More than 10	29	67.4	67.4	88.3
No response	5	11.7	11.7	100
Total	43	100.0	100	

Source: Field work May, 2016

4.3.3 Rating the Relevance of T&D Content to Current Job

Table 4.3.3 shows 32.6% of respondents said the content of training they were highly relevant to their job and 55.8% of the respondents replied that content of training was relevant. 11.6% of

respondents did not give response. Thus, the training and development programs have a positive contribution towards job performance of manager employees.

4.3.3 Rating the Relevance of T&D Content to Current Job

Table 4.3.3 Rating the Relevance of T&D Content

Rating T&D content	Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
Highly relevant	14	32.6	32.6	32.6
Relevant	24	55.8	55.8	88.4
No response	5	11.6	11.6	100
Total	43	100.0	100.0	

Source: Field work May, 2016

4.3.4 Training Method

Table 4.3.4 shows that both on-the-job and off-the-job methods of training and development have been applied. 37.2% of the respondents have taken on-the-job training which is conducted in the work places, 11.6% have taken off-the-job training conducted outside the workplaces. 51.2% replied that they have taken both methods. The data implies that the company predominantly used both training method over the other

Table 4.3.4 Training Methods

Training Method	Managers			
	Frequency	Percent	Valid Percent	Cumulative Percent
On-the-job	16	37.2	37.2	37.2
Off-the-job	5	11.6	11.6	48.8
Both	22	51.2	51.2	100
Total	43	100	100.0	

Source: Field work May, 2016.

4.4 T&D Evaluation

4.4.1 Training Evaluation Phase

Table 4.4.1 indicates that 8% both manager and non-manager respondents replied that evaluation has been assessed before T&D, while 82.3% replied that evaluation took place only during training. 6.6% of the respondent replied that the T&D evaluation took place after T&D. None and no response about T&D evaluation covered 1.2% respectively. Absence of evaluation on the “before training” status of trainees might result in designing less relevant or irrelevant training method. Besides, without “after training” evaluation; there is no assertion whether the training has been transferred. Hence, there is a clear indication that the practice of evaluating trainees during T&D is dominant in the hotels

Table 4.4.1 Training Evaluation Phase

	Managers		Non Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Before T&D	4	9.3	15	7.9	19	8
During T&D	33	76.7	167	84.3	200	83
After T&D	4	9.3	12	6.3	16	6.6
None	1	2.3	2	1.1	3	1.2
No response	1	2.3	2	1.1	3	1.2
Total	43	100	198	100	241	100

Source: Field work May, 2016

4.4.2 Measurement Criteria of Training Effectiveness

In evaluating the effectiveness of T&D table 4.3.2 shows 29.9% of the respondents replied that reaction is the measurement criteria used, while 61% and 3.3% replied that learning and behavior measurement criteria were applied respectively. The remaining 1.6% and 4% are respondents with result and no response for the measurement criteria. As can be noted from the table below, effective measurement criterion in ensuring whether employees acquire the intended knowledge and skills, how they applied new skills on the job, and whether performance has been improved as a result is taken place. Thus, the most practiced evaluation of the effectiveness of training and development programs is learning.

Table 4.4.2 Measurement criteria of training effectiveness

	Manager		Non Manager		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Reaction	12	27.9	60	30.7	72	29.9
Learning	25	58.1	122	60.8	147	61
Behavior	2	4.7	6	3.2	8	3.3
Result	1	2.3	3	1.6	4	1.6
No response	3	7.0	7	3.7	10	4.2
Total	43	100.0	198	100	241	100

Source: Field work May, 2016

4.4.3 Evaluation of Effectiveness of T&D Programs

In table 4.4.3, 95.8% of the respondents indicated that effectiveness of evaluation is done regularly by the hotels, while 3% respondents said that there is no evaluation of effectiveness of T&D in their hotels and 1.2% respondents did not give response.

