

Measuring the Outcomes of Training Programs in The Egyptian Hotels: An analytical Study

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Abstract

Training occupies a basic element in the regulatory from of industrial organization including hotels to participate in preparing qualifying and developing their abilities and skills. The aim of the study was to measure the outcomes of the training programs in Egyptian hotels by identifying the opinions and attitudes of the employees of the food and beverage service before and after obtaining the training programs using a set of variables that reflect the effects and returns of the training from the point of view of the employees. Based on this, the study seeks to develop a specific model to evaluate the training returns. It can also be used to analyze all activities and plans related to human resource development. Therefore, the philosophy of this study depends on measuring the outcomes of training on a model of advanced scientific methods in this field, For example (Kirk Patrick model) and its use in measuring the return on training whether these benefits are tangible in functional performance or intangible in job performance directly. A self-administered questionnaire was used as data collection tools. The questionnaires were distributed to a sample of hotels employees in Cairo working in food and beverage service areas in order to investigate their perceptions towards training program that obtained to measuring the outcomes of training programs. A major contribution of this study is to develop a practice model for hotel managers in order to measure the outcomes of training program to improve service quality and thus achieve customer and staff satisfaction and loyalty in hotels.

Keywords: Training, Food and beverage service, Kirkpatrick's evaluation model, Loyalty.

Introduction

Training and skill development can be seen as a key expedient in the implementation of human resources management practices and policies and its requirements to sustain an organization's competitive advantage via skills and knowledge enhancement (Nickson, 2007; Mondy and Noe, 2005), successful hotels always involve staff training as their important development strategy, so it spent hundreds of millions of dollars on training annually (Dolezalek, 2005).

Furthermore, investing employee became a major aim for many organization in order to retain skills and experience additionally meet employee demands to keep them satisfied and loyal to their work. Loyal and satisfied employees are important to increase a good relationship with customer and supplier related to business processes of an organization ,(Klopotant,*et al.*,2015).

The Research Aim and Objectives

The aim of study is to develop a model to measure the outcomes of training programs before and after the training process.

In order to reach this overall aim, the study attempts to:

- Extent the trainees' reaction toward the training program.
- Clarify the impact of training program on employees' knowledge and skills.
- Clarify the effect of training program on employees' attitude and behavior.
- Explicating the effect of training on job satisfaction and employee loyalty.
- Ensure that training has achieved acceptable results in the work environment
- Provide best practice and training guideline for hotel training managers in hotel industry.

The Research Problem

The research problem lies in the existence of some problems and obstacles, which face hotels to measure the return of training, Namely the lack of a specific method that helps to measure the efficiency of the trainees before and after the training program, lack of training process to measure the outcomes of training and there are no recent models to measure the outcomes of training

The Research Hypotheses

This research was guided by the following hypotheses that served as the evidence for the data to be collecting and analyze.

Hypothesis One (H1), the trainees who obtained the training will improve their knowledge and skills

Hypothesis Two (H2), there are trainees' reaction toward the training programs and feels satisfied

Hypothesis Three (H3), the trainees who obtained the training will improve their job performance.

Hypothesis Four (H4), the trainees who obtained the training will increase their operation loyalty.

Hypothesis Five (H5), the trainees who obtained the training will affect the operational outcomes.

Literature Review

Introduction

Hotel industry is considered of the most important sub-industries of tourism. Since severe competition has resulted in little variation among facilities, the quality of service is regarded as one of the main factors whether or not the business is operated successfully (**Cheng, 2006**).

Egerton (2006) mentioned that the food and beverage division is considered to be one of the most important divisions of any hotel; it tremendously contributes to creating a very good impression to hotel guests, Therefore, the skills and abilities of people working in food and beverage divisions are the most important factors in making a great reputation of any hotel. **McDowall et al.** (2010) explained that the recognition of the importance of training in recent years has been severely affected by the intensification of competition and the relative success of organizations in which investment in staff development has been largely emphasized.

Training Concept

Training is the use of systematic and planned educational activities to promote learning (**Armstrong**, 2012). (**Recards**, 2006) indicated that the reasons to conduct training are three: Low productivity, grievances and high turnover and guest's complaints. **Byars** and **Rue**, (2004) defined training as: "It is a learning process that involves the acquisition of skills, concepts, rules or attitude to enhance employee performance"

Training Benefits

Sommerville (2007) and **Mahpatro** (2010) claimed that effective training will improve the personal characters and professional abilities for employees, management, organization and customer would benefit from staff training.

1- Benefits of training to employee

Training can be beneficial to employee if it increase job satisfaction, loyalty and recognition, encourages self-development and self-confidence, moves employee closer to personal goals, and helps the employee become an effective problem solver.

2-Benefits of training to the management

Meanwhile, for management here could get some merits, training aids in evaluation employee performance, training aids in sustaining systems, standards and helps employees for promotions or transfers.

3-Benefits of training to the organization

Even more, from an organizational perspective, advantages of training lead to improve profitability, reduce accidents and safety violations, aids in organizational development and reduce wastage and costly employee turnover.

