

THE SUN PARADISE'S HOTELS MANAGEMENT
Solution Hospitality Management



SPHM
HOSPITALITY

CORPORATE TRAINING ROLES



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1. Corporate Role in Training and Development

An organization has a very close relationship with the trainee and the trainer because it is the first contact for both.

The demand for the training in the organization increases when the organization wants:

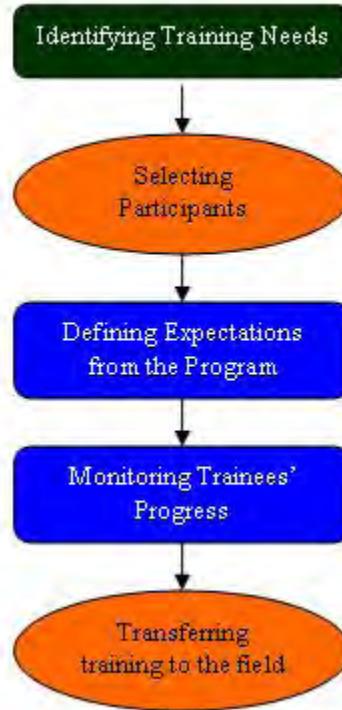
- To hire new people – training as a means of training new recruits
- To Expand – When the company wants to increase its headcount
- To increase certain number of staff (in position) by a certain date
- To enhance the performance of employees

Organization's name to be a part of training unit

Demand for Training also increases when there is change in the nature of job, change in taste of consumer, change in methods of **product development**, etc. The organization goes through the following steps for the transfer of training to the field.

But the problem arises when the organization outsource the **training process**. In this situation the organization assumes that the trainer must be aware of the type of training needs of the participants and their organization and their content will meet those needs. This leads to failure of the program, which results in collusion. Therefore, it's a foremost duty of the organization to make the trainer and their organization aware of their culture, climate, responsibilities of organization, etc.

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2. Role of Trainee in Transfer of Training

The **trainee** is a major stakeholder in a training program. The whole training program is developed for the trainees only. Each candidate plays an important role in the transfer of training because one participant's attitude regarding the training influence the other participants and also each participant can assist by advancing the learning process to realize the training objectives.

Participant's willingness to invest in the program is directly proportional to the benefits of the learning that the trainee could expect. Each participant forms their own perception towards training. Some perceptions remain the same during the program, while some faded depending upon the assessment of a program by the participant.

Some personal factors that affect the trainee's learning are:

- Family Situation
- Personal Problems
- Relation between the training program and personal objective
- Level of self esteem
- Benefits expected from training
- Comfort level with the trainer
- Learning style of trainee
- KSA of trainee
- Previous training experiences
- Desire for professional growth and development

Some environmental factors that affect the trainee's learning are:

- Relationship with colleagues and subordinates
- Training team
- Trainer team
- Training objective
- Content of training
- Training design i.e. methods, techniques, and strategies
- Environment in the program
- Composition of training group
- Infrastructure i.e. eating facilities, tea/coffee breaks

No matter how good the **training program** is, in the end it is the participant only who decides whether to change his behavior or not. Trainees do not change their behavior merely because someone tells them to do. They change when they feel there is a need of it. They do it with their own learning style. The trainer and the organization can only try to remove the mental blocks of the trainee, rest depends on trainee itself.

3. Importance of Trainer, Role of Trainer

The effective transfer of training depends a lot on the **trainer** because it is the trainer only who can remove the mental block of trainee, motivate the trainee to learn, delete the negative perception of the trainee regarding the training. Besides all that, a lot depends on personality of trainer also.

The major competencies that are required to be present in a trainer are:

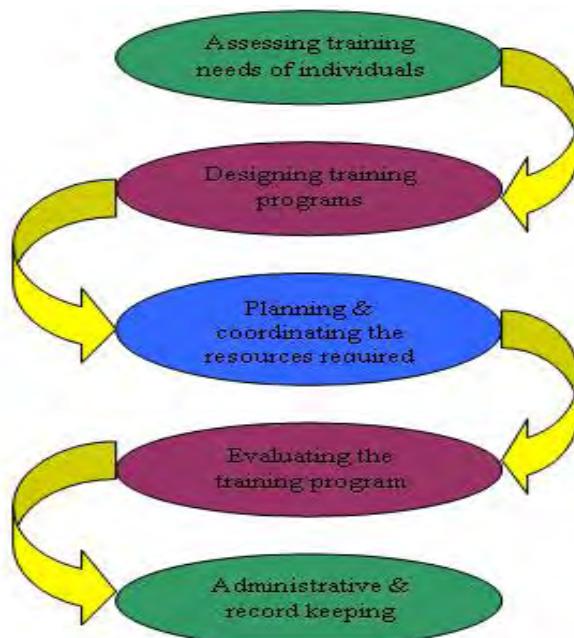
- Presentation Skills
- Business Skills i.e. budgeting, time management, negotiation, etc.
- Content Development i.e. material production, graphics, layouts, etc
- Self development i.e. interpersonal skills, good listening skills, flexible, accepting the share of accountability, etc

Trainer's Skills

The skills that need to be present in a trainer are:

- Training Design
- Evaluating the training program
- Training need analysis
- Worksheet design
- Exercises design

Role of Trainer



4. Facilitation of Training

Facilitation of Training Transfer through Focus on Trainee and Corporate Intervention:

Focus on Trainee

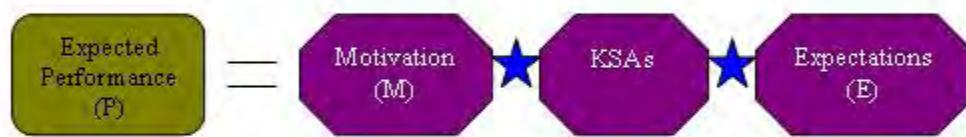
Focus on Corporate Intervention

Focus on Trainee

Training is successful not only with good training design and training objectives but also with the readiness and willingness of the trainees. For the training to be successful, three things are required

1. Motivation
2. Knowledge, Skills, and Attitudes (KSAs)
3. Expectations towards Training

Expected Performance is directly proportional to the multiplication of motivation, required KSAs, and expectations towards training i.e.



Motivation – If the trainee is not motivated to learn, no learning is likely to occur no matter how good the training methods are, or how talented the trainees are. Therefore, it

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is important to intervene before training and provide them the information about the learning outcome that they can expect and how the learning outcome will help in achieving the objectives. This increases the motivation to learn and to be successful in training.

Expectations – Positive expectations matter a lot in a training program. If the trainee perceives the training as waste of time, and waste of resources, no learning is likely to occur. No learning is possible with negative perception. On the other hand, if the trainee believes and expects that the training would help him to improve upon his professional skills and would further help him in achieving his personal goals, the probability of training to meet the objective increases.

Knowledge, Skills, and Attitudes (KSAs) – It is important that the selected trainees should have the right KSAs for the training because even if the methods and contents of the training is good but the candidates do not have the right KSAs, the **training program** will fail. Also the training methods would not be effective if the candidates are lacking the desired skills. Therefore, proper selection technique is must that would ensure that hired have the requisite KSAs to be successful in training.

5. Facilitation of Training through Organization Intervention

Failure of training is not always because of lack of KSAs but sometimes it is because of the organizational forces also. These forces also hold back the **transfer of training**, and learning. Therefore, it is important to keep in check those forces. For the successful transfer of training, it is necessary to have supervisor support, trainer support, peer support, reward system, climate and culture.

PEERS SUPPORT – Peer support can also help in transfer of training, for example, if the trainee is the only one who is receiving training in the department then probably the experienced peers might put pressure on trainee to forget the training and work. This situation also hampers in transfer of training. However, this situation can be avoided by involving the entire department in training,

SUPERVISOR SUPPORT – can affect their employees learning in number of ways, for example, if the trainee is motivated to learn and receives full support from their supervisor, then this support in turn encourages the employee to learn as much as possible. Also, supervisor can also reduce the negative factors of training, such as, the work that piles up during training that makes the employee uncomfortable and employees' negative perception about the **training program**.



