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Perceived Hospitality Managerial Training Effectiveness: Traditional-Style, Computer-Based, and Blended Training

A Professional Paper Presented to the
Faculty of the Conrad N. Hilton College of
Hotel and Restaurant Management
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Master of Hospitality Management

Kimberly P. Rhoades
November 2002

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Perceived Hospitality Manager Training Effectiveness: Traditional-Style, Computer-Based, and Blended Training. Kimberly P. Rhoades, Graduate Student, Conrad N. Hilton College of Hotel and Restaurant Management, University of Houston. Professional Paper Advisor: William N. Chernish, Ph.D.

ABSTRACT

Employees need to be effectively trained. Companies train their new managers through traditional means, computer-based training, or a combination of these training methods. The purpose of this study is two-fold: To determine which training methods are used to train new managers. And to discover which of these training methods new managers perceive to be effective. Data was gathered from a sample population of new managers who were asked to fill out a 33-item questionnaire. The population was selected from hotels within the Dallas and Houston, Texas metropolitan areas. The research data was analyzed using descriptive statistics to identify which training methods are used and their perceived effectiveness. The researcher expected the following outcome: First, most new managers are trained either via traditional style or a combination of both traditional and computer-based methods. And, second that most participants perceive a combination of these two training methods to be the most effective in new manager training.

Key Words: Effective Training, Traditional-Style Training, Computer-Based Training, Managerial Training

This professional paper is prepared according to the Publication Manual of the American Psychological Association (5th Ed.)

CHAPTER I. INTRODUCTION

Introduction

Companies must provide their personnel with effective training. Unfortunately, many training programs are not as effective as need be. This ineffectiveness results in employees feeling inadequate or demonstrating ineffective job performance.

All employee categories including, managerial, support, and front-line, can be negatively affected by ineffective training and/or inadequate training delivery methods. Further, ineffective training can be extremely frustrating for the new manager who is expected to be able to successfully run a section of a facility or a facility, where he or she has not been adequately trained.

Problem Statement

"Managers quite often lack the skills and knowledge necessary to do their jobs effectively," (Alan Mumford, 1989). It is extremely important for new hospitality managers to be effectively trained.

Currently, most companies use traditional-style training methods, such as lectures or classroom, conference, seminars and on-the-job training. Some organizations conduct training via computer-based training, and other companies blend these traditional and computer-based training methods.

This paper has a narrow focus: Training methods to train new managers, and which of these training methods, whether or not it was used to train the participant, is perceived by the new manager to be the most effective.

Study Objectives

The main objectives of this study are to examine:

A. Which traditional-style training methods are used to train new hospitality managers?

B. Which of these traditional-style training methods do new hospitality managers perceived to be effective?

C. Which computer-based training methods are used to train new hospitality managers?

D. Which of these computer-based training methods do new hospitality managers perceive to be effective?

E. Do new managers perceive traditional-style methods to be more effective than computer-based training methods?

F. Do new managers perceive computer-based training methods to be more effective than traditional-style training methods?

G. Do new managers perceive that both traditional-style and computer-based training methods should be used in effective training?

Definitions of Key Terms

As used in this study, the following terms are defined:

Blended training is defined as training consisting of both traditional-style and computer-based training methods.

Computer-based training is defined as training, which is accomplished via computer. It can include computer-assisted instruction, computer-managed

instruction, computerized textbooks and/or workbooks, e-learning through the Internet or intranet, CD-ROMs, case studies, simulations, chat rooms, etc.

Hospitality encompasses all career fields, which offers customers a variety of services, focusing on dining, lodging, recreation, transportation, entertainment, etc. In this paper, hospitality refers to the lodging industry, and all areas within the establishment, such as restaurants and bars.

New Manager is defined as managerial personnel who have been in a management position two years or less.

New Manager Training consists of the initial and periodic training received within the first two years in a management position.

Traditional-Style Training includes, but is not limited to, classroom or lecturing, on-the-job-training, seminar, and conferences.

Limitations of the Study

As with most research studies, there are many limitations to this study. Training methods discussed and surveyed are not inclusive. The survey population examines only new managers in the Dallas and Houston, Texas metropolitan areas. And, the population does not include employee categories outside the category of managers whom have been in a management position for two years or less.

This survey population of new managers within Texas was selected because the researcher is interested in how inexperienced managers are trained within the first two years and how these inexperienced managers perceive they

should be trained. The researcher selected the Texas hospitality population because this state has a large workforce and most nationally franchised hotels are represented within this state, and sample convenience.

Summary

This chapter gives the background information for the study. It outlines the problem statement, study objectives, definitions, and study limitations.

CHAPTER 2. REVIEW OF LITERATURE

Introduction

This chapter focuses on the review of the relevant literature. The review begins with defining traditional-style training and briefly discusses some benefits and problems associated with this style of training. It then defines computer-based training and explores various types of computer-based training and discusses its associated benefits and concerns. This review also discusses the reasons companies chose to employ computer-based training.

Traditional-Style Training

Traditional-style training includes classroom or lecturing, on-the-job training, seminars, and conferences (Read and Kleiner, 1996).

A benefit of traditional-style training is the face-to-face interaction and exchange between lecturer and employees, or between employee and employees. This will always be a valuable element of learning because of the experience and learning exchanged between people (Morgan, 2001).

However, there are also concerns associated with traditional-style training programs. Three of these concerns are, employing the most effective training method, properly trained trainers (Read and Kleiner, 1996), and training timeliness (Clemenz et al, 2000).

Most managers are trained in a lecturer-pupil environment (Harris, 1995). According to research conducted on the effectiveness and efficiency of training technology in the hospitality industry, although lecturer-pupil is the most popular training method, it is considered the least effective (Harris, 1995). It is best to

pick a training method, which encourages trainee participation, such as one-on-one instruction, simulations, case studies, and computer-based training (Read and Kleiner, 1996).

Different companies have different outlooks on who should conduct training. Many companies have managers with little or no training background or education in charge of the training initiatives (Hughey and Mussnug, 1997). Some companies have a dedicated training department, while others use their best employees or supervisors to train (Read and Kleiner, 1996).

A company's best employees and supervisors can make great trainers. However, problems can arise when these individuals are not properly trained to be trainers, or when they believe that they have so much to do for their own job that they do not have the time to train and consequently leave out important training steps (Read and Kleiner, 1996).

Another concern associated with traditional-style training is training timeliness. Training is not always available when the employee needs it, and scheduled training does not always coincide with the employee's need for information (Clemenz et al, 2000).

