

Measuring the Outcomes of Training Programs in the Hotel Industry: The Egyptian Case

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Abstract

The objective of this study is to give an in-depth overview of the performance of employees after they have gone through training programs in the context of hotel management industry. More precisely, this research aims to study the effects of training programs on the behaviour, knowledge, attitude and loyalty of the employees after the training program is completed in the service section of food and beverages. A concrete, practical model based on improvisations to Kirkpatrick's model, is designed and tested in a manner that it can measure the amelioration of performance in employees after the training program has been delivered. Data from different hotels in Cairo is collected and investigated to foresee the impact of these training programs. Designed questionnaires are employed to investigate the perceptions and behaviour of employees towards a training program along with the training outcomes. Key findings in this context suggest that this approach is highly beneficial for hotel managers who are keen to measure the outcomes of the training program to improve the quality of service. These are valuable results as hotel management industry is heavily reliant on the performance of human resource management function. It is evident from the proposed model in this study that if the knowledge of employees is improved with the help of effective training programs, then the overall performance metric is automatically augmented.

Keywords: Training, training outcomes, hotel industry; Kirkpatrick's evaluation model, loyalty

Introduction

The element of employees' performance has numerous multifaceted constructs and is considered as an instrumental criterion for measuring organizational accomplishments. Inarguably, human resources are perceived as the heart of modern-day organizations as there is a direct link between quality of human resources and organisational performance (Saravanan & Abinaya, 2017; Collins & Smith, 2006). Accordingly, organisations strive to maintain high quality performance by designing and implementing training programmes. However, not all of the training programmes are proven to be equally successful (Spowart, 2011; Zopiatis & Constanti, 2012). There are various key concepts that unfold and need to be addressed, while measuring the effectiveness of training programs. Training programs should be adequate to enhance the knowledge of employees by providing them with the competitive skills required for tackling any upcoming challenges. The efficacy of training is defined as the collection of information and data needed for the purpose of analyzing whether training is able to achieve the desired objectives or not (Goldstein & Ford, 2002). Globally, very few models are effective for training evaluations (Kirkpatrick, 1996; Brinkerhoff, 2006; Pineda- Herrero et al., 2010).

Training and skill development are considered as the most important components for the improvement of HR in any industry. Nickson (2007) and Mondy et al. (2005) state that organizational competitiveness is dependent on the employees' skills and knowledge enhancement. Considering the hotel industry, successful hotels spend millions of dollars on training annually (Dolezalek, 2005). Further, investing in employees does not only upscale skills and knowledge but it also increases motivation, loyalty and retention levels. Satisfied employees enhance and maintain good relationships with customers and suppliers which is needed to facilitate organisational processes (Klopota et al., 2014). Operations in hotel industry of a country are closely linked to the quality of service delivered; and especially so in the case of developing countries which seem to be lagging behind. Therefore, in this context it is paramount to train hotel employees according to prevalent best practices. Hotels are an integral part of the hospitality industry which is labour intensive and hence productivity depends on skillful employees (Hayes & Ninemeier, 2009; Kotler et al., 2014; Swanson & Holton, 2001). Accordingly, it is important not only to train employees but also highly important to evaluate the effects of training programs.

Academic literature makes extensive references to the Four-Level Training Evaluation Model of Kirkpatrick, 1996 (in Perez-Soltero et al., 2019); these are evaluation of Reaction-Learning-Behavior-Results of training programs after they have been delivered. The four levels of Kirkpatrick's model are considered to be suitable for measuring the effectiveness of training programs as they are considered easy to understand and implement (Giangreco et al., 2010). Zahro and Chang Wu (2016) carried out a case study in tourism sector using Kirkpatrick Model and found merit in the applicability of this model if it is used periodically to assess training effectiveness and impact on organizations; but it requires time and immense commitment of resources on part of the management.