4-Benefits of training to the customers

Training leads to increase customer loyalty and satisfaction by providing them with quality service and products. Training aids in decrease customer's complaints.

Training process

Training is cyclic (**Stredwick**, 2005; **Wood**, 2006; **Nickson**, 2013), it begins with the assessment of training need, A need of training always results from the difference between an ideal performance and the actual performance of employees. Training needs analysis can be an overwhelming process. It is a method that will bridge the gap between the required performance and the actual performance.

It is also a method of determining whether a training need exists, and if it does, what training is required to fill the gap as shown in figure (1).

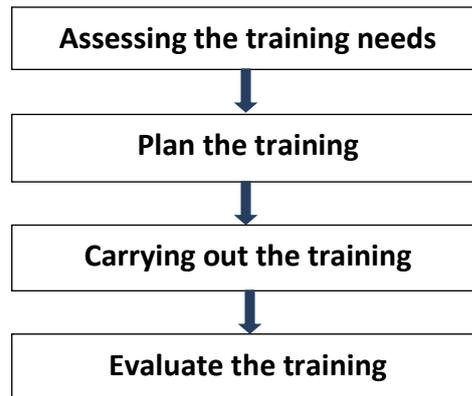


Figure (1): Training Cycle
Source:(**Stredwick**, 2005).

The training cycle further extends to the planning phase of the training itself. Planning constitutes specifying training objective, designing training programs, selecting training methods, determine training duration, program structure and location and selection of trainees.

Evaluation of the training in an unavoidable stage in the training process. The feedback helps adjusting and organizing future training. Evaluation is the ending stage of a training cycle but at the same time it is the basis for a new training cycle.

Methods of training

Boella (2000) and **Werther** and **Davis** (1993) reported that the two main approaches of training are "on the job" and "off the job" training.

1- On-the-Job Training (OJT)

In hotel industry much of the staff work is performed in direct contact with customers. For this reason much of the training of new staff has to be performed on-the-job so that experience of dealing with customer can be obtained (**Nickson**, 2013).

2- Off-the-Job Training

This type of training takes place away from the working situation (**Nickson**, 2013). It has many benefits for both organization and employees. For organization, off the job training enabled the organization to gain competitive advantages through having qualified employees. It could save cost of retention less qualified employee. While off the job training benefited employees through providing them with key concepts and knowledge from an expert or experienced worker away from work environment. In addition, it allowed them to improve their personal development (**Chen et al.**, 2009).

Training Evaluation Models

Ricky (2000) mentioned that there are two popular methods identified in the literature for measuring training outcomes, namely, Kirkpatrick technique and ROI model.

1- Kirkpatrick's Model

Kirkpatrick's model is based on four simple questions that translate into four levels of evaluation. These are:-

Level (1) Evaluation of Reaction:

How do trainees react to the program? Or better, satisfied what is the measure of customer satisfaction? (**Staňková**, and **Drdla**, 2012) At this level, data on the reactions of the participants at the end of a training program are gathered.

Level (2) Evaluation of Learning:

To what extent has learning occurred? Three things can be accomplished in a training program skill, knowledge learned, or attitudes have change (**Kirkpatrick**, 2013)

Level (3) Evaluation of Behavior:

To what extent has behavior changed while working as a result of the program? (**Staňková**, and **Drdla**, 2012).

Level (4) Evaluation of Results:

To what extent have outcomes occurred because of the training? The effects of behavioral changes of participants to establishment (**Staňková** and **Drdla**, 2012).

2- Phillips' Model

Phillips developed a model in 1996 that built upon Kirkpatrick's model, which added a fifth level to Kirkpatrick's model. This fifth level of evaluation focuses on return on investment (ROI) and compares training benefits, expressed in financial terms, with training costs. Phillips assumed that there were also intangible benefits attached to training, and that those could be converted into easy-to-understand values (**Phillips**, 2003, 2005).

Methods of measuring the return on training:

Lana, (2013) and **Phillips**, (2003, 2007) and **Phillips** and **Stone**, (2000) mentioned that there are several methods for measuring the return on investment in training, the most prominent of which are as follows:

a. Using the following equation:

$$1. \text{ Cost-Benefit ratio} = \frac{\text{Total benefits}}{\text{The cost}}$$

2. Straight forward formula:

$$B. \text{ ROI (\%)} = \frac{\text{Net Program Benefits}}{\text{Costs of training}} \times 100\%$$

Comparing between the training costs and its returns:

As the training costs are calculated and the most important of its clauses: the costs of training unit in the establishment, the costs of training program, the trainee's costs, the costs of wasted opportunities due to his absenteeism to attend the training and comparing this cost with the return occurred and expected from training through measuring the measurable indicators such as the sales and productivity volume, the time of completion, saving in operating and maintenance costs, saving as a result of reducing the accidents and the days of absenteeism. (Shin, 2009).

b. Comparisons in the organizational performance and professional performance before and after training:

Through this method and from reality of records and reports available in the establishment, the extent of change occurring is identified whether for the establishment (concerning the organizational performance indicators) or for the individuals who were trained (according to the reports and records of their professional performance and behavior) through comparing these indicators before and after training, taking into account that the comparison should be done for more than once and after periodic periods of training.