Companies are beginning to recognize that learning and development are life-long endeavors, which should be self-directed and continuous (Hughey and Mussnug, 1997). Constant learning opportunities need to be available in the workplace for employees to acquire knowledge when needed (Wang, 2002). This constant training should provide current materials as well as archived resources (Teare, 1998).

Computer-Based Training

There are many types of computer-based training, including computer-assisted instruction, where the computer acts as a tutor while the employee interfaces with the computer. With computer-managed instruction the computer assigns modules to be completed away from the terminal (Read and Kleiner, 1996). Computer-based training also includes e-learning (Major, 2001) through the internet, intranet, as well as training conducted by CD-ROM (Clemenz et al, 2000).

Some programs train employees through computerized textbooks and workbooks (Whalley, 1998), case studies, simulations and games (Read and Kleiner, 1996), and others offer chat rooms(Barbian, 2001).

Computer-based training programs can also include interactive multimedia training, which uses text, graphics, animation, pictures, video, and sound to present the training information (Bagui, 1998).

There are a variety of off-the-shelf training programs companies can choose from or they can have their programs professionally developed. One drawback with most off-the-shelf programs is that they are too general and narrow in scope for most companies; therefore most training programs should be customer-designed (Harris, 1995).

Computer-based training programs can provide dynamic learning in performance management, meeting skills, conflict resolution, planning, financial skills, etc. (Whalley, 1998). And, its flexible framework allows companies to pull

together information (examples: membership, accounting, food and beverage, golf operations) into one package (Clemenz et al, 2000).

Hospitality organizations, such as Holiday Inn, Marriott, and Domino's Pizza are taking a leadership role in providing a more educational, individualistic approach to training through computer technology (Harris and Cannon, 1995). Even government agencies are encouraging continued education for their employees through computer-based training, which allows the employees to keep current with their skills (Couret, 1999).

The following are examples of how some organizations have developed their own thorough training programs through the use of simulations programs and multimedia training programs.

One company devised a competence-based management-training program that included skills relating to people management, as well as more technical requirements, such as budgeting and planning (Fuller, 1994).

Professor Robert Chase, at Cornell University's School of Hotel and Restaurant Administration, developed a computer-based training program named Cornell Restaurant Administration Simulation Exercises (CRASE). This is a computer-driven management simulation program that provides the opportunity to plan for action, take action, and reflect on the results of that action. The program simulates a real business by generating business statistics, financial statements, and market data (Fawcett, 1996).

And, Club Corporation International teamed up with Virginia Polytechnic Institute and State University to develop a computer-based training program with

interactive multi-media training that uses text, animation, graphics, video, pictures and sound. This training program provided more convenience to the trainee because it could be administered at any time, and gave new life to the text-oriented manuals that had not been used (Clemenz et al, 2000).

Reasons to Employ Computer-Based Training

There are a vast number of reasons to use computer-based training. Computer-based training can provide a training environment, which is flexible (Hooper, 1992; Clemenz et al, 2000), can be individualized (Read and Kleiner, 1996), straight forward and easy to deliver, access, and use (Sandelands, 1997), consistent and convenient (Harris and Cannon, 1995; Elliott, 1999; Sanders, 2002), can occur in pieces at any time (Major, 2002), as well as providing a safe training environment without risks (Read and Kleiner, 1996). Computer-based training also offers trainees more control over their instruction (Brown, 2001).

Some computer-based management training programs not only provide great training programs, but also provide support, such as e-encyclopedias that address "what do I do now in this situation" issues, as well as chat forums and discussions (Barbian, 2001).

The ultimate goal for any training is to support the bottom-line of the business. Some corporations invest heavily in training, including computer-based, because it increases productivity, quality and the competitive edge, which pays big dividends in the future (Read and Kleiner, 1996).

Although there are a variety of benefits of computer-based training, there are also some concerns. Steve Pechtor, executive vice president of Provant Vertical

Market Solutions' MOHR Learning Retail Division advocates that computer-based training is best used in a blended approach, which means that it is combined with classroom and on-the-job training (Major, 2002). And, even though the employee can administer computer-based training by himself or herself at their convenience, it may be unrealistic to expect busy people to be sufficiently motivated and disciplined to learn in their discretionary time (Honey, 2001). Also, employees may skip selected training that is critical for building understanding of the material (Brown, 2001).

Descriptive Research Method

Kimberley Harris, an assistant professor of Hospitality Administration at the Florida State University conducted research to discover which training methods and tools used to train employees were effective and efficient. In this research, Harris implemented a descriptive research method through surveying a sample of 300 randomly picked hospitality food service training executives. This research was analyzed through descriptive statistics and variance analysis (Harris, 1995).

Descriptive quantitative research seeks to establish a better understanding of a complex situation by confirming or validating relationships. Descriptive research designs include correlation research, developmental designs, observation studies, and survey research (Leedy and Ormrod, 2001).

Survey research poses a series of questions to participants, analyzes the survey information, and makes inferences about that particular population. This

type of research can be conducted with structured or unstructured face-to-face or telephone interviews or questionnaires (Leedy and Ormrod, 2001).

Its basic goal is to use interviews or questionnaires to collect information about variables or phenomena within a population and may be longitudinal or cross-sectional (Heppner et al., 1992).

Heppner et al. (1992) delineated four major tasks in the conduct of survey research:

(a) Matching the survey design to the researcher's questions,

(b) Defining the sample,

(c) Selecting and developing data collection methods, and

(d) Analyzing the data.

Descriptive survey analysis should prove to be a good source to collect data and conduct research for discovering effective and efficient training methods.

The purpose of this study is to discover the following:

A. Which traditional-style training methods are used to train new hospitality managers?

B. Which of these traditional-style training methods do new hospitality managers perceived to be effective?

C. Which computer-based training methods are used in train new hospitality managers?

D. Which of these computer-based training methods do new hospitality managers perceive to be effective?

E. Do new managers perceive traditional-style methods to be more effective than computer-based training methods?

F. Do new managers perceive computer-based training methods to be more effective than traditional-style training methods?

G. Do new managers perceive that both traditional-style and computer-based training methods should be used in effective training?

Summary

This chapter has defined traditional-style training and computer-based training. It has also explored some concerns associated with traditional-style training methods, such as employing the most effective training method, properly trained trainers, and training timeliness. It then discussed some types of computer-based training and their associated benefits and concerns. Also, this chapter touched on the methodology that was used to conduct this research, and how this methodology has been employed in similar research. This review of literature reviewed the research objectives and the framework to be developed during the methodology process. This framework will be thoroughly discussed in the next chapter, Methodology.