However, Brinkerhoff (2006) and Noe and Clarke (2010) argue against the model as many organizations only implement isolated levels of the model. For example, Chong (2005) states that an investigation of 106 companies in Malaysia indicated that 35% of them evaluated reaction, 25% evaluated learning changes, 16.5% evaluated behavioural changes, 11% used the result to evaluate employees and 12.5% are not interested in training programs. Likewise, Aluko and Shonubi (2014) admit to multi-faceted criticism received by Kirkpatrick Model and most research being limited to the use of first level of 'reaction' which is in essence just a collection of pleasant, feel-good first-level impressions from training participants; and not going deeper into longitudinal learning.

Accordingly, it may be deduced that there is need for another comprehensive model that can measure training effectiveness. The purpose of this research is to design a model which can measure training effectiveness in the hotel industry. Explicitly, this research attempts to deal with the following levels of evaluation of employee training: 1. reaction, 2. knowledge and skills, 3. attitudes and behaviour, 4. loyalty and 5. results. The new level of 'loyalty' has been added in the already existing model of Kirkpatrick, with a view to generate an effective evaluation model for the hotel industry. This leads to the following main objective of this research: To design an effective method for the evaluation of training based on an improvement of the Kirkpatrick's model. More explicitly, this study aims to evaluate the validity of the proposed approach by 1- first testing and confirming, in the Egyptian context, the effectiveness of the 4 initial training evaluation levels developed in the Kirkpatrick's model; 2- testing the importance of training in influencing the loyalty of employees in the hotel industry.

Literature review

The hotel industry is highly concerned with the competence of employees as it has a direct bearing on the quality and standards of services delivered. Competence is linked to communication skills, educational background, and empathy, among others. Competence can be enhanced through training, as it increases professionalism and hence performance (Sekaran & Bougie, 2010). When an organization focuses on staff training, and provides a pleasant work environment, working relationships improve and motivation increases (Robert, 2006). Employees get inspired while the organisation flourishes (O’Hora et al., 2006).

Research indicates that training can boost contentment, spirit and interpersonal skills of employees; as well as sociability and generosity (Mooney & Brinkerhoff, 2008; Harris, 2007). It can also be perceived as an expression of dedication of the organization towards its staff and recognition of their valuable contribution. Daniels (2008) argues, training equips employees with the skills needed to provide outstanding consumer-oriented service which in turn leads to customer loyalty and brand loyalty. In the same vein, he argues that investment in training should not be curtailed even during trying financial times. Chow et al. (2007) research on over 46 hotels in San Diego indicated that training is linked to an increase in confidence levels, optimism and contentment. Enz and Siguaw (2000) also state that training increases retention, enhances growth and strengthens quality of service while assisting employees to develop an attitude of working together, and even contribute to self-realisation (Conrade et al., 1994). Effective training can improve employees’ interpersonal and cognitive skills and upgrade professional abilities to serve customers better (Byars & Rue, 2004); as also to advance career prospects especially in a constantly increasing competitive environment in this VUCA (Vulnerability Uncertainty Complexity Ambiguity) world. Rohan and Madhumita (2012) affirm that organizational growth is measured in terms of effectiveness and profitability which in turn depend on the satisfaction of employees, customers and stakeholders. Training improves employees’ decision making, interpersonal, problem solving and communication skills, which addresses all the above-mentioned measurable parameters. Further more, it enhances revenues and contributes to a decrease in accidents and safety violations in organisations.

Training process

The training process is cyclical in nature, systematic and based on delivery, development and continuous improvement of training methods. There are five phases in the training cycle which are identified as 1.analysis, 2.design, 3.development, 4.implementation, 5.evaluation (Morrison & Gary, 2010). All the phases in this process are self-explanatory. The first step in the training cycle is based on the analysis; it begins with the assessment of training needs among employees. Training is mandatory in a scenario when a difference or gap is found between the outcome of expected and actual performance of the employee. The analysis phase is expectedly long as it is the basic building block on which the training process relies. This phase determines whether training is needed by the employees or not. If training is needed, then relevant training methods and content should be designed to contribute towards filling the training gap as shown in Figure 1.