Employees' loyalty

Wan (2012) defined employee loyalty as a “psychological attachment or commitment to the organization”. It arises from the increased job satisfaction and further developed into the sense of commitment and emotional attitude towards the company. A loyal employee is more likely to work efficiently towards the organizational goals and demonstrate productivity and customer orientation. **Jawahar**, (2006) and **Wan**, (2012) stated that there are some factors influencing employee loyalty mentioned in many studies are performance appraisal and feedback, objective, and clear evaluation of employee’s performance could influence the loyalty, but it also plays an important role in the relationship between employee loyalty and satisfaction. **Boroff** and **Lewin** (1997) described intent to turnover as being an aspect of employee loyalty. They graphically explained their perception of the relationship that exists between **Hirschman’s** (1970) exit (intent to turnover), voice, and loyalty. Employee loyalty is perceived to cover a range from low or poor loyalty to high loyalty. The components of Hirschman’s theory (Exit, Voice, and Loyalty) indicates that voice is an expression of employee attitudes resulting in high loyalty and that intent to turnover is an expression of employee attitudes resulting in low loyalty. Both are shown to be extreme aspects of the spectrum of employee loyalty. This relationship is shown in figure (2).

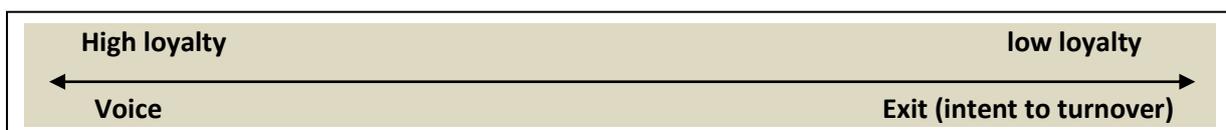


Figure (2): The Relationship of voice and intent to turnover to employee loyalty

Source: **Kenneth N. Pereira**, (2009)

Research methodology

The study focuses on measuring the outcomes of training programs in Greater Cairo five star hotels. Indubitably, it was too difficult to sample all hotels in Egypt because it is prohibitive in terms of cost, time and accessibility. Hence, the investigated hotels in Cairo were limited to ten hotels of five star category. The main reason for choosing Cairo destination is that the majority of the training courses took place in this area. The study was limited to the employees who worked in food and beverage service areas and obtained training programs on {Food & Beverage Skills, Handling guest complaint} in five star hotels in Cairo hotels belonged to international chains, during the time January 2018 to December 2018.

Data collection methods

The collected data is divided into secondary and primary. Each type of data will be clarified and discussed in some details.

1. Secondary Data

Represented by books, researches, studies, periodicals, reports, bulletins, published and unpublished data related to the subject of the study.