Table 4.4.3

	Non Managers		Managers		Total	
	Frequency	Percent	frequency	percent	Frequency	percent
Yes	40	93.0	191	96.3	231	95.8
No	2	4.7	5	2.6	7	3.0
No response	1	2.3	2	1.1	3	1.2
Total	43	100	198	100	241	100

Source: Field work May,

CHAPTER 5: Conclusion and Recommendations

5.1 Summary of the Major Findings

Research Questions	Research Findings
<p>1. How do the hotels select employees for T&D?</p> <p>2. What are the methods used in identifying T&D needs in the hotels?</p> <p>3. What is the content of T&D design in the hotels?</p> <p>4. What are the methods used for conducting T&D in the hotels?</p> <p>5. How do the hotels analyze T&D practices?</p> <p>6. When do T&D evaluated in the hotels?</p> <p>7. What are the methods applied for evaluating effectiveness of T&D?</p>	<ul style="list-style-type: none"> ➤ Supervisors' recommendation is the most dominant method in the case hotels but performance appraisal was given less attention which is the less biased one when compared to supervisor recommendation. ➤ T&D need assessment in the hotels is not good. It implies that almost there is no practice of periodically analyzing training and development needs. ➤ The majority of the respondents stated that the content of T&D design of the case hotels is not at good level. This means the content of T&D design needs improvement. ➤ Discussion was the methods that the hotels used to conduct training. This implies that the other methods were given less attention. ➤ The hotels predominant used task analysis whereas organizational analysis and person analysis have been given less emphasis in analyzing training and development needs. ➤ There was less practice of evaluating trainees before and after the training and development program. ➤ In the case hotels effectiveness of training and development was not measured in different dimensions.

Source: Field work May, 2016

5.2 Result Discussion

Majority (80 %) of the employees are satisfied with the way in which organization identifies their training needs which can be treated as a positive indicator of training effectiveness (Manoj,2013). Whereas, in this research 38.4% to 48% of the respondents replied that there is not periodical T&D need assessment. Majority of the respondents (71%) believe that their organization is having a good training design. Whereas only a negligible percent of the respondents believe that their organization is having poor training design (Manoj, 2013). However, in this research the majority respondents (49.5%) of believed that the training design is satisfactory. Positive training experience is enhanced through a number of training methods and training types practicing in KTDC (Manoj, 2013). This research revealed that the majority (52%) focused on discussion method rather than using different T&D method.

The results indicated that most indicators used for measuring the training and development is basic production skills (68%) and the least one is accident rate (20%). The results show that a basic production skill is being widely used to measure the effectiveness of training (Ongori and Nzozzo 2011); however, this research identify that learning (61%) is the measure of T&D.

The research result indicated that more than half of both manager and non-manager respondents (55.26%) replied that no evaluation has been assessed while 44.74% replied that evaluation took place only during training (Aster, 2015). In this research also 82.3% replied that evaluation took place during training. The research result depicted that 81.82% of respondents replied as there was no periodical assessment of training and development needs in the company (Aster, 2015). Whereas, in this research 38.4% to 48% of the respondents replied that there is no periodical T&D need assessment. The research result the most predominant method of needs analysis is organizational analysis (66.67%) where as task analysis and person analysis represent 25% and 8.33% respectively (Aster, 2015). In this research predominant method of needs analysis is task analysis (49.5%) whereas organizational analysis and person analysis represented 26.3% and 24.2% respectively. The research result showed that 72.73% of the respondents replied as there is no practice of evaluating the effectiveness of training and development (Aster, 2015). Whereas, 95.8% of the respondents indicated that effectiveness of evaluation is done regularly

by the hotels. In evaluating the effectiveness of training at its existing level, 63.64% of the respondents replied that no measurement criteria were used (Aster, 2015). However, the result of this research showed 29.9% of the respondents replied that reaction is the measurement criteria used, while 61% and 3.3% replied that learning and behavior measurement criteria were applied respectively.

5.3 Conclusion

The following conclusions are drawn from the research finding and variables analyzed:

It is apparent that one of the attributive reasons for lack of training and development programs emanates from failure to assess needs periodically. T&D need assessment in the hotels is very poor. It implies that almost there is no practice of analyzing training and development needs periodically. It is apparent that one of the attributive reasons for lack of training and development programs emanates from failure to assess needs periodically.

Regarding analyzing training and development need assessment of the hotel task analysis was mostly used in identifying employees need. Different methods were used to analyze training and development needs. The predominant one was task analysis whereas organizational analysis and person analysis has been given less emphasis in analyzing training and development needs.

Supervisors' recommendation is the most dominant method to select non manager employees for T&D than the other selection methods in the hotels. But performance appraisal was given less attention which is the less biased one.