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TRAINER SUPPORT – can also have a positive impact on the transfer of training. Gone are the days, when the trainers' role used to get over once the training program is done. Trainers' role is now extended to the work place also. Besides training, trainer's role is to keep a check on how trainees are performing and help them and discuss with them if they encounter any problem in the workplace.

CLIMATE – Apart from supervisor support, peers support, trainer support, **Climate factor** also comprises of company policies, attitude of upper management towards employee, towards training. If these factors are positive then the climate will also support the transfer of training. It is the organizations foremost duty to make the employees realize through these factors that adequate amount of time and resources are spent on them for their professional and **personal development**.

CULTURE – also have the impact over the transfer of training. If the culture of the organization provides enough opportunities to its employees to implement what they have learnt in the workplace and provide them variety of others factors such as, social support, challenging jobs, etc then the likelihood of the transfer of training increases.

REWARD SYSTEMS – If the learning outcome that helps in achieving the objectives is linked to reward system then the probability of the success of training would increase.

6. Training Need Analysis (TNA)

An analysis of training need is an essential requirement to the design of effective training. The purpose of *training need analysis* is to determine whether there is a gap between what is required for effective performance and present level of performance.

Why training need analysis?

Training need analysis is conducted to determine whether resources required are available or not. It helps to plan the budget of the company, areas where training is required, and also highlights the occasions where training might not be appropriate but requires alternate action.

Training Need arises at three levels:



Corporate need and training need are interdependent because the organization performance ultimately depends on the performance of its individual employee and its sub group.

Organizational Level – *Training need analysis* at organizational level focuses on strategic planning, business need, and goals. It starts with the assessment of internal environment of the organization such as, procedures, structures, policies, strengths, and weaknesses and external environment such as opportunities and threats.

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After doing the **SWOT analysis**, weaknesses can be dealt with the training interventions, while strengths can further be strengthened with continued training. Threats can be reduced by identifying the areas where training is required. And, opportunities can be exploited by balancing it against costs.

For this approach to be successful, the HR department of the company requires to be involved in strategic planning. In this planning, HR develops strategies to be sure that the employees in the organization have the required Knowledge, Skills, and Attributes (KSAs) based on the future KSAs requirements at each level.

Individual Level – Training need analysis at individual level focuses on each and every individual in the organization. At this level, the organization checks whether an employee is performing at desired level or the performance is below expectation. If the difference between the expected performance and actual performance comes out to be positive, then certainly there is a need of training.

However, individual competence can also be linked to individual need. The methods that are used to analyze the individual need are:

- Appraisal and performance review
- Peer appraisal
- Competency assessments
- Subordinate appraisal
- Client feedback
- Customer feedback
- Self-assessment or self-appraisal

Operational Level – Training Need analysis at operational level focuses on the work that is being assigned to the employees. The job analyst gathers the information on whether the job is clearly understood by an employee or not. He gathers this information through technical interview, observation, psychological test; questionnaires asking the closed ended as well as open ended questions, etc. Today, jobs are dynamic and keep changing over the time. Employees need to prepare for these changes. The **job analyst** also gathers information on the tasks needs to be done plus the tasks that will be required in the future. Based on the information collected, training Need analysis (TNA) is done.

7. Training and Development

Human Resource Management (HRM), a relatively new term, that emerged during the 1930s. Many people used to refer it before by its traditional titles, such as Personnel Administration or Personnel Management. But now, the trend is changing. It is now termed as Human Resource Management (HRM). Human Resource Management is a management function that helps an organization select, recruit, train and develops.

HUMAN RESOURCE MANAGEMENT

Human Resource Management is defined as the people who staff and manage organization. It comprises of the functions and principles that are applied to retaining, training, developing, and compensating the employees in organization. It is also applicable to non-business organizations, such as education, healthcare etc. Human Resource Management is defined as the set of activities, programs, and functions that are designed to maximize both organizational as well as employee effectiveness

Scope of HRM without a doubt is vast. All the activities of employee, from the time of his entry into an organization until he leaves, come under the horizon of HRM. The divisions included in HRM are Recruitment, Payroll, Performance Management, Training and Development, Retention, Industrial Relation, etc. Out of all these divisions, one such important division is training and development.

TRAINING AND DEVELOPMENT is a subsystem of an organization. It ensures that randomness is reduced and learning or behavioral change takes place in structured format.

TRADITIONAL AND MODERN APPROACH OF TRAINING AND DEVELOPMENT

Traditional Approach – Most of the organizations before never used to believe in training. They were holding the traditional view that managers are born and not made. There were also some views that training is a very costly affair and not worth. Organizations used to believe more in executive pinching. But now the scenario seems to be changing.

The ***modern approach*** of training and development is that Indonesian Organizations have realized the importance of corporate training. Training is now considered as more of retention tool than a cost. The training system in Indian Industry has been changed to create a smarter workforce and yield the best results

TRAINING AND DEVELOPMENT OBJECTIVES

The principal objective of training and development division is to make sure the availability of a skilled and willing workforce to an organization. In addition to that, there are four other objectives: Individual, Organizational, Functional, and Societal.

Individual Objectives – help employees in achieving their personal goals, which in turn, enhances the individual contribution to an organization.

Organizational Objectives – assist the organization with its primary objective by bringing individual effectiveness.

Functional Objectives – maintain the department's contribution at a level suitable to the organization's needs.

Societal Objectives – ensure that an organization is ethically and socially responsible to the needs and challenges of the society.

8. Training Design

The design of the **training program** can be undertaken only when a clear training objective has been produced. The training objective clears what goal has to be achieved by the end of training program i.e. what the trainees are expected to be able to do at the end of their training. **Training objectives** assist trainers to design the training program.

The trainer – Before starting a training program, a trainer analyzes his technical, interpersonal, judgmental skills in order to deliver quality content to trainees.

The trainees – A good **training design** requires close scrutiny of the trainees and their profiles. Age, experience, needs and expectations of the trainees are some of the important factors that affect training design.

Training climate – A good training climate comprises of ambience, tone, feelings, positive perception for training program, etc. Therefore, when the climate is favorable nothing goes wrong but when the climate is unfavorable, almost everything goes wrong.

Trainees' learning style – the learning style, age, experience, educational background of trainees must be kept in mind in order to get the right pitch to the design of the program.

Training strategies – Once the training objective has been identified, the trainer translates it into specific training areas and modules. The trainer prepares the priority list of about what must be included, what could be included.

Training topics – After formulating a strategy, trainer decides upon the content to be delivered. Trainers break the content into headings, topics, and modules. These topics and modules are then classified into information, knowledge, skills, and attitudes.