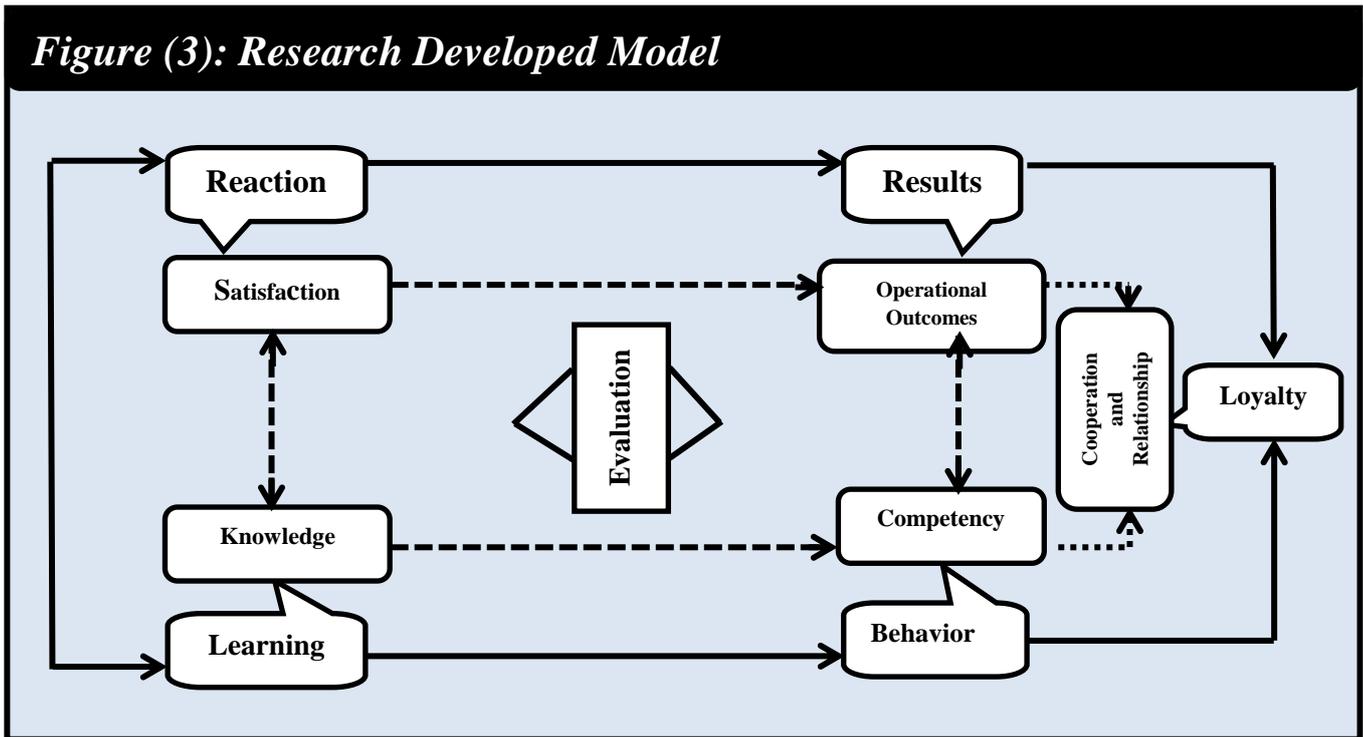
2. Primary Data

The data collection strategy is developed to focus on the use of employees' questionnaires in the food and beverage service department of the five-star hotels in Cairo, to test the validity of the study's hypotheses.

The contents of the employee's questionnaires of the food and beverage service department consisted of five dimensions. The first dimension aims to measure the level of employee's learning and knowledge in the hotels research sample and the dimension consists of eight questions on the scale of likert based on 5 levels (Poor=1, Fair=2, Good=3, Very Good=4, Excellence = 5). The second dimension focuses on measuring the employee's reaction toward training and consists of six questions. The third dimension aims to measure the employee's behavior and attitude in the work environment and consists of eight questions. The fourth dimension aims to measure the level of operational outcomes of the employees and consists of seven questions. The five dimension aims to measure the level of employee's loyalty and consists of eight questions, on the scale of likert based on 5 levels (Strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly agree= 5). The forms were distributed before and after the training program.

A Study model to measure the outcomes of training programs

A developed model for measuring the outcomes of training programs. This development of model was initially based on the literature review and comprises the use of Kirkpatrick's model (To Evaluate Learning and Training) by using four level of evaluation composed of reaction, learning, behavior and result evaluation as part of the develop model and adding another level of evaluation, namely loyalty, in order to measure the outcomes of training programs in hotels, as presented in figure (3).



Results and Discussions

The questionnaire was distributed to a sample of employees in the food and beverage service areas within five star hotels before and after the training programs they attended. The data as shown in table (1) are as follows:

Table (1): Distribution of the questionnaire on the employees

| No. of questionnaires | Distributed | Lost Questionnaires | Invalid Forms | questionnaire analyzed |
|-----------------------|-------------|---------------------|---------------|------------------------|
| Before training | 280 | 73 | 26 | 181 |
| After training | 280 | 129 | 34 | 117 |
| Total | 560 | 202 | 60 | 298 |
| Reponses Rate % | 100 | 36 | 11 | 63 |

The researcher explains the objective of the study to respondents in a clear and simplified way before distributing the questionnaire to them. The researcher analyzed the questionnaire using the Statistical Package Program (SPSS). The data distribution type was tested and it was found to be non-instructional. The appropriate statistical methods and tests were used, including the five-digit Likert classification. The researcher used the questionnaire form as a method of data collection.

➤ **Demographic Data Analysis**

Question No.1: Gender

The aim of this question is to illustrate the employees' gender, as shown in Figure (4), it can be noticed that 80.5% of the study sample was male, while 19.5% of the females. In direct observation, employees in the food and beverage service area were more male than female, and males were more responsive to the study instrument of the females.

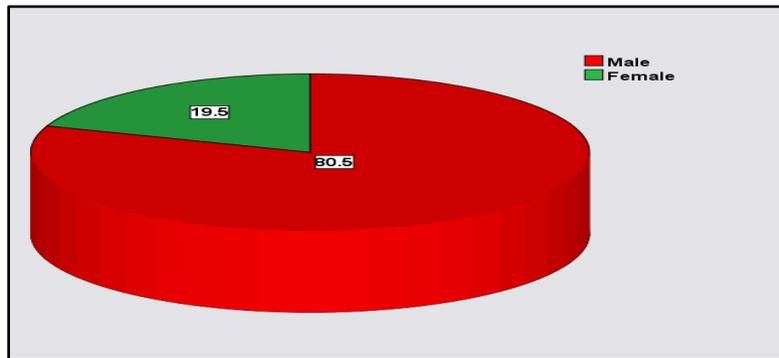


Figure (4): Type of sample (Gender)

Question No.2: Age

This question was designed to clarify the employees' age. It included four categories. Figure (5) shows that 41.6% of the sample is aged between 26 and 30 years. 30.1% of the respondents are between 31 and 40 years of age and 10.7% are over 40 years old, which indicates the ability of respondents to respond to the terms of the survey accurately reflected the accuracy of the data.