Chapter 3. Methodology

Introduction

In chapter two, the relevant literature related to traditional-style training method, computer-based training method and descriptive research were reviewed. This chapter outlines the procedures used to conduct this descriptive survey research, how the population was selected, the instrument used, and how the data was analyzed.

Research Design

The objective of this descriptive survey research was two-fold: To determine which training methods are used to train new managers. And to discover which of these training methods new managers perceive to be effective. This research design included a 33-item questionnaire (see Appendix A) presented to a willing sample population. This survey, along with a cover letter (see Appendix B), consent letter (see Appendix C) was sent to 117 new hospitality managers.

Population and Sample Selection

The population for this study consisted of a convenience sample of new managers in hotels in the Dallas and Houston, Texas metropolitan areas. The Texas Hotel & Lodging Association membership list was used as a source to randomly select hotels. The researcher picked this sample population for two reasons: First, the researcher is interested in how new managers are trained, and the new managers perception of the training methods. And second, Dallas and Houston are large metropolitan areas, which have most nation-wide

franchised hotels represented within the area, and were convenient to the researcher.

Questionnaire Development

Prior to sending out surveys to selected population, the researcher received confirmed approval from The University of Houston, Committee for the Protection of Human Subjects (see Appendix D).

Questionnaire standards were used to develop the questionnaire (Leedy and Ormrod, 2001). The questionnaire consisted of 33 items and contains only closed-end questions (see Appendix A). These questions were either answered with "yes", "no", "n/a", or by using the 6-point Likert scale.

According to the University of Bath's Research Methods Glossary, the Likert scale is "a method used to measure attitudes, which involves respondents indicating their degree of agreement or disagreement with a series of statements. Scores are summed to give a composite measure of attitudes." (http://www.bath.ac.uk/dacs//gold/glossary.html, retrieved 07/21/02).

Research question A, dealing with types of traditional-style training methods used to train new managers, was addressed in survey Items 1-5. The participants answered these questions with either "yes", "no" or "n/a".

Research question B, dealing with the perceived effectiveness for each traditional-style training method, was addressed in survey items 11-15 and 24-28. The participants answered these questions using the Likert rating continuum scale.

Research question C, dealing with which computer-based training methods were used to train new managers, was addressed in survey items 6-9. The participants answered these questions with either "yes", "no" or "n/a".

Research question D, dealing with perceived effectiveness for each computer-based training method, was addressed in items 16-19 and 29-32. The participants answered these questions using the Likert rating continuum scale.

Research question E, dealing with the new manager's perception of if traditional-style training methods are more effective than computer-based training methods, was addressed in item 21. The participants answered these questions using the Likert rating continuum scale.

Research question F, dealing with new manager's perception of if computer-based training methods are more effective than traditional-style training methods, was addressed in item 22. The participants answered these questions using the Likert rating continuum scale.

Research question G, dealing with new manager's perception of the effectiveness of blended training,was addressed in items 20 and 33. The participants answered these questions using the Likert rating continuum scale.

Prior to sending questionnaires out to participants, a pilot test was conducted. The researcher gave this questionnaire to 10 colleagues and university professors to fill out and return. Colleagues and university professors were requested to identify questions that were not clearly understood. These unclear questions were revised and tested again for further revision.

Data Collection

The research data was collected through mailed questionnaires. Each selected participant was sent a cover letter (see Appendix B) explaining who the researcher is and purpose of the research, a consent letter to participants (see Appendix C) approved by the University of Houston, Committee for the Protection of Human Subjects, and the questionnaire (see Appendix A for sample questionnaire), along with a self-addressed stamped return envelope. Participants were requested to return the questionnaire within 2 weeks upon receipt.

Data Analysis

Through using Microsoft Excel software, descriptive statistics was used to describe which traditional and computer-based training methods were used to train the new manager, if blended training was used, and how effective the new manager perceived these training methods were.

Summary

Research was conducted by using the descriptive survey method to determine which of the selected training methods were used to train new managers and which methods the new managers perceive to be more effective.

The research population consisted of new managers from hotels in the Dallas and Houston, Texas metropolitan areas. These hotels were randomly selected from the Texas Hotel & Lodging Association membership list.

A 33 closed-ended question questionnaire was developed and used as the survey instrument. These questionnaires, along with a cover letter, consent

letter, and self return-addressed stamped envelope was mailed out to participants. The research data was collected and analyzed through descriptive statistics.

Chapter 4: Data Analysis and Results

Introduction

The survey was designed to determine the following questions:

A. Which traditional-style training methods are used to train new hospitality managers?

B. Which of these traditional-style training methods do new hospitality managers perceive to be effective?

C. Which computer-based training methods are used to train new hospitality managers?

D. Which of these computer-based training methods do new hospitality managers perceive to be effective?

E. Do new managers perceive traditional-style methods to be more effective than computer-based training methods?

F. Do new managers perceive computer-based training methods to be more effective than traditional-style training methods?

G. Do new manages perceive that both traditional-style and computer-based training methods should be used in effective training?

The data collected from the 42 returned questionnaires was analyzed through descriptive statistics to determine percentages of training methods used and perceived levels of training method effectiveness.

Respondents

A questionnaire was sent to 117 lodging establishments located throughout the Dallas and Houston, Texas metropolitan areas. Of these 117 questionnaires sent out to new hospitality managers, 42 questionnaires, or 36%, were completed and returned.

Analysis of the Sample – Descriptive Analysis

Frequency analysis was used, which allowed the researcher to determine the methods used percentages and methods effectiveness levels percentages. In addition, frequency analysis was used to depict qualitative data graphically in charts.

Question A determined types of traditional training methods used to train new managers. Traditional training was broken down into the following categories: Classroom lecture, conferences, seminars, on-the-job training (OJT), and other.

One hundred percent of this sample received training through at least one of the traditional training methods. Approximately 69% of the participants received managerial training through classroom lecture, 48% received training through conferences, 52% through seminars, 45% through other traditional-style training, and 100% received OJT. Table 1 shows the percentages of traditional-style training methods used.

Table 1: Percentage of Traditional-Style Training Methods Used

	Classroom Training	Conferences	Seminars	OJT	Other
Yes	69%	48%	52%	100%	45%
No	31%	52%	48%	0%	50%
Not Answered	0%	0%	0%	0%	5%
Cumulative	100%	100%	100%	100%	100%

Question B was designed to determine perceived effectiveness levels of the traditional-style training methods. This question was addressed in two sections in the questionnaire. This first section was directed towards those respondents who were trained through traditional methods, while the second section was directed towards those who did not receive training through these methods.