The training cycle further extends to the planning phase. Planning phase specifies the 1. training objectives, 2. training programs, 3. training methods, 4. training duration, 5. program structure and location and 5. selection of trainees. The last phase, known as training evaluation, is an important stage in the training process. Evaluation phase allows measuring the impact of training and its results. The evaluation commences during the implementation phase. The first feedback helps to determine whether the initial design of the training process needs to be updated or not. Evaluation is the final stage of the training cycle and is also the basis for a new training cycle. There are two main approaches to training- "On the Job" and "Off the Job" training (Boella, 2000; Werther & Davis,1993).

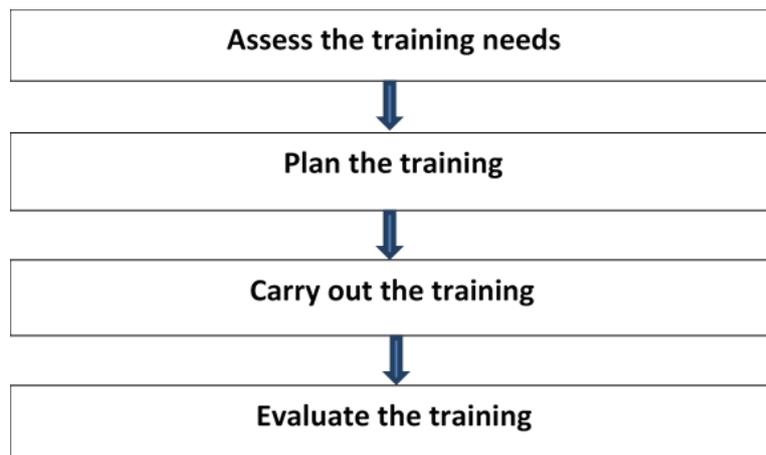


Figure 1: Training Cycle
Source: Stredwick (2005)

On the Job Training means that employees are trained at the actual work place. In the hotel industry, service employees come in direct contact with customers and acquire necessary skills and practices while on the job. Hence, newly hired employees are trained while doing the job to achieve the best outcome (Nickson, 2013). Off the Job Training includes training that is conducted at the location or in an environment, designated for this purpose (Nickson, 2013). This type of training enables the organization to gain competitive advantage by upscaling knowledge levels (Chen et al., 2009).

Training evaluation models

All training methodologies must be evaluated for two purposes: 1. to justify the amount of money and resources spent on the training program, and 2. to bring improvement and modification in the training process so as to make it more effective. An effective training program starts with training need analysis (TNA), which aims to identify the requirements for training and this process ends with evaluation (Gopal, 2008). The process of evaluation can be defined as the observed values which are obtained by analyzing the standards of the training program. Therefore, it is considered as an important phase of any training activity being able to reflect, evaluate and enhance its relevance and effectiveness.

There are various models of training evaluation (Srivastava et al., 2018). However, there is not a single one that can be considered as being the most effective. Some popular models of training evaluation are 1. Kirkpatrick model (Kirkpatrick, 1959) 2. CIPP (Daniel et al., 1960), 3. CIRO (Warr et al., 1970), 4. Kaufman's five-level model for evaluation (Kaufman, 1992), and 5. the Phillip's evaluation model (Phillips, 1996), among others. The Kirkpatrick model is considered to be the pioneer in the field of defining a well-known model for evaluation. His model is commonly known as "Four Level Evaluation Model" and is still used by numerous organizations for the purpose of training evaluation. As mentioned earlier, the two most popular models in the literature are the Kirkpatrick Model and the Phillips' (ROI) Model (Ricky, 2000) which are the topic of discussion in the proposed research. The Kirkpatrick's model is based on four simple questions that are translated into four levels of evaluation. These levels are as follows:

Level (1) - Evaluation of Reaction: How do trainees react to the program immediately? Or in other words, what is the measure of customer's satisfaction? (Staňková & Drdla, 2012).

At this level, data on the reactions of the participants at the end of a training program is collected and analyzed.