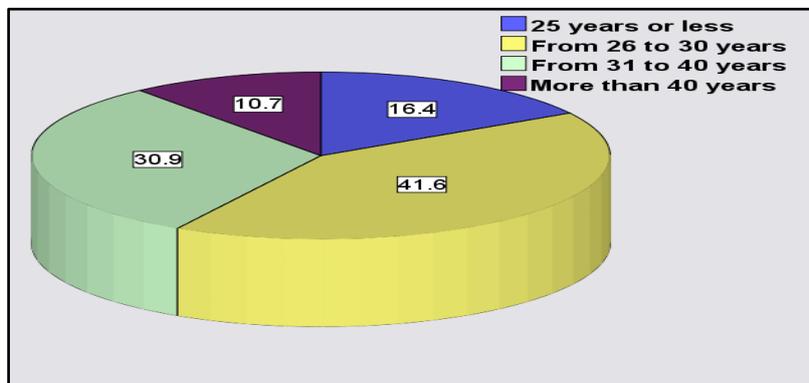


Figure (5): The age groups of the study sample

Question No.3: Educational level

In order to ensure that the sample members are able to answer the study tool, they must be scientifically qualified and experienced. As for their scientific qualification, it is clear in the following figure (6) show that 76.3% of the sample had university education, 4.4% had post-graduate education, and 15.9% of the sample had technical education. This diversity in educational levels contributes to objective judgment on the outcomes of training for different levels.

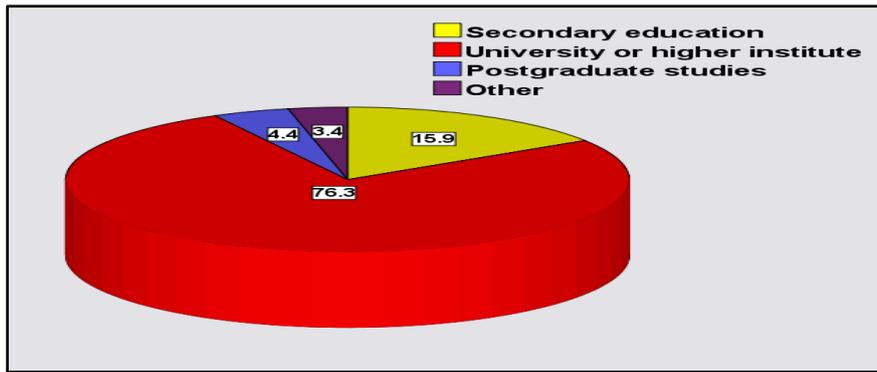


Figure (6): The Educational Level Sample Study

Question No.4: Years of Experience for the Sample Members

In order to know the experience of the sample members in the hotels in the food and beverage service areas, this is certainly reflected on their ability to answer the terms of the form accurately and clearly. It is clear in the following figure (7) show that 1, 51.7% of the respondents have more than five years of experience in hotel work, especially in the food and beverage area. 20.2% have experience of more than 3 years and less than 5 years, 28.1% Experience less than three years.

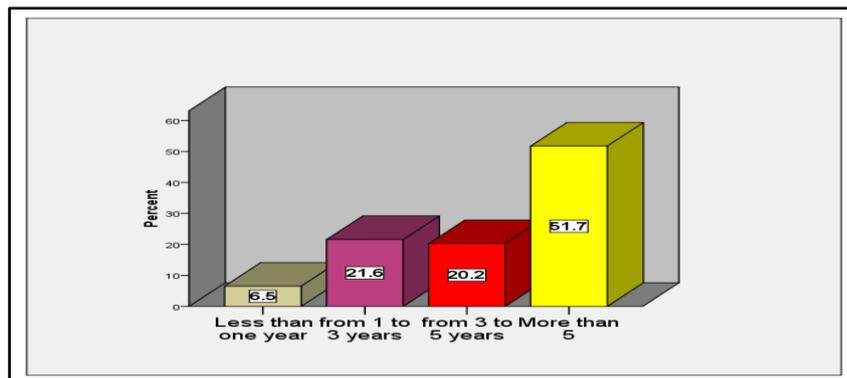


Figure (7): Years of experience for the sample members

According to the analysis of the factors prior to the characteristics of the sample of the study, there is diversity among the sample in terms of type and levels of education, and the number of years of experience, which indicates that the data we rely on in achieving the objectives of the study and impartial and express honestly about the hotel environment.

Testing the Research Hypotheses

The study model is used to test the following hypotheses:

Hypothesis One (H1), the trainees who obtained the training will improve their knowledge and skills.

To verify the validity of this hypothesis, the Wilcoxon Test, an alternative non-test for (T) test for two non-independent samples, was used if the test conditions were not met.