The content of T&D design of the case hotels is at satisfactory level. This does not mean the content level is good. If it is not good enough, then the T&D need assessment, learning objectives, and T&D topics will be questioned.

The most dominant T&D delivery method used in the hotels to conduct T&D was discussion but the other methods such as demonstration and seminars were given less attention.

Evaluation of T&D program in the hotels was conducted mostly during T&D program. There was less practice of evaluating trainees before and after the T&D program. Evaluation before

T&D is a means to assess the cost/benefit of the human resource training and development program to the hotels. On the other hand, Evaluation after T&D will enable the hotels to deal with T&D content design for the future.

Learning is the most dominant effectiveness measurement criteria in the case hotels than other criteria. These show effectiveness of training and development was not measured in different dimensions. As a consequence, training and development activities were not proportionately analyzed from other measuring criteria.

5.3 Recommendations

Relying on the findings of the study, the following recommendations are forwarded:

- ✚ There has to be practice of periodically analyzing training and development needs. Need based training should be provided for skill enhancement, career planning and decision making skills. Training and development need assessment can be designed and developed separately for managers and employees. The training need analysis can be identified in three broad areas organizational needs, Management needs, Individual needs.
- ✚ Establish a balance among the different trainee selection methods to avoid bias and take advantage of the benefits realized from all the methods as well as to select the right trainees for the right trainings. For instance, performance appraisal tool can be imparted for better analyzing the employee's performance and for the improvement. Appraisal is a process that allows an individual employee's overall capabilities and potential to be assessed for the purposes of improving their performance.
- ✚ Balanced training and development needs assessment methods should be emphasized to address employees' T&D needs. Training & development need assessment can be initialized wherein questionnaire can be designed and developed for managers and employees .From the data collected if a gap is identified between the standard operating procedures and actual practice then appropriate training program should be provided. Training topics needed to be identified. Participants list are drawn according to the topics from all the units, the courses are planned after considering the entry behavior.
- ✚ Appropriate T&D content should be designed. The hotels should divide the training objectives into its consisting parts of knowledge, skill and attitude. The training methods

should match with the above three components. The data for each training topic should cover items like general and specific objectives, content training, methods, time, facilities, evaluation methods, review time and persons responsible for the event.

- ✚ There has to be a balance among the different T&D conducting methods rather than focusing only on one or two methods. The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they are to being taught (motivated to learn). A blended learning approach should be adopted.
- ✚ Evaluation at different phases should be established to determine the cost-benefits of T&D activities as well as to plan appropriate T&D content design. Training evaluation can be done in two ways for trainers and trainees, in trainees' view it indicate the extent to which learning has taken place and in trainers view it gives him knowledge of results ,which aids his training effort. Post training evaluation serves two purposes like job behavior change and results achieved. Evaluation at this state measures aspects of the effects of trainee's job behavior.
- ✚ All types of effectiveness evaluation criteria should be implemented to measure effectiveness T&D in order to meeting T&D objectives. Measure the reaction of the trainee regarding the learning experience, the instructor, the methodology used; measure what new skills, knowledge, and/or change in attitude acquired by way of testing or self assessment; measure the extent to which the participant has applied the learning to his job; and finally training contributed towards the overall performance or well-being of the organization

Future Research

As this research study was limited to two star hotels, further studies could be done in other service companies around the country, to find out whether other areas need similar attention. This study is quantitative researches so further study could be conducted in qualitative research study to assess the practice of T&D. The aim of this study is to assess the practice of T&D, so impact of training and development on employee performance can be conducted.

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Appendix A

Research Questionnaire

To be filled by non-manager employees

The purpose of this questionnaire is to gather information on Training and development practice in Hilton Addis and Intercontinental Addis Hotel. This questionnaire is solely for academic purpose and the confidentiality of the information you provide is very much assured. Your genuine response is highly valuable and very supportive for the study and there are no identified risks from participation in the survey. The survey is anonymous. Participation is completely voluntarily. It will take you approximately 15-20 minutes of your time to complete filling this questionnaire. Please answer all questions as truthfully and objectively as possible and return the questionnaires promptly to me. I would therefore be most grateful if you could answer the following questions.

Please tick (✓) or provide appropriate answers where applicable.

Thank you in advance for your kind cooperation and precious time.