Level (2) - Evaluation of Learning: This level evaluates how much a particular trainee has learnt? These can be measured by obtaining feedback from managers after few weeks of their reporting employee attending a program. Three dimensions of learning should be accomplished in a training program: skill, knowledge, or attitudes changed (Kirkpatrick, 2013).

Level (3) - Evaluation of Behavior: This level evaluates the behavioural changes of the trainee after the training is completed and s/he returns to the workplace (Staňková & Drdla, 2012).

Level (4) - Evaluation of Results: This level evaluates the outcomes of the training program in the longer term such as positive impact on organizational performance.

The Philips model is another well known model which is frequently used for training evaluation. Philips developed the model in 1996 and is based on Kirkpatrick's model. This model has added a fifth level to Kirkpatrick's model for evaluation purposes. 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 the intangible benefits attached to training are convertible to the static values (Philips, 2003, 2005). There are several methods for measuring the return on investment for the training process. The most well known of them are based on the below mathematical formulas (Lana, 2013) and (Philips, 2003).

$$\text{cost benefit ratio} = \frac{\text{Total benefits}}{\text{Cost of training}}$$

$$\text{ROI} = \frac{\text{Net Program benefits}}{\text{Cost of training}} \times 100$$

The first step is to calculate the cost of the training. Then this cost is compared with the return on investment estimated from training through measuring the static indicators such as the sales and production volume, the time of completion, saving in operating and maintenance costs, and saving as a result of reducing the accidents (Shin, 2009). After the mathematical calculations, the next step is to perform the comparison between organizational performance and employee's performance before and after training. Different organizational indicators are calculated from the records and reports available in the organization. These indicators are based on the organizational parameters and professional parameters of individuals who were trained (according to the reports and records of their professional performance and behaviour). These indicators are compared before and after training. An important aspect is to calculate the performance metric several times in a periodic cycle.

Role of loyalty in training evaluation

As it is mentioned earlier that there are four levels of the evaluation model. In the context of the proposed research, a new level known as 'loyalty' is introduced. This level is added in the Kirkpatrick's model so that an overall useful evaluation model can be generated in the hotel industry. Wan (2012) defined employees' loyalty as a "psychological attachment or commitment to the organization". It arises from increased job satisfaction and further develops into a sense of commitment and emotional attitude towards a company. A loyal employee is more likely to work efficiently towards organizational goals and increase productivity and is more capable of generating revenue through loyal customers. Jawahar (2006) and Wan (2012) stated that factors such as performance appraisal, clear objectives and feedback influence

employee loyalty and satisfaction. Boroff and Lewin (1997) argues that increase in revenue is the result of employees' loyalty. The components of Hirschman's theory (Exit, Voice, and Loyalty) indicates that voice is an expression of employees' attitudes resulting in high loyalty and that the intent to turnover is an expression of employee attitudes resulting in low loyalty. Both are shown to be extreme aspects of the spectrum of employees' loyalty (Pereira, 2009). This relationship is shown in Figure 2.

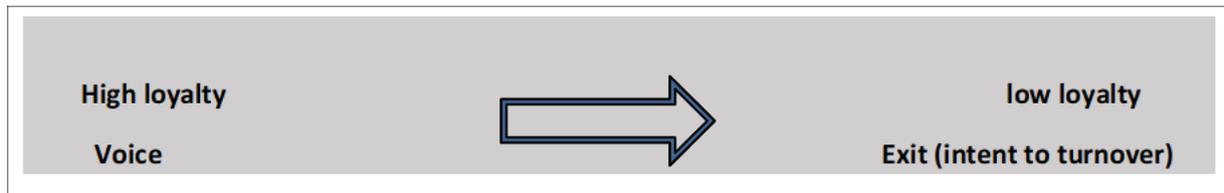


Figure (2): The Relationship of voice and intent to turnover to employee loyalty
Source: Pereira (2009)