The hypothesis can be expressed statistically as follows:

H0: $\mu_1 = \mu_2$

H1: $\mu_1 \neq \mu_2$

Table (2): Results of the Wilcoxon Test for dimension Knowledge

| Asymp. Sig. | Test Statistics (Z) | Mean Rank | |
|-------------|------------------------|------------|------------|
| | | Negative R | Positive R |
| .002 | 1.374 | 139.13 | 159.12 |

From the previous table (2) we found that the results of the Wilcoxon Test show that the value of P.Value is (0.002), which is less than the (5%) level of significance. We therefore reject the null hypothesis $H_0: \mu_1 = \mu_2$ that the average knowledge of pre-training employees is equal to the average of the post-training for employees. We accept the alternative hypothesis $H_1: \mu_1 \neq \mu_2$ that the average knowledge of employees differs from the average knowledge of employees after training.

The finding supported the research hypothesis (1) that was,

H1: The trainees who obtained the training will improve their knowledge and skills.

Hypothesis Two (H2), There are trainees' reaction toward the training programs and feels satisfied

To verify the validity of this hypothesis, the Wilcoxon Test, an alternative non-test for (T) test for two non-independent samples, was used if the test conditions were not met.

The hypothesis can be expressed statistically as follows:

$H_0: \mu_1 = \mu_2$

$H_1: \mu_1 \neq \mu_2$

Table (27): Results of the Wilcoxon Test for dimension Reaction

| Asymp. Sig. | Test Statistics (Z) | Mean Rank | |
|-------------|------------------------|------------|------------|
| | | Negative R | Positive R |
| 0.029 | 1.056 | 138.18 | 148.70 |

From the previous table (27) we found that the results of the Wilcoxon Test show that the value of P.Value is (0.029), which is less than the (5%) level of significance. Therefore, we reject the null hypothesis $H_0: \mu_1 = \mu_2$ that the average expectation of employees before training equals the average of their reaction after training. We accept the alternative hypothesis $H_1: \mu_1 \neq \mu_2$ that the average expectations of employees are different from the average of what was achieved for post-training.

The finding supported the research hypothesis (2) that was,

H2: There are trainees' reactions toward the training programs and feels satisfied

Hypothesis Three (H3), the trainees who obtained the training will improve their job performance.

To verify the validity of this hypothesis, the Wilcoxon Test, an alternative non-test for (T) test for two non-independent samples, was used if the test conditions were not met.

The hypothesis can be expressed statistically as follows:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

Table (28): Results of the Wilcoxon test for dimension Behavior

| Asymp. Sig. | Test Statistics (Z) | Mean Rank | |
|-------------|---------------------|------------|------------|
| | | Negative R | Positive R |
| .037 | .273 | 141.96 | 144.70 |

From the previous table (28) we found that the results of the Wilcoxon Test show that the value of P.Value is equal to (0.037), which is less than the (5%) level of significance. Therefore, we reject the null hypothesis $H_0: \mu_1 = \mu_2$ that the average expectation of employees to develop their pre-training behavior is equal to the average achieved Development in their post-training behavior. We accept alternative hypothesis $H_1: \mu_1 \neq \mu_2$, which states that average employees' expectations differ from average for post-training.

The finding supported the research hypothesis (3) that was,

H3: the trainees who obtained the training will improve their job performance.

Hypothesis Four (H4), the trainees who obtained the training will increase their operation loyalty.

To verify the validity of this hypothesis, the Wilcoxon Test, an alternative non-test for (T) test for two non-independent samples, was used if the test conditions were not met.

The hypothesis can be expressed statistically as follows:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 \neq \mu_2$$

Table (5): Results of the Wilcoxon Test for dimension loyalty

| Asymp. Sig. | Test Statistics (Z) | Mean Rank | |
|-------------|---------------------|------------|------------|
| | | Negative R | Positive R |
| .001 | 1.413 | 125.41 | 149.38 |

From the previous table (5) we found that the results of the Wilcoxon Test show that the value of P.Value is (0.001), which is less than (5%). Therefore, we reject the null hypothesis $H_0: \mu_1 = \mu_2$ that the average level of loyalty of employees before training equals the average level of loyalty of employees after training. We accept the alternative hypothesis $H_1: \mu_1 \neq \mu_2$ that the average level of loyalty of before training for employees differs from the level of post-training loyalty.

The finding supported the research hypothesis (4) that was,

H4: the trainees who obtained the training will increase their operation loyalty.

Hypothesis Five (H5), the trainees who obtained the training will affect the operational outcomes.

To verify the validity of this hypothesis, the Wilcoxon Test, an alternative non-test for (T) test for two non-independent samples, was used if the test conditions were not met.