Sequence the contents – Contents are then sequenced in a following manner:

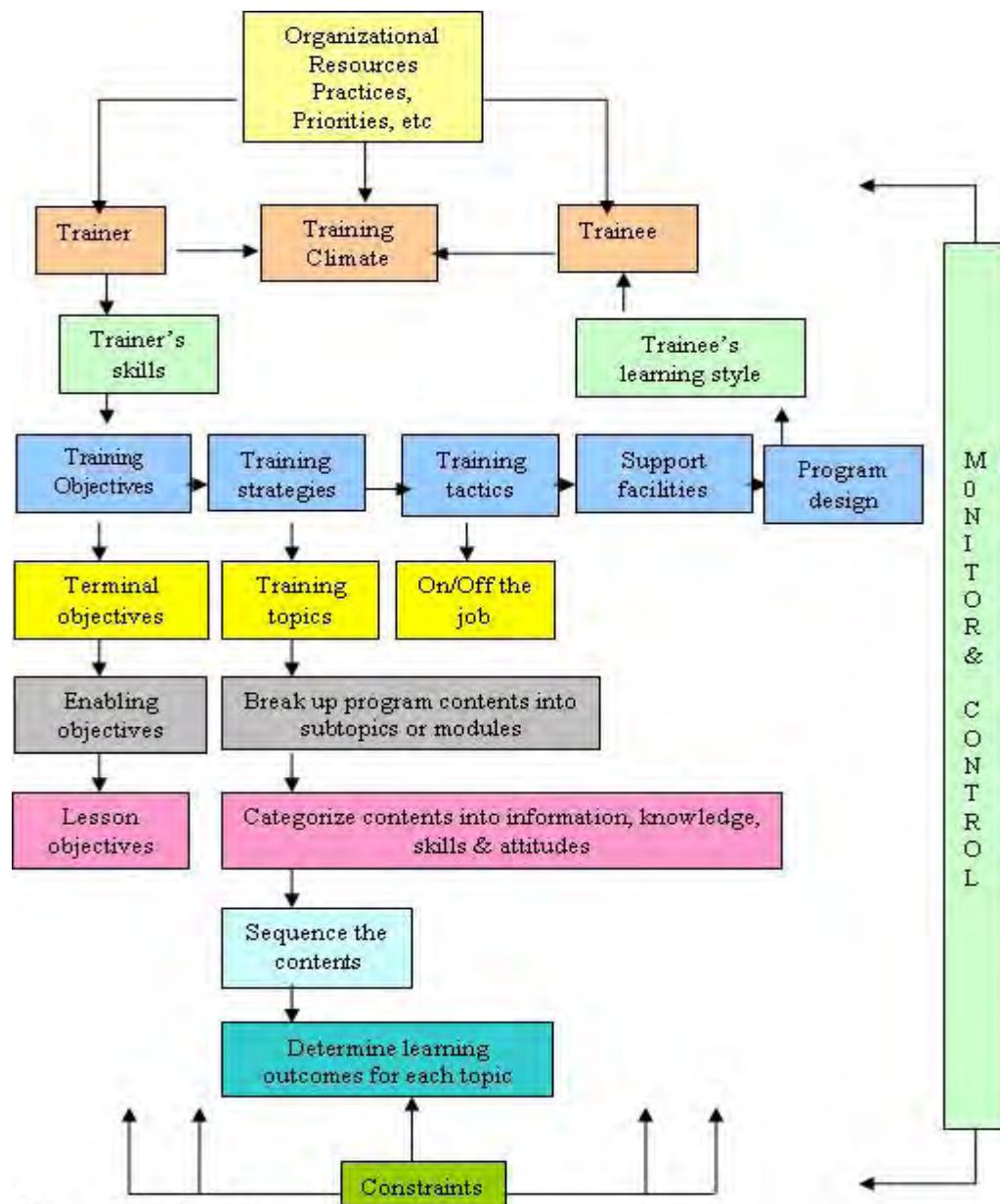
- From simple to complex
- Topics are arranged in terms of their relative importance
- From known to unknown
- From specific to general
- Dependent relationship

Training tactics – Once the objectives and the strategy of the training program becomes clear, trainer comes in the position to select most appropriate tactics or methods or techniques. The method selection depends on the following factors:

- Trainees' background
- Time allocated
- Style preference of trainer
- Level of competence of trainer

Availability of facilities and resources, etc

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Source: Garry Dessler

Support facilities – It can be segregated into printed and audio visual. The various requirements in a training program are white boards, flip charts, markers, etc.

Constraints – The various constraints that lay in the trainers mind are:

- Time
- Accommodation, facilities and their availability
- Furnishings and equipments
- Budget
- Design of the training, etc

9. Training Implementation

To put training program into effect according to definite plan or procedure is called **training implementation**. Training implementation is the hardest part of the system because one wrong step can lead to the failure of whole training program. Even the best training program will fail due to one wrong action.

Training implementation can be segregated into:

- Practical administrative arrangements
- Carrying out of the training

Implementing Training

Once the staff, course, content, equipments, topics are ready, the training is implemented. Completing training design does not mean that the work is done because implementation

phase requires continual adjusting, redesigning, and refining. Preparation is the most important factor to taste the success. Therefore, following are the factors that are kept in mind while implementing training program:

The trainer – The trainer need to be prepared mentally before the delivery of content. Trainer prepares materials and activities well in advance. The trainer also set grounds before meeting with participants by making sure that he is comfortable with course content and is flexible in his approach.

Physical set-up – Good physical set up is pre requisite for effective and successful training program because it makes the first impression on participants. Classrooms should not be very small or big but as nearly square as possible. This will bring people together both physically and psychologically. Also, right amount of space should be allocated to every participant.

Establishing rapport with participants – There are various ways by which a trainer can establish good rapport with trainees by:

- Greeting participants simple way to ease those initial tense moments
- Encouraging informal conversation
- Remembering their first name
- Pairing up the learners and have them familiarized with one another
- Listening carefully to trainees' comments and opinions
- Telling the learners by what name the trainer wants to be addressed
- Getting to class before the arrival of learners
- Starting the class promptly at the scheduled time
- Using familiar examples
- Varying his instructional techniques
- Using the alternate approach if one seems to bog down

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Reviewing the agenda – At the beginning of the **training program** it is very important to review the program objective. The trainer must tell the participants the goal of the program, what is expected out of trainers to do at the end of the program, and how the program will run. The following information needs to be included:

- Kinds of training activities
- Schedule
- Setting group norms
- Housekeeping arrangements
- Flow of the program
- Handling problematic situations

10. Training Evaluation

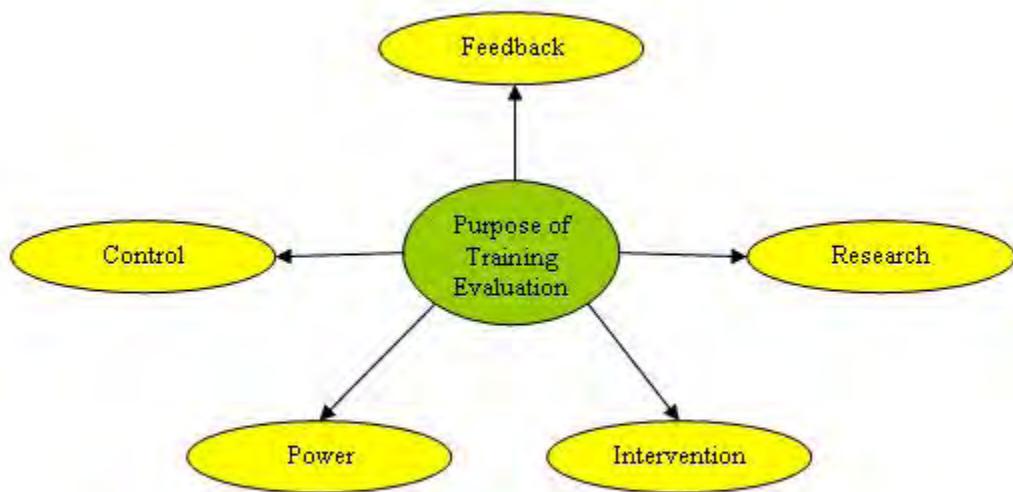
The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

Purposes of Training Evaluation

The five main purposes of training evaluation are:

Feedback: It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.

Research: It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.



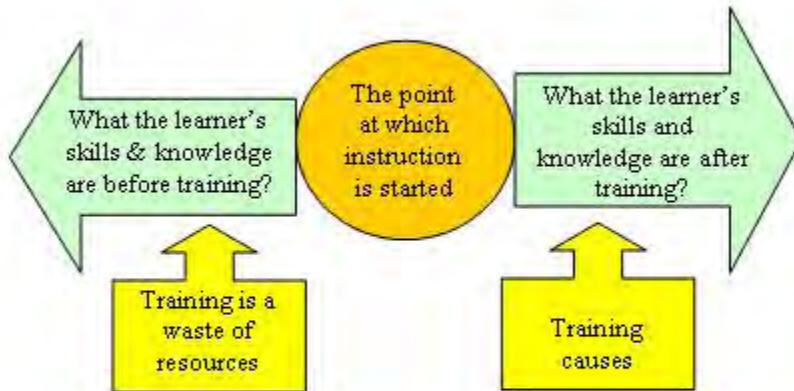
Control: It helps in controlling the **training program** because if the training is not effective, then it can be dealt with accordingly.