Reduction of the employee turnover rate could universally help the hospitality industry and the economy in the globalized world. A significant need for industry leaders is to utilize better management techniques that would aid in retaining the most valuable, well-trained employees, effectively helping the industry compete in the hospitality market (Brown et al., 2015). Bryant and Allen (2013) offered a range of possible effective strategies to aid in managing turnover rates. These strategies include compensation, training and development-based solutions, and solutions that go beyond providing training needs for employees. AlBattat et al. (2014) indicated the biggest manager concerns in the hospitality industry involves how to mitigate the turnover crisis and increase employees loyalty. In their research, Mathieu et al. (2016) indicated that the motivation of employees increased in conditions where they felt that they could achieve and have more responsibility. If a hospitality organization retains steady, long-term employees, its productivity would likely increase from increased employee loyalty (Mensah, 2013). Mapelu and Jumah (2013) studied how managers could reduce turnover in the hospitality industry by addressing more of employee needs, including training. They used surveys with 350 hotel employees. They found that employee development negatively affected employee turnover. The findings encompassed the idea that strategic approaches with a commitment strategy to develop psychological connections between leadership actions and employees improve employee retention.

Conceptual model and hypotheses

Conceptual model

The proposed model for the purpose of the present research is shown in Fig 3 is inspired based on the review of many previous works presented in section 2. This model is initially based on the literature review and utilizes Kirkpatrick's model to evaluate learning and training by using four levels of evaluation (Kirkpatrick and Kirkpatrick, 2013). The evaluation levels are reaction, learning, behaviour and results evaluation. As part of the development of the proposed model, another level of the evaluation known as loyalty, is added.

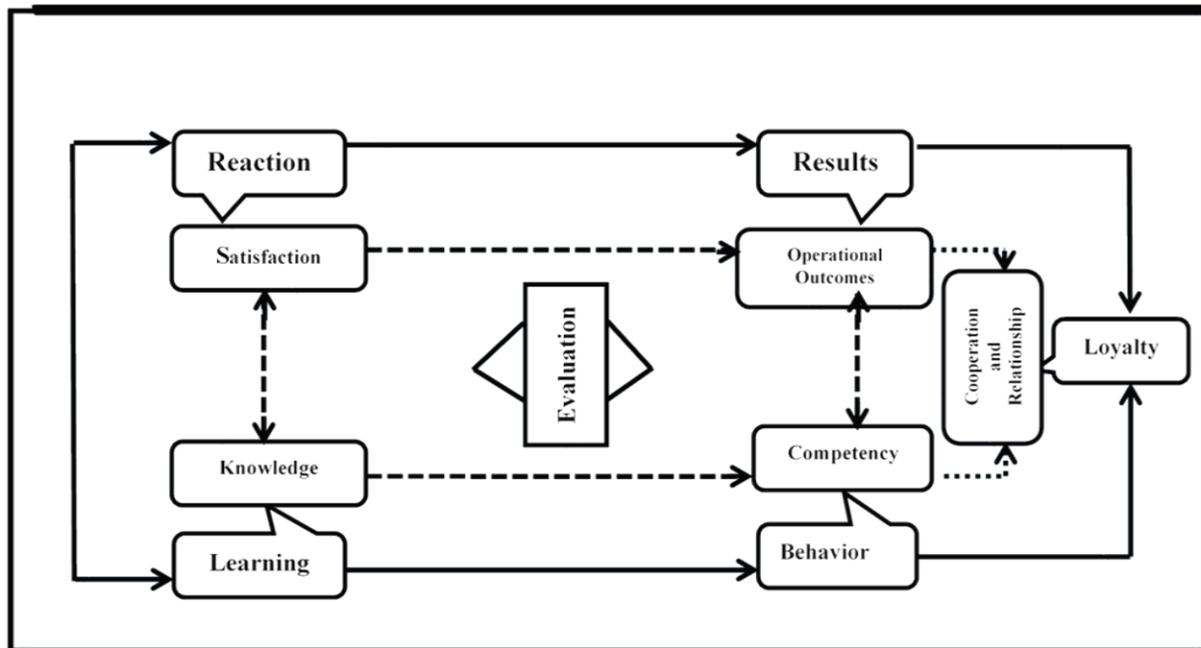


Figure 3: Conceptual research model

Research hypotheses

Considering the conceptual research model the hypotheses of the present research are stated as follows:

- H1: There is a direct relationship between the level of reaction and the level of learning.*
- H2: There is a direct relationship between the level of reaction and the level of results.*
- H3: There is a direct relationship between the level of learning and the level of behavior.*
- H4: There is direct relationship between level of loyalty and level of results.*
- H5: There is direct relationship between loyalty level and behavior level*

Methodology

The proposed research, which is a multiple case study, was undertaken in five-star hotels of Greater Cairo. A sample size of ten hotels has been used for the proposed research. The main reason for choosing Cairo is that the majority of the training courses being researched, took place in this area. According to Egyptian Hotel Association (EHA, 2016) there are 21 five-star hotels in Cairo. A sample consisting of ten five-star hotels, representing 48% of the total five-star hotels population in Cairo destination, has been selected. The hotel sample has been selected based on a convenience sampling process. Indeed, can only take part to the sample hotels who have training programs implemented by the Food and Beverage Department during 2018 and 2019. The survey was conducted, from January 2019 to December 2019, through telephone calls and field visits on a random sample of employees taken from the population of operational employees working in different food and beverage service sections and obtained training programs on food & beverage skills, as well as handled guest complaints in five-star hotels. the different services of 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 characteristics of the employees surveyed can be summarized in Table 1 below.

Table 1- General characteristics of the interviewees

Characteristics		Numbre	Percentage
Gender	Male	240	80.5%
	Female	58	19.5%
	Total	298	100%
Age (years)	≤ 25	49	16.4%
	26 - 30	124	41.6%
	31 - 40	92	30.9%
	> 40	33	10.1%
	Total	298	100%
Level of Education	Undergraduate	227	76.1%
	Postgraduate	13	4.4%
	High School	47	15.8%
	Other	11	3.7%
	Total	298	100%
Experience (years)	> 5	154	51.7%
	3 - 5	60	20.1%
	1 - 3	64	21.5%
	< 1	20	6.7%
	Total	298	100%

The primary data collection was performed by using questionnaires filled by employees in hotels (in the food and beverage service department of the five-star hotels in Cairo). The employee's questionnaire in the food and beverage service department consisted of five dimensions. The first dimension aimed to measure the level of the employees' learning and knowledge in the hotels. This research dimension consisted of eight questions on the Likert scale. The scale is based on five levels (Poor=1, Fair=2, Good=3, Very Good=4, Excellence = 5). The second-dimension focused on measuring the employee's reaction toward training and consisted of six questions. The third dimension aimed to measure the employee's behaviour and attitude in the work environment and consisted of eight questions. The fourth dimension aimed to measure the level of operational outcomes of the employees and consisted of seven questions. The fifth dimension aimed to measure the level of the employee's loyalty and consisted of eight questions, again on the Likert scale, based on five levels (Strongly Disagree=1, Disagree=2, Neutral=3, Agree=4, Strongly Agree= 5). These questionnaires were distributed before and after the training program.

Each variable or dimension is composed of a certain number of questions or items. In order to measure the internal consistency of this items Cronbach's alpha test is commonly used. In general, a threshold of 0.7 is considered a minimum for deciding on the reliability of a construct. The internal consistency of the 5 variables items is highly confirmed. Indeed, Cronbach Alpha is 0.933 for the first dimension (Knowledge), 0.735 for the second dimension (Reaction), 0.684 for the third dimension (Behaviour), 0.871 for the fourth dimension (Outcomes) and finally 0.904 for the fifth dimension (Loyalty).

Findings

This section will analyze the findings of the proposed model in the context of tests performed for each research hypothesis. Later the proposed research model is described based on the nature of relationships between the model variables.