The hypothesis can be expressed statistically as follows:

The hypothesis can be expressed statistically as follows:

H0: $\mu_1 = \mu_2$

H1: $\mu_1 \neq \mu_2$

Table (30): Result of the Wilcoxon Test for dimension results

| Asymp. Sig. | Test Statistics (Z) | Mean Rank | |
|-------------|---------------------|------------|------------|
| | | Negative R | Positive R |
| .048 | .194 | 145.23 | 147.18 |

From the previous table (30) we found that the results of the Wilcoxon Test show that the value of P.Value equals (0.048), which is less than the (5%) level of significance. Therefore, we reject the null hypothesis H0: $\mu_1 = \mu_2$ that the average of the employee expectations for the results before the training is equal to the average results achieved After training, we accept the alternative assumption H1: $\mu_1 \neq \mu_2$ that the average employee expectations for the results are different from the average of what the employees achieved after training.

The finding supported the research hypothesis (5) that was,

H5: the trainees who obtained the training will affect the operational outcomes.

Research developed Model

The final integrated model according to Kirkpatrick model (2013), (reaction-learning-behavior-results) which designed into four levels, this is the main core of the study while the study resulted as five levels (reaction-learning-behavior-results- loyalty) showed in figure (7).

Based on the obtained data from testing the research hypotheses results that there are relationships between the study dimensions in study model and some of them are represented in the following:

- There is a direct relationship between the level of reaction and the level of learning with a (0.487%).
- There is a direct relationship between the level of reaction and the level of results with a (0.432%).

- There is a direct relationship between the level of learning and the level of behavior with a (0.271%).
- There is a high direct correlation between level of loyalty and level of results with a (0.638%).
- There is a high direct correlation between loyalty level and behavior level with a (0.612%).

The difference between the study model and Kirkpatrick model was loyalty. Referring to the study research obtained that loyalty has a direct relationship with behavior and results (0.612%-0.638).which is agreed with (keong et al., 2012) who indicated that the training is very important influencing the employee loyalty among the front and back of house staff in hotel industry. In addition to results of the employees questionnaire that indicated the trainees who obtained the training will increase their operation loyalty.

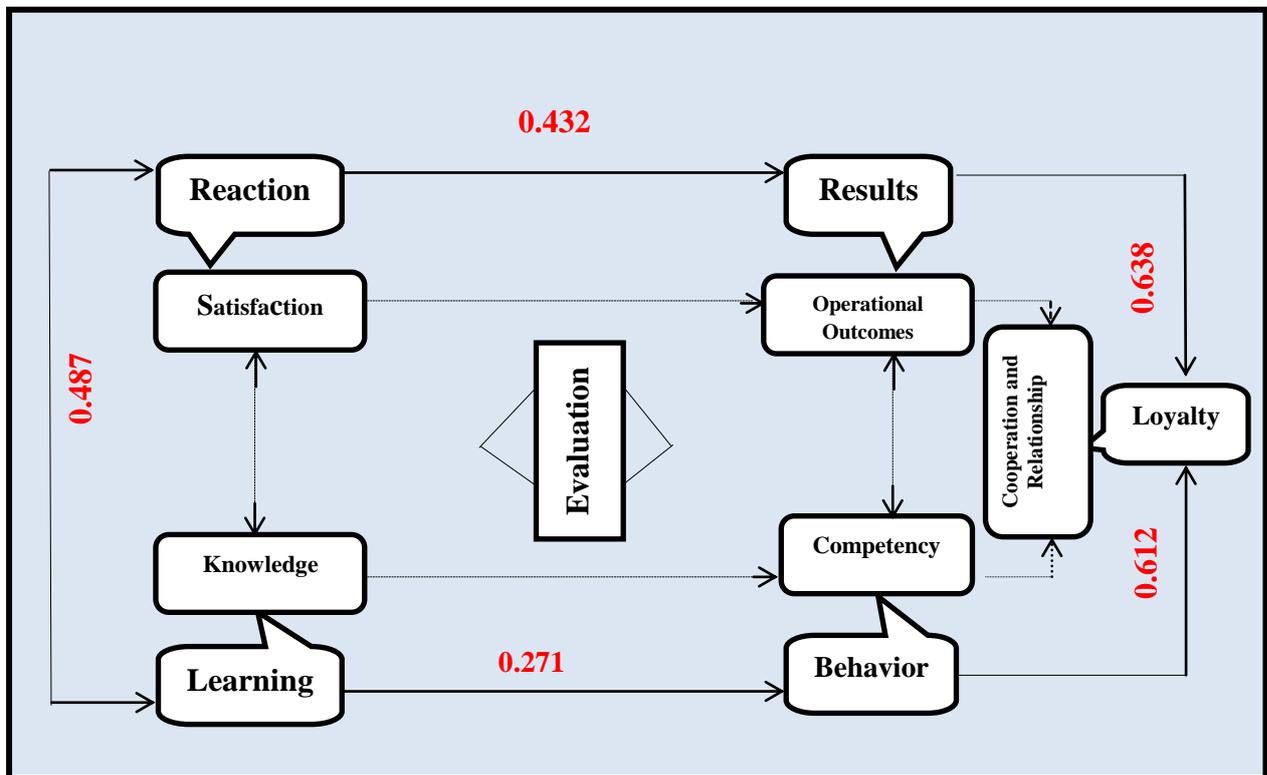


Figure (7): Training Outcomes Evaluation Developed Model

Conclusion

Kirkpatrick’s model has many adaptations to various fields of training, by using 4 level evaluations. The new training outcome evaluation model developed in this paper, consist in an improvement of the Kirkpatrick’s model by add new level of evaluation its loyalty level. In this way one level are deduced, which proved through the results and testing of research hypotheses that the element of loyalty level has a moral effect and a positive relationship with the levels of evaluation.