Power games: At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.

Intervention: It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

Process of Training Evaluation

Before Training: The learner's skills and knowledge are assessed before the **training program**. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style.



During Training: It is the phase at which instruction is started. This phase usually consists of short tests at regular intervals

After Training: It is the phase when learner's **skills and knowledge** are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase.

Techniques of Evaluation

The various methods of training evaluation are:

- Observation
- Questionnaire
- Interview
- Self diaries
- Self recording of specific incidents

11. Methods of Training

There are various **methods of training**, which can be divided into **cognitive and behavioral methods**. Trainers need to understand the pros and cons of each method, also its impact on trainees keeping their background and skills in mind before giving training.

Cognitive methods are more of giving theoretical training to the trainees. The various methods under Cognitive approach provide the rules for how to do something, written or verbal information, demonstrate relationships among concepts, etc. These methods are associated with changes in knowledge and attitude by stimulating learning.

The various methods that come under Cognitive approach are:

- LECTURES
- DEMONSTRATIONS
- DISCUSSIONS
- COMPUTER BASED TRAINING (CBT)
 - INTELLIGENT TUTORIAL SYSTEM(ITS)
 - PROGRAMMED INSTRUCTION (PI)
 - VIRTUAL REALITY

Behavioral methods are more of giving practical training to the trainees. The various methods under Behavioral approach allow the trainee to behave in a real fashion. These methods are best used for **skill development**.

The various methods that come under Behavioral approach are:

- GAMES AND SIMULATIONS
 - BEHAVIOR-MODELING
 - BUSINESS GAMES
 - CASE STUDIES
 - EQUIPMENT STIMULATORS
 - IN-BASKET TECHNIQUE
 - ROLE PLAYS

Both the methods can be used effectively to change attitudes, but through different means.

Another Method is MANAGEMENT DEVELOPMENT METHOD

MANAGEMENT DEVELOPMENT –

The more future oriented method and more concerned with education of the employees. To become a better performer by education implies that management development activities attempt to instill sound reasoning processes.

Management development method is further divided into two parts:

ON THE JOB TRAINING –

The development of a manager's abilities can take place on the job. The four techniques for on the job development are:

- COACHING
- MENTORING
- JOB ROTATION
- JOB INSTRUCTION TECHNIQUE (JIT)

OFF THE JOB TRAINING –

There are many management development techniques that an employee can take in off the job. The few popular methods are:

- SENSITIVITY TRAINING
- TRANSACTIONAL ANALYSIS
- STRAIGHT LECTURES/ LECTURES
- SIMULATION EXERCISES

12.GAMES AND SIMULATIONS

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job.

A Training Game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

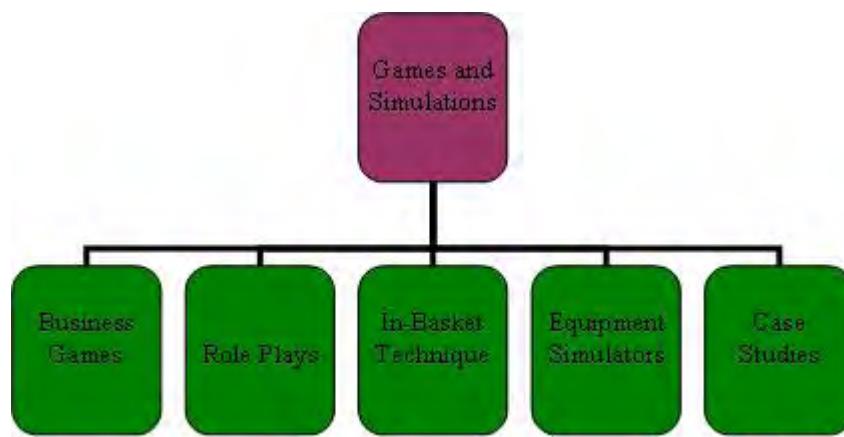
It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are:

- Challenge
- Rules
- Interactivity

These three components are quite essential when it comes to learning.

Some of the examples of this technique are:



Trainees can therefore experience these events, processes, games in a controlled setting where they can develop knowledge, skills, and attitudes or can find out concepts that will improve their performance.

The various methods that come under Games and Simulations are:

- BEHAVIOR-MODELING
- BUSINESS GAMES
- CASE STUDIES
- EQUIPMENT STIMULATORS
- IN-BASKET TECHNIQUE
- ROLE PLAYS

12.1.Behavior – Modeling

Behavior Modeling uses the innate inclination for people to observe others to discover how to do something new. It is more often used in combination with some other techniques.

Procedure of Behavior Modeling Technique

In this method, some kind of process or behavior is videotaped and then is watched by the trainees. Games and simulation section is also included because once the trainees see the videotape, they practice the behavior through role plays or other kind of simulation techniques. The trainee first observes the behavior modeled in the video and then reproduces the behavior on the job.

- The skills that are required to build up are defined
- A brief overview of the theory is then provided to the trainers
- Then, trainees are given instructions that what specific learning points or critical behavior they have to watch
- Then the expert is used to model the suitable behaviors
- Then, the trainees are encouraged to practice the suitable behavior in a role play or through any other method of simulation
- Trainees are then provided with some opportunities to give reinforcement for appropriate imitation of the model's behavior
- In the end, trainer ensures that trainees appropriately reinforces the behavior on the work place

Behavior modeling focuses on developing **behavioral and interpersonal skills**. This type of method can be used for training in

- Sales training
- Interviewee training
- Interviewer training
- Safety training
- Interpersonal skills training

12.2. Business Games

With the increase in globalization and changing technologies, many organizations are now moving from board games to computer based simulations, using interactive multimedia (IM) and virtual reality (VR).

Business games are the type of simulators that try to present the way an industry, company, organization, consultancy, or subunit of a company functions. Basically, they are based on the set of rules, procedures, plans, relationships, principles derived from the research. In the business games, trainees are given some information that describes a particular situation and are then asked to make decisions that will best suit in the favor of the company. And then the system provides the feedback about the impact of their decisions.

Again, on the basis of the feedback they are asked to make the decisions again. This process continues until some meaningful results do not come out or some predefined state of the organization exists or a specified number of trials are completed.

As an example, if the focus is on organization's financial state, the game may end when the organization reaches at desirable or defined profitability level.

Some of the benefits of the business games are:

- It develops leadership skills
- It improves application of total quality principles
- It develops skills in using quality tools
- It strengthens management skills
- It demonstrates principles and concepts
- It explores and solves complex problems



Many games and simulations examine the total organization but only some focus on the functional responsibilities of specific positions in an organization.

Business games simulate whole organization and provide much better perspective than any other training methods. They allow trainees to see how their decisions and actions impact on the related areas.

12.3. Case Studies

Case Studies try to simulate decision making situation that trainees may find at their work place. It reflects the situations and complex problems faced by managers, staff, HR, CEO, etc. The objective of the case study method is to get trainees to apply known concepts and ideologies and ascertain new ones. The case study method emphasize on approach to see a particular problem rather than a solution. Their solutions are not as important as the understanding of advantages and disadvantages.

Procedure of the Case Study Method

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- The trainee is given with some written material, and the some complex situations of a real or imaginary organization. A case study may range from 50 to 200 pages depending upon the problem of the organization.
- A series of questions usually appears at the end of the case study.
- The longer case studies provide enough of the information to be examined while the shorter ones require the trainee to explore and conduct research to gather appropriate amount of information.
- The trainee then makes certain judgment and opines about the case by identifying and giving possible solutions to the problem.
- In between trainees are given time to digest the information. If there is enough time left, they are also allowed to collect relevant information that supports their solution.
- Once the individuals reach the solution of a problem, they meet in small groups to discuss the options, solutions generated.
- Then, the trainee meets with the trainer, who further discusses the case.