The majority of the respondents who were trained through traditional methods perceived the training methods to be effective. Approximately 42% strongly agreed, 46% agreed, and 9% slightly agreed that classroom lecture was an effective training method. While 44% of the respondents both strongly agreed and agreed, and 4% slightly agreed that conferences provided an effective method to train new managers. Another 46% strongly agreed, 42% agreed, and 8% slightly agreed that seminars provided an effective training method.

Of the 100% of respondents who received OJT, approximately 79% strongly agreed, 14% agreed, and 7% slightly agree that OJT was an effective training method. And, 43% of the respondents strongly agreed, 43% agreed, and

14% slightly agreed that other traditional-style training methods provided effective training. Table 2 demonstrates the perceived effectiveness levels of traditional training methods, as perceived by respondents who were trained through these methods.

Table 2: Percentage of perceived effectiveness levels of traditional-style training methods (does not include those who were not trained through traditional methods.)

	Classroom Lecture	Conference	Seminar	OJT	Other
Strongly Agree	42%	44%	46%	79%	43%
Agree	46%	44%	42%	14%	43%
Slightly Agree	9%	4%	8%	7%	14%
Slightly Disagree	3%	4%	4%	0%	0%
Disagree	0%	4%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%	0%
Cumulative	100%	100%	100%	100%	100%

On the other hand, those respondents who did not receive training through traditional methods, perceived lower training effectiveness levels. However, the majority did perceive all methods to be effective.

Approximately 19% strongly agreed, 19% agreed, and 30% slightly agreed that classroom lectures would provide effective training. While 16% strongly agree, 32% agreed, and 28% slightly agreed that conferences could provide

effective training. Twenty percent strongly agreed, 28% agreed, and 28% slightly agreed that seminars might provide effective training. And, approximately 20% strongly agreed, 40% agreed, and 25% slightly agreed that other types of traditional-style training could provide effective training. Table 3 demonstrates the percentage of perceived effectiveness levels of traditional-style training methods, as perceived by respondents who did not receive training through these methods.

Table 3: Percentage of perceived effectiveness levels of traditional-style training methods, not received (does not include those who did receive this training.)

	Classroom Lecture	Conference	Seminar	Other
Strongly Agree	19%	16%	20%	20%
Agree	19%	32%	28%	40%
Slightly Agree	30%	28%	28%	25%
Slightly Disagree	13%	4%	8%	5%
Disagree	13%	16%	12%	0%
Strongly Disagree	0%	0%	0%	5%
Not Answered	6%	4%	4%	5%
Cumulative	100%	100%	100%	100%

Question C determined which computer-based training methods were used to train new hospitality managers. Computer-based training was broken down into the following categories: Computer simulations, CD-Rom, Internet,

and other. While every respondent received managerial training through a traditional-style training method, not all received computer-based training.

The responses show that approximately 36% of the respondents were trained through computer simulations, 31% were trained by using CD-Rom, 36% through the Internet, and 36% through another computer-based training. Table 4 shows the percentages of respondents who received managerial training through a computer-based training method.

Table 4: Percentage of computer-based training methods used

	Computer Simulations	CD-Rom	Internet	Other
Yes	36%	31%	36%	36%
No	62%	69%	64%	59%
Not Answered	2%	0%	0%	5%
Cumulative	100%	100%	100%	100%

Question D was designed to determine perceived effectiveness levels of the computer-based training methods. This question was addressed in two different sections, one for those who received computer-based training, and the other for those respondents who did not received computer-based training.

Although the majority of the respondents, who received computer-based training, perceived all computer-based training methods to be effective, most did not strongly agree.

Approximately 26% strongly agreed, 42% agreed, 16% slightly agreed that computer simulations provided effective training. However, only 16% of the respondents strongly agreed, 42% agreed, and 37% slightly agreed that training via CD-Rom provided effective training.

Approximately 25% strongly agreed, 30% agreed, and 40% slightly agreed that seminars provided an effective training method. And, 29% strongly agreed, 41% agreed, and 24% slightly agreed that other computer-based training methods provided effective training. Table 5 shows the computer-based training effectiveness levels, as perceived by respondents who were trained through computer-based training.

Table 5: Percentage of perceived effectiveness levels of computer-based training methods (does not include those who did not receive this training.)

	Computer Simulation	**CD-Rom**	**Internet**	**Other**
Strongly Agree	26%	16%	25%	29%
Agree	42%	42%	30%	41%
Slightly Agree	16%	37%	40%	24%
Slightly Disagree	11%	0%	0%	6%
Disagree	0%	0%	0%	0%
Strongly Disagree	0%	0%	0%	0%
Not Answered	5%	5%	5%	0%
Cumulative	100%	100%	100%	100%

Respondents who did not receive computer-based training perceived training effectiveness levels to be lower than those who were trained through these methods. The majority of respondents only slightly agreed that these methods would provide effective training.

Only 7% strongly agreed, 14% agreed, and 50% slightly agreed that computer simulations could provide effectively training. And, 7% strongly agreed, 10% agreed, and 37% slightly agreed that managerial training through CD-Rom would provide effective training.

Seven percent strongly agreed, 19% agreed, and 56% slightly agreed that training provided through the Internet would be effective. And, 13% strongly agreed, 17% agreed, and 45% slightly agreed that other computer-based training could provide effective managerial training. Table 6 shows the perceived effectiveness levels by percentages.

Table 6: Percentage of perceived effectiveness levels of computer-based training methods, not trained (does not include those who did receive this training.)

	Computer Simulation	CD-Rom	Internet	Other
Strongly Agree	7%	7%	7%	13%
Agree	14%	10%	19%	17%
Slightly Agree	50%	37%	56%	45%
Slightly Disagree	11%	23%	4%	4%
Disagree	0%	13%	7%	17%
Strongly Disagree	0%	7%	0%	0%
Not Answered	4%	3%	7%	4%
Cumulative	100%	100%	100%	100%

Additional questions were asked to determine the percentage of respondents who received both traditional-style and computer-based training, or blended training, and to determine effectiveness level perceptions.

Approximately 69% of the respondents were trained through blended training, while the remaining 31% did not received blended training. Chart 7 shows the percentage of subjects trained through blended training.