Sincerely, Eskinder Habte

Part-1: Background of Staff

1. Gender: Female Male

2. Age: 18 – 25 26 – 35 36 – 45 >46

4. Academic Status

Below 12th grade College diploma First degree Second degree (Post graduate)

Doctorate (PhD)

5. Your Overall experience of working in hotel/hospitality

0-2 year 3-5 years 6-10 years >10 years

6. How long have you been working in this hotel?

3- 12 months 1 – 5 years 6 – 10 years >10year

Part- 2: Effectiveness of previous training programs in the hotel

1. Does the company periodically analyze training needs?

Yes No Do not know

2. Which method of analysis often used to identify training needs?

Organizational analysis (when the company identifies problem, needs change, or foster opportunities)

Task analysis (by identifying knowledge, skills, and abilities needed to perform tasks)

Person analysis (by identifying who should be trained and what training is needed)

3. How were you selected for training?

Supervisors' recommendation Compulsory for all employees

Upon my request Performance appraisal Do not know

4. How often do you undergo training?

Quarterly Every six months Once a year Every two years No specific schedule

5. What are the methods of facilitation at the training you have attended?

Lecture Demonstration Discussions Presentation Seminar

6. Do the methods used during training have any impact on your skill?

Yes No

7. How do you rate the quality of the training program/s for which you have participated?

Very poor Poor Average Good Very good Excellent

8. How relevant were the trainings you received to your work?

Not relevant at all Not relevant Not sure Effective Very effective

9. In your opinion, do you think training has helped improve your job performance?

Yes No

10. Would you require further training to improve your performance?

Yes No

Part-3 General feeling about training

1. Did you find the training programs held in the Hotel useful?

Very useful Not really Useful enough No

2. What do you think about the overall quality of T&D content design?

High quality satisfactory quality Good quality Not satisfied

5. Do you plan to do anything directly as a result of training?

Yes No, not really

6. Do you think that Hotel training has gap?

yes a lot of gaps yes some gaps No, not really

Thanks for your time and response.

Appendix B

Research Questionnaire

To be filled by managers

The purpose of this questionnaire is to gather information on Training and development practice in Hilton Addis and Intercontinental Addis Hotel. This questionnaire is solely for academic purpose and the confidentiality of the information you provide is very much assured

Your genuine response is highly valuable and very supportive for the study and there are no identified risks from participation in the survey. The survey is anonymous. Participation is completely voluntarily. It will take you approximately 15-20 minutes of your time to complete filling this questionnaire. Please answer all questions as truthfully and objectively as possible and return the questionnaires promptly to me. I would therefore be most grateful if you could answer the following questions. Please tick (✓) or provide appropriate answers where applicable.

Thank you in advance for your kind cooperation and precious time.

Sincerely, Eskinder Habte

Part-1: Background of Staff

1. Gender

Female Male

2. Age

18 – 25 26 – 35 36 – 45 >46

3. Academic Status

Below 12th grade College diploma First degree Second degree Doctorate

5. Your Overall experience of working in hotel/hospitality

0-2 year 3-5 years 6-10 years >10 years

6. How long have you been working in this hotel?

3- 12 months 1 – 5 years 6 – 10 years >10years

Part-II: Effectiveness of previous training programs

7. Does the company periodically analyze training needs?

Yes No Do not know

8. Which method of analysis often used to identify training needs?

Organizational analysis (when the company identifies problem, needs change, or foster opportunities)

Task analysis (by identifying knowledge, skills, and abilities needed to perform tasks)

Person analysis (by identifying who should be trained and what training is needed)

9. Have you attended any management training program prepared by the company?

Yes No

10. If your answer for Q.9 is “yes”, how many formal training programs have you attended so far? None 1 – 3 4 – 6 7 – 9 More than 10

11. If your answer for Q.9 is “yes”, how do you rate the relevance of the training content/s to your current job? Highly relevant Relevant Moderately relevant Not relevant

12. Which of the following training methods did you attend so far?

On-the-job Off-the-job Both

13. In which of the following phases of training evaluation you have been assessed?

Before training During training After training None

14. Does the company evaluate effectiveness of training programs?

Yes No

15. If yes, what measurement criteria are often used?

Reaction (how well trainees liked the training)

Learning (principles, facts, or skills learned)

Behavior (resulting changes in behavior on the job)

Result (tangible outcomes of training)

Thank you again for your time and patience!