To evaluate the effectiveness of the proposed approach, an experiment was conducted for food and beverage skills course in five star hotels in Egypt. The course was designed and evaluated before and after training process according to the proposed methodology. It was demonstrated that the methodology help the trainee's employers understand the factors that facilitate training transfer and produce business results by using the tools, we have demonstrated post-training value for hotels.

Recommendations

1- Recommendations for Hospitality Hotels Training Managers

- 1- The study recommends that hotel management in Egypt should pay attention to the evaluation phase of the training programs to find out the impact of the training on the performance of the employees in addition to the evaluation that is done at the end of the training program and follow up the performance of the employees in the work sites and in the time period following the end of the program and continuously.
- 2- Focusing on the activity of analyzing the functions and taking advantage of the results in identifying the training needs and working on developing clear functional strategies for the employees at the different administrative levels in the hotels.
- 3- Develop innovative systems to motivate employees to apply training such as material and moral incentives and certificates of appreciation to encourage them to apply the training.

2- Recommendations for Hospitality Hotels Managers for achieving the greatest outcomes from training.

1- Regarding the development of training centers and programs:

- Providing staff with continuous training based on the Ministry's free training programs.
- Encourage the allocation of sufficient time to conduct the program evaluation process in accordance with the strategic plans.
- The training centers in hotels should be qualified to ensure the effectiveness of the training and to monitor its performance by the competent authorities
- Focus on skills development programs and use various training methods with emphasis on on-the-job training

2- Regarding trainees' behavior:

- Establish the foundations to ensure the seriousness and motivation of trainees and provide the element of competition between them
- Finding a way to support the affiliation, loyalty and belonging of the employee in the establishment and not leave it after investing in training

3- Regarding to stimulating training:

- Linking training courses to staff promotions and more allowances which lead to the staff satisfaction
- Do not delay bonuses paid to support training

4- Regarding the activation of return on investment in training:

- Follow-up trainees permanently to identify the extent of change in their behavior and performance levels
- Follow-up of the work of the trainees at the time of implementation of the programs to strengthen the evaluation processes and to ensure their effectiveness at all levels of evaluation (reaction level - learning level – behavior level – loyalty level – results level).

3- Recommendations for the Ministry of Tourism.

1. Activate the decision of the Minister of Tourism No. 83 of year 2008, with the increase in the training rate of hotels within this decision.
2. Continued financial support from the Ministry for the training programs in the different sectors.

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قياس مردود البرامج التدريبية في الفنادق المصرية: دراسة تحليلية

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الملخص العربي

هدفت الدراسة إلى قياس مردود البرامج التدريبية في الفنادق المصرية من خلال التعرف على آراء وتوجهات العاملين بقسم خدمة الأغذية والمشروبات وذلك قبل وبعد الحصول على البرامج التدريبية باستخدام مجموعة من المتغيرات التي تعبر عن آثار وعوائد التدريب من وجهة نظر العاملين والتي استخدمت في قياس الأثر الكلي للتدريب سواء الملموس وغير الملموس. وعلى هذا الأساس تسعى الدراسة إلى وضع نموذج محدد يصلح لتقييم العائد التدريبي كما يمكن الاستفادة منه في تحليل كافة الأنشطة والمخططات التي ترتبط بمجال تنمية الموارد البشرية؛ وبالتالي تعتمد فلسفة هذه الدراسة في قياس مردود التدريب على نموذج من النماذج المتطورة في هذا المجال ومنها على سبيل المثال (نموذج كيرك باتريك) واستخدامه في قياس العائد من التدريب سواء كانت هذه الفوائد ملموسة في الأداء الوظيفي أو غير ملموسة في الأداء الوظيفي بصورة مباشرة. وقد طبقت الدراسة باستخدام أسلوب العينة العشوائية على مجموعة من الفنادق ذات الخمس نجوم بالقاهرة بالتطبيق على قسم خدمة الأغذية والمشروبات بها البالغ عددها ١٠ فنادق، وخلصت الدراسة إلى وجود عائد وتأثير معنوي إيجابي للتدريب على أداء العاملين ورفع مستوى مهاراتهم بقسم خدمة الأغذية والمشروبات. ومن المساهمات الرئيسية في هذه الدراسة تطوير نموذج عملي لمديري الفنادق من أجل قياس مردود البرامج التدريبية لتحسين جودة الخدمة وبالتالي يتحقق الرضا والولاء للعملاء والموظفين في الفنادق.

الكلمات الدالة: التدريب، خدمة الأغذية والمشروبات، نموذج كيرك باتريك، الولاء.