Chart 7: Percentage of blended training

	Blended Training
Yes	69%
No	31%
Not Answered	0%
Cumulative	100%

The majority, 57%, of those respondents who received blended training strongly agreed, 30% agreed, and 13% slightly agreed that blended training provided an effective training method for new managers. Table 8 shows the perceived effective levels of blended training by those respondents who received blended training.

Table 8: Percentage of perceived effectiveness levels of blended training (does not include those who did not receive this training.)

	Blended
Strongly Agree	57%
Agree	30%
Slightly Agree	13%
Slightly Disagree	0%
Disagree	0%
Strongly Disagree	0%
Cumulative	100%

And Table 9 shows the percentages of perceived effectiveness levels of those who did not receive blended training. All the respondents who answered the question perceived blended training would be effective. Approximately 27% strongly agreed, 27% agreed, 32% slightly agreed that blended training would provide effective training. Approximately 14% did not respond to this question.

Table 9: Percentage of perceived effectiveness levels of blended training, not trained (does not include those who received this training.)

	Blended
Strongly Agree	27%
Agree	27%
Slightly Agree	32%
Slightly Disagree	0%
Disagree	0%
Strongly Disagree	0%
Unanswered	14%
Cumulative	100%

Questions E, F, and G were designed to determine which training methods, traditional-style, computer-based, or blended provided more effective training. The three questions asked respondents to determine if traditional-style training was more effective than computer-based, if computer-based training was

more effective than traditional-style, or if both methods were needed to have an effective training program.

The majority of respondents agreed to varying degrees that traditional-style training provided more effective training than computer-based training. Approximately 25% strongly agreed, 34% agreed, and 13% slightly agreed that traditional training provided more effective training than computer-based training.

On the other hand, most respondents did not believe computer-based training to be more effective than traditional-style training. An absolute 0% strongly agreed, 7% agreed, and 5% slightly agreed that computer-based training was more effective than traditional-style training.

And interestingly, most respondents perceived that an effective training program must have both traditional-style and computer-based training. Approximately 41% strongly agreed, 33% agreed, and 19% slightly agreed that blended training provided an effective training program. Table 10 and Charts 1, 2, and 3 show the percentages.

Chart 1: Traditional-style training more effective than computer-based training

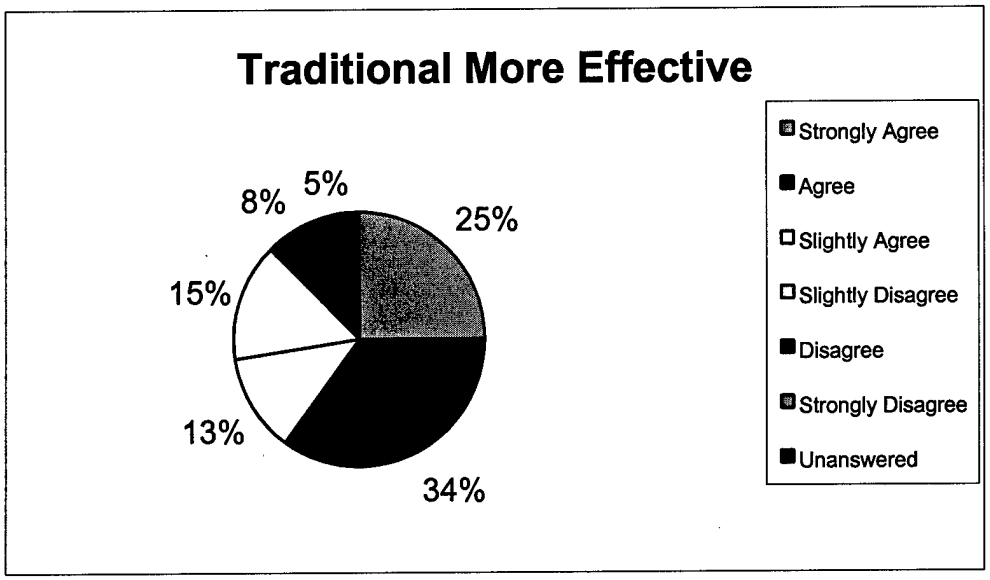

Chart 2: Computer-based training more effective than traditional-style training

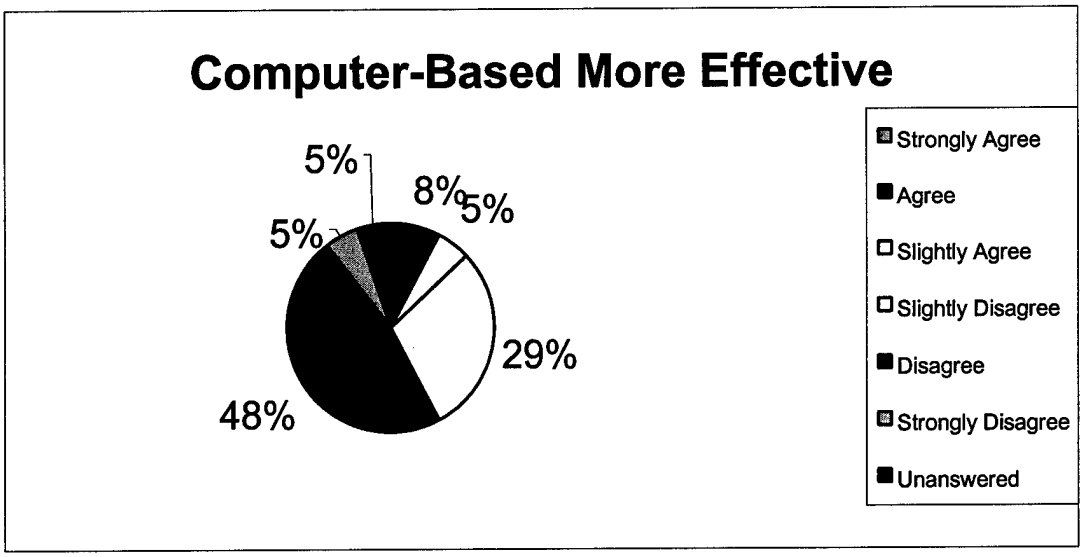

Chart 3: Blended training more effective than either traditional-style or computer-based training alone