Case Study method focuses on:

- Building decision making skills
- Assessing and developing Knowledge, Skills and Attitudes (KSAs)
- Developing communication and interpersonal skills
- Developing management skills
- Developing procedural and strategic knowledge

12.4. Equipment Stimulators

Equipment simulators are the **mechanical devices** that necessitate trainees to use some actions, plans, measures, trials, movements, or decision processes they would use with equipment back on the their respective work place.

It is imperative that the simulators be designed to repeat, as closely as possible, the physical aspects of equipment and operational surroundings trainees will find at their work place. This is also called as physical fidelity of the simulation.

Besides that, the mental conditions under which the equipment is operated such as, increasing demands, pressure of time, and relationship with colleagues, subordinates, etc must also be closely matched to what the trainees experience on the work place.

The literature on socio-technical approaches to organizational development provides guidelines for the design or redesign of tools. **Human Resource professionals** involved in propose of simulators and their pre-testing should engage those who will be using the equipment and their supervisors. Their input can help in reducing the

potential resistance, errors in the equipment and more importantly, it also increases the **degree of reliability** between the simulation and the work setting.

Equipment simulators can be used in giving training to:

- Air Traffic Controllers
- Taxi Drivers
- Telephone Operators
- Ship Navigators
- Maintenance Workers
- Product Development Engineers
- Airline Pilots
- Military Officers

12.5.In-Basket Technique

In-Basket Technique – It provides trainees with a log of written text or information and requests, such as memos, messages, and reports, which would be handled by manager, engineer, reporting officer, or administrator.

Procedure of the in basket Technique

- In this technique, trainee is given some information about the role to be played such as, description, responsibilities, general context about the role.
- The trainee is then given the log of materials that make up the in-basket and asked to respond to materials within a particular time period.
- After all the trainees complete in-basket, a discussion with the trainer takes place.
- In this discussion the trainee describes the justification for the decisions.
- The trainer then provides feedback, reinforcing decisions made suitably or encouraging the trainee to increase alternatives for those made unsuitably.

A variation on the technique is to run multiple, simultaneous in baskets in which each trainee receives a different but organized set of information. It is important that trainees must communicate with each other to accumulate the entire information required to make a suitable decision.

This technique focuses on:

- Building decision making skills
- Assess and develops Knowledge, Skills and Attitudes (KSAs)
- Develops of communication and interpersonal skills
- Develops procedural knowledge
- Develops strategic knowledge



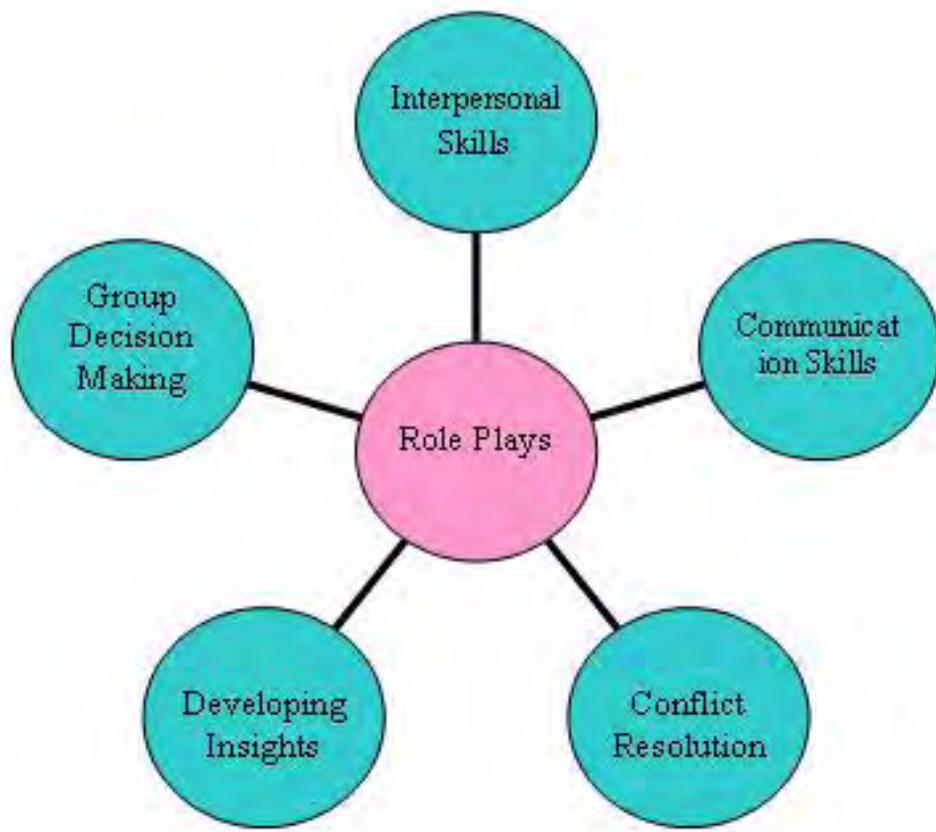
These skills are mainly cognitive to a certain extent than behavioral.

12.6. Role Plays

Role play is a simulation in which each participant is given a role to play. Trainees are given with some information related to description of the role, concerns, objectives, responsibilities, emotions, etc. Then, a general description of the situation, and the problem that each one of them faces, is given. For instance, situation could be strike in factory, managing conflict, two parties in conflict, scheduling vacation days, etc. Once the participants read their role descriptions, they act out their roles by interacting with one another.

Role Plays helps in

- Developing interpersonal skills and communication skills
- Conflict resolution
- Group decision making
- Developing insight into one's own behavior and its impact on others



There are various types of role plays, such as:

Multiple Role Play – In this type of role play, all trainees are in groups, with each group acting out the role play simultaneously. After the role play, each group analyzes the interactions and identifies the learning points.

Single Role Play – One group of participants plays the role for the rest, providing demonstrations of situation. Other participants observe the role play, analyze their interactions with one another and learn from the play.

Role Rotation – It starts as a single role play. After the interaction of participants, the trainer will stop the role play and discuss what happened so far. Then the participants are asked to exchange characters. This method allows a variety of ways to approach the roles.

Spontaneous Role Play – In this kind of role play, one of the trainees plays herself while the other trainees play people with whom the first participant interacted before.

13. Management Development Program (MDP)

Management Development has become very important in today's competitive environment. According to a survey, those companies that align their management development with tactical planning are more competitive than the companies who are not. It has also been indicated that 80% of the companies report MDP, compared with 90% that provide **executive leadership training**. For most of the companies 37% of the training budgets go to management development and learning programs. Therefore, it is important to consider management development as an important part of organizational competitiveness.

Some of the reasons behind the management development programs are:

- It is managements' responsibility of ensuring the success of the organization
- It is the management who deal with people of different background, culture, language, etc
- Mergers and acquisitions, downsizing, etc are all under management's control
- It is managements' responsibility to ensure that the employees obtain the required KSAs to perform the tasks
- It is managements' responsibility to ensure that right people is hired for the right job, at the right time for the right place
- **Manager's job** is complex i.e. for the managers understanding the training need is not easy because his training need is determined by how well his department is meeting its objective and goal.
- It is the management who makes decisions on the basis of judgment and intuition
- It is the manager who performs several routine duties as well as handling the exceptions in their own as well as subordinates' routine
- Managers are engaged in varied, discontinues, and brief activities
- It is the management that understand the organization, its vision, mission, ethics, values, strategies, capabilities, and how his organization fits into the industry, and how his behavior will influence people outside the organization

Therefore, managers must be able to get the required knowledge, skills, and attitudes (KSAs) to meet the challenges as soon as they arise.