Statistical averages of the different variables

Variable	Average Arithmetic	Response Level
Employee's reaction toward training	3.903	High
Level of the employees' learning and knowledge	3.767	High
Employee's behaviour and attitude in the work environment	4.077	High
Level of operational outcomes of the employees	4.288	High
Level of the employee's loyalty	4.153	High

Table 2: Statistical averages of the different variables

Based on what is stated in the Table 2, the 5 dimensions of the research model present a high response level. This means that:

- members of the study sample reacted positively to the training program. In other words, immediately at the end of a training, participants seem to be satisfied.
- skills and knowledge of the participants significantly improved.
- behaviour of trainees after the training is completed and they return to the workplace significantly changed.
- in the longer term the training program has as positive impact on the organization and its performance.
- members of the study sample are very loyal to their companies.

Testing research hypothesis

A Pearson's correlation analysis is used to measure if there is any association between the model variables. The results are as following:

H1: There is a direct relationship between the level of reaction and the level of learning.

- There is a medium correlation between the level of reaction and the level of learning (Pearson correlation: 0.487; significance level:0.01). That is, as level of reaction increases so does level of learning. This hypothesis is moderately supported by the data.

H2: There is a direct relationship between the level of reaction and the level of results.

- There is a medium correlation between the level of reaction and the level of results (Pearson correlation: 0.432; significance level:0.01). That is, as level of reaction increases so does level of results. This hypothesis is moderately supported by the data.

H3: There is a direct relationship between the level of learning and the level of behavior.

- There is a small correlation between the level of learning and the level of behavior (Pearson correlation: 0.271; significance level:0.01). That is, as level of learning increases so does level of behavior. This hypothesis is weakly supported by the data.

H4: There is direct relationship between level of loyalty and level of results.

- There is a strong correlation between level of loyalty and level of results (Pearson correlation: 0.638; significance level:0.01). That is, as level of loyalty increases so does level of results. This hypothesis is clearly supported by both the data.

H5: There is direct relationship between loyalty level and behavior level

- There is a strong correlation between loyalty level and behavior level (Pearson correlation: 0.612; significance level:0.01). That is, as level of loyalty increases so does level of behavior. This hypothesis is clearly supported by both the data.

The proposed model based on the Kirkpatrick model (2013), (reaction-learning-behavior-results) is designed with the introduction of a new level of 'loyalty' (reaction-learning-behavior-results-loyalty) as showed in Figure 7. Based on results coming up from the research hypotheses testing, the proposed model could be confirmed. The main difference between the proposed model and Kirkpatrick model is the element of loyalty. The proposed results in this context show that the loyalty has a direct relationship with results and behavior (0.638 and 0.612) which agrees with the concept of (Poo et al., 2012) who indicate that training is very important in influencing the loyalty of employees in the hotel industry.

Conclusion and implications

Effective training of employees is considered as the most important factor in today's competitive business world. If organizations have to maintain their dominance in the business, then it is necessary to invest in the development of skills of employees. Designing a training course for the employee is not only the challenge that needs to be countered effectively, but evaluation of training is another aspect of this problem. If the training program is not effective, then all the investment is wasted. The major challenge is to design an effective method for the evaluation of training. The evaluation of training has several aspects, including 1. how effective it is in terms of upgrading the knowledge and skills of employees and 2. how much return of investment is possible after the training process is completed. There are numerous evaluation models for training, but there is no logical concrete model to evaluate the training in the domain of hotel industry specifically. One of these models is Kirkpatrick model as mentioned in the literature. This model has various adaptations based on the domain of training. This model comprised of four levels. A new training evaluation model has been proposed in this research, which is an improvement of the Kirkpatrick's model; this improvement is based on the addition of a new level of evaluation known as loyalty. This new level proposed as an addition to Kirkpatrick's model is proved and tested through the appropriate hypothesis. The research hypotheses based on the relationship between the training and levels of loyalty is tested. To evaluate the validity of the proposed approach, an investigation was undertaken regarding food and beverage training courses in five-star hotels in Egypt. The course was designed and evaluated before and after the training process according to the proposed methodology. It is evident from the results that the proposed methodology is helpful for employers. They should understand that facilitation of the training process and measuring its effects on the employees by means of a systematic tool is an important aspect of the modern-day business world. The proposed study suggests that hotel management in Egypt should pay attention to the evaluation phase of the training programs so that the impact of the training on the performance of employees can be determined and monitored. Some evaluation techniques such as, Kirkpatrick's four-level model, or Philips improved five level evaluation model involving the return on investment of the training activity, or our improved five level evaluation model involving the loyalty attitude of the employees, or an evaluation questionnaire administered to the trainees can be used.