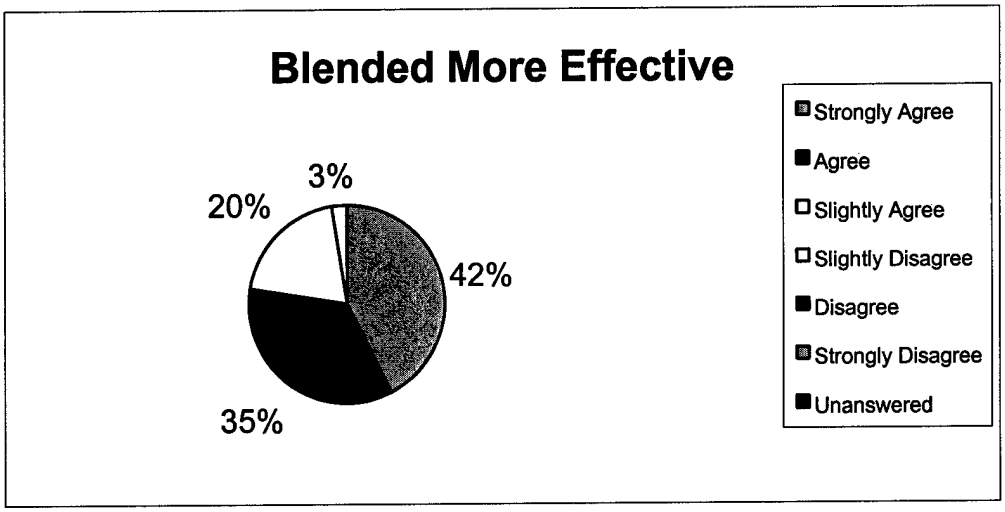

Table 10: Percentage of perceived effectiveness of all training methods, comparison

	Traditional Style More Effective Than Computer-Based	Computer-Based Training More Effective Than Traditional Style	Blended Training More Effective Than Either Training Alone
Strongly Agree	24%	0%	41%
Agree	33%	7%	33%
Slightly Agree	12%	5%	19%
Slightly Disagree	14%	26%	2%
Disagree	7%	43%	0%
Strongly Disagree	0%	5%	0%
Not Answered	10%	14%	5%
Cumulative	100%	100%	100%

Chapter 5: Summary and Conclusion

Introduction

The purpose of this study was two-fold: To identify which training methods were used to train new hospitality managers, and to determine which of these methods were perceived to be effective.

Researcher reviewed related traditional training and computer-based training literature. After the literature review, researcher determined which methodology to use. A 33-item questionnaire was developed to answer research questions.

A test questionnaire was given to 10 colleagues and professor for review. Suggestions were used to correct and clarify questionnaire prior to research survey. The revised questionnaire was sent to 117 lodging establishments throughout the Dallas and Houston, Texas metropolitan areas.

The survey contacts were randomly selected from the Dallas and Houston Texas Hotel and Lodging Associations' membership lists. The researcher randomly picked lodging establishments by picking every other set of three on the membership lists. Letters requesting questionnaire participation were sent to the 117 randomly picked lodging establishments.

Of the 117 questionnaires sent out, 42 responses were received within a three-week period. The data collected was analyzed through descriptive analysis.

Summary of Findings

The majority of the participants have been trained through traditional-style training methods, while less were trained through computer-based training. And approximately 69% were trained through a blended training.

Although most respondents perceived all received training methods to be effective, a larger percentage either strongly agreed or agreed that traditional-style and blended training methods were effective, while a lower percentage strongly agreed or agreed that computer-based training was effective.

Also, the majority of those respondents, who did not receive training through traditional-style or computer-based methods, either strongly agreed or agreed that traditional-style training would be effective, while a lower percentage either strongly agreed or agreed that computer-based training would be effective.

Most of the respondents were trained through blended training, and the majority perceived this method to be effective. Of those who received blended training, 57% agreed and 30% agreed that this training style was effective. And of those who were not trained through blended training, only 27% strongly agreed and 27% agreed that blended training would be an effective training method.

While more respondents perceived traditional style training to be more effective than computer-based training, a higher percentage of respondents perceived that an effective training program should consist of blended training.

Conclusion and Recommendations

The results of this study suggested that currently more new hospitality managers received managerial training through traditional-style training methods than computer-based. It also suggested that a majority is trained through a blended training program.

A large percentage of respondents, who received training through either traditional-style or computer-based training strongly agreed that these methods provided effective training. And, a smaller percentage of those who were not trained through either method strongly agreed these methods to be effective.

A large percentage of the 69% who received blended training strongly agreed that blended training was an effective training method. And, only 27% of those who did not receive blended training strongly agreed that the method would be effective.

Most respondents perceived blended training would provide more effective training than either traditional-style or computer-based alone. Most respondents also perceived that traditional-style training was more effective than computer-based training, and a very low percentage perceived computer-based training to be more effective than traditional style training.

Based on the research conclusions that most respondents perceived a blended training program is more effective than a traditional-style or computer-based training programs alone, the researcher recommends that lodging training departments should consider developing a blended training program for their new managers.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

New Manager's Training Questionnaire

Directions: ***Please fill out survey only if you have been a hospitality manager for two years or less.*** Read each section and then answer each question based on your training experience at your current company. Also, please **do not** place your name on this paper.

Section I: Training Methods Used

Questions 1-10 are to determine which training method was used to train you as a new manager. Please answer questions 1-10 of section I with either "Yes", "No", or "N/A" if not applicable to you.

	Traditional-Style Training Methods	Yes	No	N/A
Questions 1- 5:	**As a new manager, my company provided me managerial training through .....**			
1	Classroom lecture.			
2	Conferences.			
3	Seminars.			
4	On-the-job training.			
5	Another type of traditional-style training.			
	Computer-based Training Methods	**Yes**	**No**	**N/A**
Questions 6 – 9:	**As a new manager, my company provided me managerial training through .....**			
6	Computerized simulations.			
7	CD-ROM or floppy disk.			
8	Internet, Intranet, or e-learning.			
9	Another type of computer-based training.			
	Blended Training (Traditional and Compute-based)	**Yes**	**No**	**N/A**
10	As a new manager, my company provided me managerial training through both traditional-style and computer-based training methods.			

Section II: Your perception of the effectiveness of training methods used

Questions 11-20 request your perception of the different training methods you were trained with. If you did not receive the type of training, please mark "N/A".
Questions 21-23 request your perception on which training method you believe to be the most effective.