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Overview of Managerial Jobs:

Roles	Activities
<i>Decisional</i>	
1. Entrepreneur	Proactively structuring and adjusting the division to take benefit of accessible opportunities or meet expected threats in the surroundings
2. Trouble Shooter	Acting based on inferences and conclusions drawn from the assessment and integration of information gathered in the main role Reacting to fulfill the instant requirements of the division
3. Mediator	Negotiating to obtain the resources to fulfill the requirements of the division, department and organization
4. Resource Allocator	Assessing and selecting among proposals Integrating and authorizing activities and resource exploitation
<i>Interpersonal</i>	
1. Leader	Developing, maintaining, and motivating the employees to meet the requirements of the department
2. Figurehead	Meeting the regular, mandatory, societal, and legal duties required of the head of a division
3. Liaison	Developing and maintaining a network of people outside the department and the organization to acquire information
<i>Informational</i>	
1. Disseminator	Disseminating chosen and important information to others within the division
2. Spokesperson	Disseminating chosen information to people outside the organization. Conveying the vision, mission, values, ethics of the organization to outside people to create appropriate image
3. Supervise	Probing and acquiring information about the division and its environment so that the manager becomes an information center for the division and the organization

14. On The Job Training

The most frequently used method in smaller organizations that is on the job training. This method of training uses more knowledgeable, experienced and skilled employees, such as managers, supervisors to give training to less knowledgeable, skilled, and experienced employees. **OJT** can be delivered in classrooms as well. This type of training often takes place at the work place in informal manner.

Some key points on the job Training

On the job Training is characterized by following points

- It is done on ad-hoc manner with no formal procedure, or content
- At the start of training, or during the training, no specific goals or objectives are developed
- Trainers usually have no formal qualification or training experience for training
- Training is not carefully planned or prepared
- The trainers are selected on the basis of technical expertise or area knowledge

Formal OJT programs are quite different from informal OJT. These programs are carried out by identifying the employees who are having superior technical knowledge and can effectively use one-to-one interaction technique.

The procedure of formal on the **job training program** is:

1. The participant observes a more experienced, knowledgeable, and skilled trainer (employee)
2. The method, process, and techniques are well discussed before, during and after trainer has explained about performing the tasks
3. When the trainee is prepared, the trainee starts performing on the work place
4. The trainer provides continuing direction of work and feedback
5. The trainee is given more and more work so that he accomplishes the job flawlessly

The four techniques for on the job development are:

- COACHING
- MENTORING
- JOB ROTATION
- JOB INSTRUCTION TECHNIQUE (JIT)

14.1.Coaching

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because

- It is one to one interaction
- It can be done at the convenience of CEO
- It can be done on phone, meetings, through e-mails, chat
- It provides an opportunity to receive feedback from an expert
- It helps in identifying weaknesses and focus on the area that needs improvement This method best suits for the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60 degree performance reviews.

Procedure of the Coaching

The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

1. Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation
2. Meet the participant and mutually agree on the objective that has to be achieved
3. Mutually arrive at a plan and schedule
4. At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback
5. Repeat step 4 until performance improves

For the people at **middle level management**, coaching is more likely done by the supervisor; however experts from outside the organization are at times used for up and coming managers. Again, the personalized approach assists the manager focus on definite needs and improvement.

14.2. Mentoring

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. **Executive mentoring** is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by **developing management skills** and learning how to work with people with diverse background, culture, and language and personality types.

Executives also have mentors. In cases where the executive is new to the organization, a senior executive could be assigned as a mentor to assist the new executive settled into his role. Mentoring is one of the important methods for preparing them to be future executives. This method allows the mentor to determine what is required to improve mentee's performance. Once the mentor identifies the problem, weakness, and the area that needs to be worked upon, the mentor can advise relevant training. The mentor can also provide opportunities to work on special processes and projects that require use of proficiency.

Some key points on Mentoring

- Mentoring focus on attitude development
- Conducted for management-level employees
- Mentoring is done by someone inside the company
- It is one-to-one interaction
- It helps in identifying weaknesses and focus on the area that needs improvement

14.3. Job Rotation

For the executive, **job rotation** takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated organizations, for example, where the supplier is actually part of same organization or subsidiary, **job rotation** might be to the supplier to see how the business operates from the supplier point of view. Learning how the organization is perceived from the outside broadens the executive's outlook on the process of the organization. Or the rotation might be to a foreign office to provide a global perspective.

For managers being developed for executive roles, rotation to different functions in the company is regular carried out.

This approach allows the manager to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training. A recent study indicated that the single most significant factor that leads to leader's achievement was the variety of experiences in different departments, business units, cities, and countries.

An organized and helpful way to develop talent for the **management or executive level** of the organization is job rotation. It is the process of preparing employees at a lower level to replace someone at the next higher level. It is generally done for the designations that are crucial for the effective and efficient functioning of the organization.

Benefits of Job Rotation

Some of the major benefits of job rotation are:

- It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries
- Identification of Knowledge, skills, and attitudes (KSAs) required
- It determines the areas where improvement is required
- Assessment of the employees who have the potential and caliber for filling the position

14.4. Job Instruction Technique (JIT)

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development.

Procedure of Job Instruction Technique (JIT)

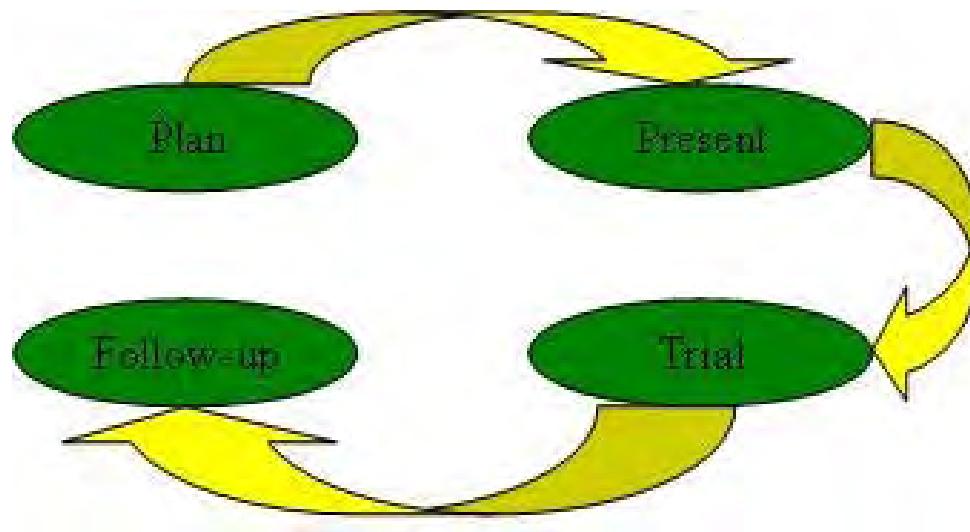
JIT consists of four steps:

- *Plan* – This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

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Then, the next step is to create a comfortable atmosphere for the trainees' i.e. proper orientation program, availing the resources, familiarizing trainee with the training program, etc.

- **Present** – In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer finished, the trainee demonstrates how to do the job and why is that done in that specific manner. Trainee actually demonstrates the procedure while emphasizing the key points and safety instructions.



- **Trial** – This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method. The trainer then helps the trainee by questioning and guiding to identify the correct procedure.
- **Follow-up** – In this step, the trainer checks the trainee's job frequently after the training program is over to prevent bad work habits from developing.

14.5. Sensitivity Training

Sensitivity training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility.

- **Social sensitivity** in one word is empathy. It is ability of an individual to sense what others feel and think from their own point of view.

- **Behavioral flexibility** is ability to behave suitably in light of understanding.