Functional analysis of training programs and their effects on the employees at different levels is mandatory to run the business successfully, especially in the hotel industry. Innovative systems should be developed in order to motivate the employees. For example, within the setting of the move to a digital economy, it is essential to reinforce the development of digital competencies in the training of the hospitality staff. In this regard, some key competencies related the digital economy in the industry of tourism and hospitality could be considered: concentration and attention management, digital competence, creativity, ability to self-study, environmental thinking, cross-cultural skills (Morozov & Morozova, 2019). Different incentives should be given to employees so that they apply the newly acquired knowledge

effectively in real life scenarios in the work context. There are various implications that are applicable to different domains of training. Some of these implications are highlighted in the next paragraph. There should be continuous training programs designed for employees based on the Ministry's free training programs. As a matter of fact, the Egyptian Ministry of Tourism and Antiquities, as the highest governmental structure that deals with the tourism and hospitality sector, sets every year a free development and training program aiming basically to provide employees with the essential skills and behavioral aptitudes that should be acquired especially when dealing with clients. Methods based on simulated situations and true live situations are preferred. A variety of programs are planned by the ministry in this regard such as the skill developing programs, the apprenticeship training, the on-the-job training.

Employers should be encouraged to allocate sufficient time to conduct the program evaluation process in accordance with the strategic plans. The training centres in hotels should be well developed to ensure the effectiveness of the training and to monitor its performance by the competent authorities. First, it is essential that managers, and particularly the HR department, make staff aware of and understand the importance of staff training. Secondly the employees training needs should be detected by the supervisor. Thirdly, it is very important to select the right training program and the right training method that fit the company objectives and the nature of the trainees. Finally, it is essential to select the most appropriate method of evaluating training. Without an understanding of the best way to evaluate their training, firms cannot figure out where they fall short and improve. Hotels should focus on the skill development programs and use various training methods with an emphasis on on-the-job training. The training program should ensure that trainees perceive training seriously and are motivated. For that, trainees should be ensured that their skills will be improved, and they will be rewarded for their efforts. Moreover, the choice of the training method can be considered as an essential motivating factor. As the matter of fact, it seems that On-the-job training is preferred by most employees due to its ability to help them deal with problems in the workplace that may arise (Ahammad, 2013). It is now recognized, that companies offering training and development programs for their employees reach high degree of employee satisfaction and low rate of employee turnover and high level of proficiency (Wagner, 2000).

Different tests should be carried out to evaluate the improvement in competency of trainees. There should be a methodology through which affiliation, loyalty and belonging of the employee, and employment development can be measured before and after training programs. For that, companies could evaluate their employees' affiliation, loyalty and performance levels using a large attitude and opinion surveys and employee's performance appraisal within the company. Training programs should be linked with training courses in a way that the trainee who performs well in the program is rewarded with promotion, allowance or bonus. Follow up mechanisms can be put in place, through which the changes in the behaviour and performance of trainees can be measured. Follow-up on the work of the trainees at the time of implementation of the programs will strengthen the evaluation processes and ensure the effectiveness at all levels of evaluation (reaction level - learning level – behaviour level – loyalty level – results from level). It is further recommended that future research can consider testing and validating the proposed new model in this research- with the added element of loyalty, to the existing Kirkpatrick Model of Training Evaluation. This would add to the veracity of the findings and may lead to new learning about this academic domain.

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