	Perception of Effectiveness of Received Traditional-Style Training	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Questions 11 – 15: **I received managerial training through a _____ format and perceive that this style of training provides an effective means to train new managers.**								
11	Classroom lecture.							
12	Conference.							
13	Seminar.							
14	On-the-job training.							
15	Another type of traditional-style training.							
	Perception of Effectiveness of Received Computer-based Training	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Questions 16 – 19: **I received managerial training through a _____ format and perceive that this style of training provides an effective means to train new managers.**								
16	Computerized simulation.							
17	CD-ROM or floppy disk.							
18	Internet, Intranet, or e-learning.							
19	Another type of computer-based training.							
	Perception of Effectiveness of Received Blended Training (Traditional-style and computer-based)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
20	I received training consisting of both traditional-style and computer-based training methods and I perceive this blended training to be an effective means to train new managers.							

	Effectiveness of Training Methods Comparisons	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
21	I perceive that traditional-style training methods are more effective than computer-based training methods to train new managers.							
22	I perceive that computer-based training methods are more effective than traditional-style training methods to train new managers.							
23	I perceive that training consisting of both traditional-style and computer-based training methods are more effective than either training method by itself.							

Section III: Your perception of training method effectiveness, although you were not trained with the method.

Questions 24-33 request your opinion on certain training methods, although these methods were not used in your training. If you received this type of training, please mark question "N/A".

	Perception of Effectiveness of Traditional-Style Training Not Received	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Questions 24 – 28: **Although my company did not provide me managerial training through _____, I perceive this method to be effective in training new managers.**								
24	Classroom lecture							
25	Conferences							
26	Seminars							
27	On-the-job training							
28	Another traditional-style training							

Perception of Effectiveness of Computer-Based Training Not Received		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
Questions 29 – 32: **Although my company did not provide me managerial training through _____, I perceive this method to be effective in training new managers.**								
29	Computerized simulations							
30	CD-ROM or floppy-disk							
31	Internet, Intranet, or e-learning							
32	Another type of computer-based training							
Effectiveness of Blended Training Not Received (Traditional-Style and Computer-Based)		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	N/A
33	Although my company did not train me with both computer-based training methods and traditional-style training methods, I believe both methods should be used together to provide more effective training to new managers.							

APPENDIX B: COVER LETTER

Cover Letter

Date

Participant's Name
Company Name
Company Address
Company City, State, and Zip Code

Dear Mr./Ms. Participant's Name:

My name is Kim Rhoades, and I am a graduate student at the Conrad N. Hilton College of Hotel and Restaurant Management at the University of Houston in Houston, Texas. I received your name from your Human Resource Department. One of the requirements for completing my degree is to write a professional paper on an issue in the hospitality industry. For my professional paper I am exploring the training methods used to train a new manager. For the purposes of this paper, a new manager is defined as a manager who has worked in a hospitality management position for two years or less.

One objective of this research is to discover which training methods are used to train a new manager. And another objective to discover which of these training methods the new manager perceives to be an effective training method for new managers. The ultimate goal of this research is to determine which training method should be used to train new managers.

This study involves a 33-question questionnaire, which takes approximately 5-10 minutes to fill out. Please return questionnaire within 4 weeks of receipt.

Once I finish my final draft of my professional paper in early November 2002, I will be glad to provide you a copy.

Participation in this research is completely voluntary. You have several choices regarding non-participation in this project: (1) you may decide not to participate at all; (2) you may decide not to answer some of the questions; or (3) you may decide to terminate you participation after you have begun. Any of these choices is an option and your will not suffer any penalty; nor will it negatively impact your relationship with the College or the University. I do not foresee that you should experience any risks or discomforts as a result of your participation in this project.

Although your participation is anonymous, your return envelope is coded. This code will allow me to know which participants have returned their survey.

Immediately upon receipt, your survey will be separated from the envelope, which will allow your survey to remain anonymous.

If you have any questions about this research, please contact my faculty sponsor, Dr. William Chernish at (713) 743-2461 or me a (832) 755-6796. I appreciate your time and hope that you will agree to be apart of this study.

Any questions regarding your rights as a research subject may be addressed to the University of Houston Committee for the Protection of Human Subjects at (713) 743-9204. All research projects that are carried out by investigators at the University of Houston are governed by requirements of the University and the federal government.

Sincerely,

Kimberly P. Rhoades
Graduate Student, University of Houston

APPENDIX C: CONSENT LETTER TO PARTICIPANTS

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

Analysis of Effective Training Methods

You are invited to participate in a research project conducted by Kimberly P. Rhoades from the Conrad N. Hilton College of Hotel and Restaurant Management at the University of Houston. This study is being conducted and will be included in a professional paper.

NON-PARTICIPANT STATEMENT

Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions.

PURPOSE OF THE STUDY

The purpose of this study is two-fold: First, to determine training methods, traditional-style, computer-based, or a combination of both, are currently being used to train new managers. And second, which of these training methods, whether used or not, do new managers perceive to be effective.

PROCEDURES

You will be one of approximately 100 subjects asked to participate in this project.

Each participant will be administered a one-time 33-question questionnaire, which should take approximately 5-10 minutes to complete. This questionnaire will include questions concerning the training methods used to train new managers and the new managers perception of training method effectiveness.

Upon completion of the survey, the participant is requested to return survey via the pre-addressed and stamped envelope to the investigator.

If you have any questions about the survey or research project, please contact Kimberly P. Rhoades at (832) 755-6796, or Dr. William Chernish, faculty sponsor at (713) 743-2461.

CONFIDENTIALITY

Your participation in this project is anonymous. Please do not write your name on any of the research materials to be returned to the principal investigator. However, the return envelope will be coded to identify which participants returned the survey, allowing the investigator to send another survey to those participants who did not reply. This envelope will immediately be separated from the survey, so the survey will remain anonymous.

RISKS/DISCOMFORTS

There are no foreseeable risks, discomforts, or inconveniences.

BENEFITS

While you will not directly benefit from participation, your participation may help the investigator better understand which training methods are used to train new managers and which training methods new managers perceive to be effective.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes of for professional presentations. However, no individual subject will be identified.

IF YOU HAVE ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT, YOU MAY CONTACT THE UNIVERISTY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS AT 713-743-9204. ALL RESEARCH PROJECTS THAT ARE CARRIED OUT BY INVESTIGATORS AT THE UNIVERSITY OF HOUSTON ARE GOVERENED BY REQUIREMENTS OF THE UNIVERSITY AND THE FEDERAL GOVERNMENT.