Procedure of Sensitivity Training

Sensitivity Training Program requires three steps:

- **Unfreezing the old values** –It requires that the trainees become aware of the inadequacy of the old values. This can be done when the trainee faces dilemma in which his old values is not able to provide proper guidance. The first step consists of a small procedure:
 - An unstructured group of 10-15 people is formed.
 - Unstructured group without any objective looks to the trainer for its guidance
 - But the trainer refuses to provide guidance and assume leadership
 - Soon, the trainees are motivated to resolve the uncertainty
 - Then, they try to form some hierarchy. Some try assume leadership role which may not be liked by other trainees
 - Then, they started realizing that what they desire to do and realize the alternative ways of dealing with the situation



Procedure of Sensitivity Training

- **Development of new values** – With the trainer's support, trainees begin to examine their interpersonal behavior and giving each other feedback. The reasoning of the feedbacks are discussed which motivates trainees to experiment with range of new behaviors and values. This process constitutes the second step in the change process of the development of these values.
- **Refreezing the new ones** – This step depends upon how much opportunity the trainees get to practice their new behaviors and values at their work place.

14.6. Transactional Analysis

Transactional Analysis provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is a transaction.

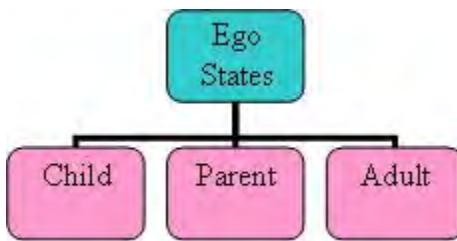
Transactional analysis can be done by the ego states of an individual.

An ego state is a system of feelings accompanied by a related set of behaviors.

There are basically three ego states:

Child: It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses which come to her naturally from her own understanding as a child. The characteristics of this ego are to be spontaneous, intense, unconfident, reliant, probing, anxious, etc. Verbal clues that a person is operating from its child state are the use of words like "I guess", "I suppose", etc. and non verbal clues like, giggling, coyness, silent, attention seeking etc.

Parent: It is a collection of recordings in the brain of an individual of behaviors, attitudes, and impulses imposed on her in her childhood from various sources such as, social, parents, friends, etc. The characteristics of this ego are to be overprotective, isolated, rigid, bossy, etc. **Verbal clues** that a person is operating from its parent states are the use of words like, always, should, never, etc and non-verbal clues such as, raising eyebrows, pointing an accusing finger at somebody, etc.



Adult: It is a collection of reality testing, rational behavior, decision making, etc. A person in this ego state verifies, updates the data which she has received from the other two states. It is a shift from the taught and felt concepts to tested concepts.

All of us evoke behavior from one ego state which is responded to by the other person from any of these three states.

14.7.Straight Lectures / Lectures

It is one of the oldest methods of training. This method is used to create understanding of a topic or to influence behavior, attitudes through lecture. A lecture can be in printed or oral form. **Lecture** is telling someone about something. Lecture is given to enhance the knowledge of listener or to give him the theoretical aspect of a topic. Training is basically incomplete without lecture. When the trainer begins the training session by telling the aim, goal, agenda, processes, or methods that will be used in training that means the trainer is using the lecture method. It is difficult to imagine training without lecture format. There are some variations in Lecture method. The variation here means that some forms of lectures are interactive while some are not.

Straight Lecture: Straight lecture method consists of presenting information, which the trainee attempts to absorb. In this method, the trainer speaks to a group about a topic. However, it does not involve any kind of interaction between the **trainer and the trainees**. A lecture may also take the form of printed text, such as books, notes, etc. The difference between the straight lecture and the printed material is the trainer's intonation, control of speed, body language, and visual image of the trainer. The trainer in case of straight lecture can decide to vary from the training script, based on the signals from the trainees, whereas same material in print is restricted to what is printed.

A good lecture consists of introduction of the topic, purpose of the lecture, and priorities and preferences of the order in which the topic will be covered.

Main Features of Lecture Method

Some of the main features of lecture method are:

- Inability to identify and correct misunderstandings
- Less expensive
- Can be reached large number of people at once
- Knowledge building exercise
- Less effective because lectures require long periods of trainee inactivity

14.8.Simulation Exercises

Games and Simulations are structured and sometimes unstructured, that are usually played for enjoyment sometimes are used for training purposes as an educational tool. Training games and simulations are different from work as they are designed to reproduce or simulate events, circumstances, processes that take place in trainees' job.

A Training Game is defined as spirited activity or exercise in which trainees compete with each other according to the defined set of rules.

Simulation is creating computer versions of real-life games. Simulation is about imitating or making judgment or opining how events might occur in a real situation.

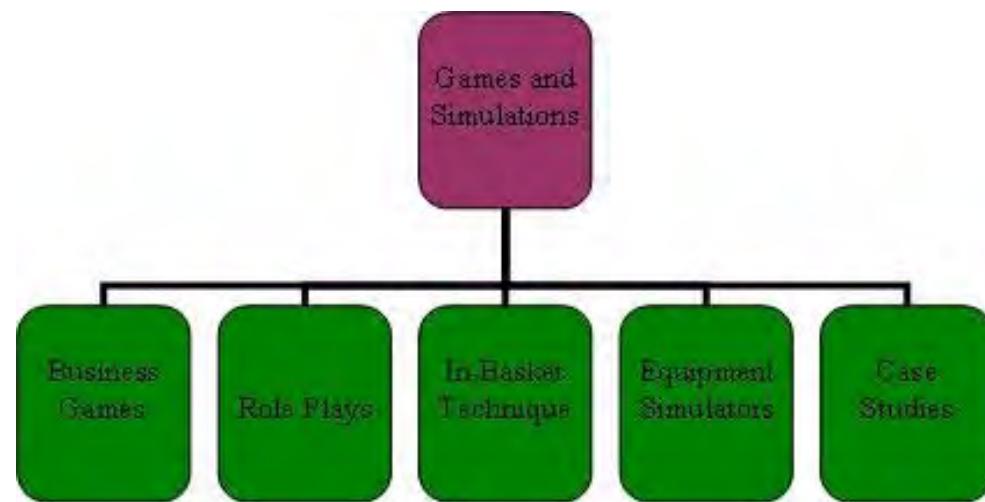
It can entail intricate numerical modeling, role playing without the support of technology, or combinations.

Training games and simulations are now seen as an effective tool for training because its key components are:

- Challenge
- Rules
- Interactivity

These three components are quite essential when it comes to learning.

Some of the examples of this technique are:



15.Training Needs Analysis Forms

STAFF TRAINING NEEDS ANALYSIS Questionnaire

Name _____

Department _____

1. What further training do you require in your job? Please explain

2. What further training should we conduct in your department? Please explain

3. What further training should we conduct in other departments? Please explain

4. What further training should we conduct in the hotel? Please explain

5. If you have been to orientation, is there anything else you think needs to be included?

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6. Is there anything else you would like to discuss?

Supervisors Only

1. Do you think this person has the potential to be developed further for future positions? How would you develop them?

Any additional comments.

SUPERVISOR
TRAINING NEEDS ANALYSIS
Questionnaire

Name _____

Department _____

1. What further training do you require in your job? Please explain

2. What further training should we conduct in your department? Please explain

3. What further training should we conduct in other departments? Please explain

4. What further training should we conduct in the hotel? Please explain

5. If you have been to orientation, is there anything else you think needs to be included?

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6. Is there anything else you would like to discuss?

Department Heads Only

1. Do you think this person has the potential to be developed further for future positions? How would you develop them?

Any additional comments.

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DEPARTMENT HEAD
TRAINING NEEDS ANALYSIS
Questionnaire

Name_____

Department_____

1. What further training do you require in your job? Please explain

2. What further training should we conduct in your department? Please explain

3. What further training should we conduct in other departments? Please explain

4. What further training should we conduct in the hotel? Please explain

5. If you have been to orientation, is there anything else you think needs to be included?

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6. Is there anything else you would like to discuss?

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16. Hotel Training Material

These Training Material are prepared by Agustinus Agus Purwanto, SE MM for hotel's training under Intiwhiz International

16.1.Front Office Department

No	Topic	File Name	Distribute to:
1	Hotel Room Division	Power Point	UNIT HOTELS
2	Hotel Reservation	Power Point	UNIT HOTELS
3	Hotel Night Audit	Power Point	UNIT HOTELS
4	Front Office Department	Power Point	UNIT HOTELS
5	Hotel Front Office Accounting	Power Point	UNIT HOTELS
6	Front Office Daily Operation	Power Point	UNIT HOTELS
7	Hotel Registration	Power Point	UNIT HOTELS
8	Guest Checkout Procedures	Power Point	UNIT HOTELS
9	Hotel Checkout & Settlement	Power Point	UNIT HOTELS
10	F.O Ethics	Power Point	UNIT HOTELS
11	Credit Card	Power Point	UNIT HOTELS
12	Employee Communication	Power Point	UNIT HOTELS
13	Front Office Management Function	Power Point	UNIT HOTELS
14	The Front Office	Power Point	UNIT HOTELS

16.2.Housekeeping Department

No	Topic	File Name	Distribute to:
1	Hotel Housekeeping	Power Point	UNIT HOTELS
2	Housekeeping Customer Awareness	Power Point	UNIT HOTELS
3	HK Safety & Security Training	Power Point	UNIT HOTELS
4	Public Areas & Other Cleaning	Power Point	UNIT HOTELS
5	Housekeeping Basic Standard	Power Point	UNIT HOTELS
6	Laundry Training	Power Point	UNIT HOTELS
7	Housekeeping Controlling Expenses	Power Point	UNIT HOTELS
8	Guest Room Cleaning	Power Point	UNIT HOTELS
9	Technique to Clean Toilet	Power Point	UNIT HOTELS
10	Planning & Organizing HK Department	Power Point	UNIT HOTELS
11	Managing Inventory HK	Power Point	UNIT HOTELS

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16.3.Engineering Department

No	Topic	File Name	Distribute to:
1	Building Structure	Power Point	UNIT HOTELS
2	Environmental and Sustainability	Power Point	UNIT HOTELS
3	Food Service Planning & Design	Power Point	UNIT HOTELS
4	Electrical System	Power Point	UNIT HOTELS
5	Food Service Equipment	Power Point	UNIT HOTELS
6	HVAC System	Power Point	UNIT HOTELS
7	Laundry System	Power Point	UNIT HOTELS
8	Lighting System	Power Point	UNIT HOTELS
7	Logging Planning & Design	Power Point	UNIT HOTELS
8	Safety & Security System	Power Point	UNIT HOTELS
9	Telecommunication System	Power Point	UNIT HOTELS
10	The Role, Cost and Management Facility	Power Point	UNIT HOTELS
11	Tools Techniques & Trends	Power Point	UNIT HOTELS
12	Water & Waste Water	Power Point	UNIT HOTELS
13	Hotel Disaster Planning	Power Point	UNIT HOTELS

16.4.Security Department

No	Topic	File Name	Distribute to:
1	Hotel Security	Power Point	UNIT HOTELS
2	Hotel Safety & Security	Power Point	UNIT HOTELS
3	Hotel Disaster Planning	Power Point	UNIT HOTELS

16.5.Sales & Marketing Department

No	Topic	File Name	Distribute to:
1	Hotel Sales Office	Power Point	UNIT HOTELS
2	Online Marketing	Power Point	UNIT HOTELS
3	Travel Agent Competition	Power Point	UNIT HOTELS
4	Marketing Strategic Planning	Power Point	UNIT HOTELS
5	International Hotel Sales & Marketing	Power Point	UNIT HOTELS
6	Hotel Convention Sales	Power Point	UNIT HOTELS
7	Hotel Sales & Marketing	Power Point	UNIT HOTELS

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16.6.Finance & Accounting Department

No	Topic	File Name	Distribute to:
1	A Cost Control Overview	Power Point	UNIT HOTELS
2	Account Receivable	Power Point	UNIT HOTELS
3	Hotel Basic Accounting	Power Point	UNIT HOTELS
4	Beverage Purchasing Control	Power Point	UNIT HOTELS
5	Cost Control Process Part One	Power Point	UNIT HOTELS
6	Cost Control Process Part Two	Power Point	UNIT HOTELS
7	Cost Control Process Part Three	Power Point	UNIT HOTELS
8	Hospitality Accounting	Power Point	UNIT HOTELS
9	Hotel Expenses Accounting	Power Point	UNIT HOTELS
10	Hotel Cash Management	Power Point	UNIT HOTELS
11	Hotel Credit Management	Power Point	UNIT HOTELS
12	Hotel Feasibility Analysis	Power Point	UNIT HOTELS
13	Hotel Property Management System	Power Point	UNIT HOTELS
14	Hotel Income Management	Power Point	UNIT HOTELS
15	Hotel Finance & Accounting	Power Point	UNIT HOTELS
16	Outlet Cashiering	Power Point	UNIT HOTELS
17	How to Read Income Statement	Power Point	UNIT HOTELS

16.7.Food & Beverage Service Department

No	Topic	File Name	Distribute to:
1	Food & Beverage Training Book	Adobe PDF	UNIT HOTELS
2	Hotel Operation F & B Division	Power Point	UNIT HOTELS
3	Beverage Purchasing Control	Power Point	UNIT HOTELS
4	Beverage Management	Power Point	UNIT HOTELS
5	Beverages	Power Point	UNIT HOTELS
6	F & B Sequence of Service	Power Point	UNIT HOTELS
7	Designing a Restaurant Atmosphere	Power Point	UNIT HOTELS
8	Financial Control in Restaurant	Power Point	UNIT HOTELS
9	F & B Income Statement Analysis	Power Point	UNIT HOTELS
10	Marketing Food Service	Power Point	UNIT HOTELS
11	Room Service	Power Point	UNIT HOTELS
12	Food & Beverage Marketing	Power Point	UNIT HOTELS
13	Type of Restaurant	Power Point	UNIT HOTELS

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16.8.Food & Beverage Production Department

No	Topic	File Name	Distribute to:
1	Choosing Recipes	Power Point	UNIT HOTELS
2	Developing a Menu	Power Point	UNIT HOTELS
3	Food Product Flow	Power Point	UNIT HOTELS
4	Managing F & B Production Process	Power Point	UNIT HOTELS
5	Food Safety	Power Point	UNIT HOTELS
6	Food Production and Planning	Power Point	UNIT HOTELS
7	Menu Engineering	Power Point	UNIT HOTELS
8	Menu Pricing	Power Point	UNIT HOTELS
9	Kitchen Brigade	Power Point	UNIT HOTELS
10	Standard Cost & Pricing Strategy	Power Point	UNIT HOTELS
11	Food & Beverage Cycle	Power Point	UNIT HOTELS

16.9.Human Resources Department

No	Topic	File Name	Distribute to:
1	CPR Logan	Power Point	UNIT HOTELS
2	Employee Communication	Power Point	UNIT HOTELS
3	Employee Recruiting	Power Point	UNIT HOTELS
4	Employee Relation	Power Point	UNIT HOTELS
5	Hotel Organization Structure	Power Point	UNIT HOTELS
6	Hotel Team Work	Power Point	UNIT HOTELS
7	Labor Control	Power Point	UNIT HOTELS
8	Welcome to Hospitality	Power Point	UNIT HOTELS
9	Hotel	Power Point	UNIT HOTELS
10	CPR 3 (ABCD)	Power Point	UNIT HOTELS

16.10. Department Head Session Training

No	Topic	File Name	Distribute to:
1	Automation Reservation System	Power Point	UNIT HOTELS
2	How to Read Income Statement	Power Point	UNIT HOTELS
3	Hotel Operating Budget Training	Power Point	UNIT HOTELS
4	Dealing with Complaint	Power Point	UNIT HOTELS
5	Information Technology Gap	Power Point	UNIT HOTELS
6	Financial Analysis	Power Point	UNIT HOTELS
7	Professionalism in the Workplace	Power Point	UNIT HOTELS