_____

Kimberly P. Rhoades, Principle Investigator

APPENDIX D: APPROVAL LETTER

APPENDIX E: CPHS APPLICATION

UNIVERSITY OF HOUSTON
COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS

APPLICATION FOR APPROVAL OF INVESTIGATION INVOLVING THE USE OF HUMAN SUBJECTS

PLEASE TYPE:

1. **Principal Investigator's Name**: Kimberly P. Rhoades

   Department & Campus Address: Conrad N. Hilton College of Hotel and Restaurant Management, University of Houston, Houston, Texas

   Campus Phone No: 832-755-6796 (cell) **Home No.:** 713-271-1354

   Associates:

2. **If you are a student provide the following:**
   Faculty Sponsor: Dr. William Chernish **Ext.:** 713-743-2461

   Is this your thesis or dissertation research? **Yes** ____ **No** X

3. **Title of Project:** Analysis of Which Training Method is More Effective for Training the New Hospitality Manager: Traditional-Style, Computer-Based Training, or a Combination.

4. **Has this project previously been considered by the CPHS? Yes** _____ **No** X

   If yes, give approximate date of review: _____

5. **Does this project qualify for an exemption according to the CPHS guidebook?**
   Yes X **No** ____

   If yes, indicate the category number: 2

6. **Does this project qualify for expedited review according to the CPHS guidebook?** **Yes** _____ **No** X

   If yes, indicate the category number: _____

7. **Investigator's Lay Summary of the Project. This should be restricted to 100-150 words and should include the following: number of subjects, age, gender, where the project is to be performed; short statement on thesis and methodology; total project period.**

This research is design to discover training methods used to train new hospitality managers. It is also designed to discover which of these training methods used or not used do the new mangers perceive to be effective training methods. A new hospitality manager is described as an employee who has been in a managerial position for two years or less in the hospitality career field. This research involves 100 willing participants from Dallas and Houston, Texas. There is no restriction on age or gender. Methodology will include a 33-question questionnaire, which will be sent to participants. This questionnaire consists of closed-ended questions and will inquire as to which training methods were used to train the new managers, and

will ask the new manager his or her opinion on the different training methods. Research will start and conclude during Fall semester 2002.

8. Include copies of all pertinent attachments including, but not limited to: Questionnaire instrument, informed consent(s), letters of approval from cooperating institutions, copy of external support proposal if applicable. Please advise the Committee of any missing material and the reason for the absence.

Attached to the application is the questionnaire instrument and informed consent letter.

9. If this application supports a proposal for external funding, is notification of CPHS approval required?

Yes _____ **No** _____ **Not Applicable** __X__

Sponsor's name and identification number (if known) _____

10. Describe the source(s) of subjects and the selection criteria and the recruitment procedure. Specifically, when did you obtain the names of potential subjects (i.e., agency files, hospital records, local organizations, etc.)? Where and how will you contact them?

Subjects selection criteria: Must have been in a hospitality managerial position for two years or less. Subject names are being obtained through the human resource department in selected lodging establishments in both Dallas and Houston, Texas. These lodging establishments have been selected by using the 2001 Directory of Hotel and Lodging Companies and Dallas and Houston Yellow Pages phonebooks. These subjects will be contacted upon CHPS Committee approval.

11. Procedures: Provide a step-by step description of each procedure, including the frequency, duration and location of each procedure.

Each selected subject will receive the 33-question survey. Subjects will be requested to return the survey within 4 weeks after receipt. After the 4—week period has passed; those subjects who did not respond will be sent a reminder letter and another copy of the survey.

12. Brief description of proposed research: include major hypotheses and research design, if appropriate.

This research is designed to discover two points: One, which training methods – traditional style, computer-based, or a combination of both, are used to train the new hospitality manager. And two, even if a training method was not used to train the participant, which of these training methods do the participants perceive to be effective training methods for new hospitality managers.

13. Informed consent: Describe the consent process and attach all consent documents including signed consents and cover letter.

All subjects will receive the attached consent letter explaining that they are under no obligation to participate in this survey.

14. Benefits: Describe the anticipated benefits to subjects and the importance of the knowledge that may reasonably be expected to result.

Subjects and the hospitality field should benefit from this survey. It is not only important to know what training methods are using used to train new managers, but also it is even more important to know which training methods are perceived to be effective. This information should help the hospitality field provide more effective training to their new managers, and thus increase efficiency and effectiveness.

15. Risks: Describe the risks involved with these procedures (physical, psychological, and /or social) and the precautions you have taken to minimize the risks.

There are no risks involved with this research. Participants are under no obligation to participate, and the survey does not pose any physical, psychological or social risks.

16. Certifications:

* ANY additions to or changes in a previously approved protocol involving Human Subjects requires the submission of a Renewal/Addendum form to the CPHS. Renewal/Addendum applications may only be reviewed and approved at the regularly scheduled Full Committee meeting.
* ANY unanticipated problems or injuries connected with an approved protocol must be brought to the immediate attention of the Compliance Specialist in the Office of Research Policies, Compliance and Committees (0RPCC), (713) 743-9204.
* The investigator acknowledges that the Compliance Specialist, or any other designated member of the CPHS, will be able to observe the consent process in order to ensure that the rights and welfare of the Human Subjects are properly protected.
* The investigator acknowledges that he/she cannot initiate any contact with Human Subjects prior to receipt of unconditional approval from the CPHS.
* The investigator acknowledges that all signed consent documents will be retained for at least 3 years past completion of the research activity. Signed consents from student projects will be retained by the faculty sponsor. Faculty are responsible for retaining signed consents for their own projects; however, if the faculty leaves the university, access must be possible for UH in the event of an agency audit.
* The investigator acknowledges that the university has provide a copy of the approved Institutional Assurance with the application, in either the electronic or manual form. Further, the investigator acknowledges and accepts his/her responsibility for protecting the rights and welfare of Human Subjects and for complying with all applicable provisions of the Assurance.
* The investigator acknowledges that the university has provided access to the Belmont Report and the section of the Public Law governing this Assurance, 45, CFR 46.
* The investigator acknowledges that when subject payments are a part of an approved externally funded research project, he/she in coordination with the Department Business Manager, will determine the method of subject payment prior to the start of the project

Signature of Principal Investigator **Date**

17. Approval by Faculty Sponsor (required for all students):

I affirm the accuracy of this application, and I accept the responsibility for the conduct of this research and supervision of human subjects as required by law.

Signature of Principal Investigator **Date**

18. Approval by Department Chair or approved designate (not required if Exemption is claimed):

I confirm the accuracy of the information stated in this application. I am familiar with, and approve of the procedures that involve human subjects.

Name of Department

Signature of Department Chair **Date**