

Central Texas College
Syllabus for HAMG 2372
Hospitality Industry Training
Semester Hours Credit: 3
INSTRUCTOR: _____
OFFICE HOURS: _____

I. Course Description

This course provides a thorough look at training by addressing how to assess and analyze the training needs of new and established operations; design, implement, and evaluate training programs for non-management employees; manage the basic training functions; and train the trainer programs

II. Learning Outcomes

Upon successful completion, the student will be able to:

- A. Define and describe training and its importance to an organization.
- B. Describe the model for training design.
- C. Describe the methods available for data collection.
- D. Explain the process for developing a needs assessment plan.
- E. Explain job analysis and why it is important.
- F. Describe various training methods available for training positions in the hospitality industry.
- G. Describe adult learning principles and discuss how they can be incorporated into training programs.
- H. Prepare a training plan for any hospitality position.
- I. Develop a lesson plan for any hospitality training segment.
- J. Demonstrate and understanding of the training design process in a group training situation.
- K. Discuss the importance of train-the-trainer instruction.
- L. Discuss the importance and necessity of evaluating a training program.
- M. Define and describe coaching and counseling techniques.

III. Instructional Materials

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. Course Requirements

- A. Attendance: Refer to the CTC Catalog for a detailed policy. You are expected to attend each class period with punctuality and stay in class until dismissed. Attendance rolls will be kept. Absences result in a reduction of 5 points; each tardy will result in the loss of 3 points. Excessive absences and/or tardiness may result in withdrawal from the course.
- B. Reading Assignment: You are expected to have read the assigned reading prior to class. You should be prepared to discuss the readings in class.

V. Examinations

There will be four exams, three worth 100 points; the final exam is worth 150 points. **Makeup exams will be at the discretion of the instructor.** Exams are typically True/False and/or Multiple Choice. There may be unannounced quizzes during the semester.

VI. Grade Computation

450 – 405	A
404 – 360	B
359 – 315	C
314 – 270	D
Below 270	F

VII. Notes and Additional Instructions

- A. Course Withdrawal: It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

10-week session	Friday of the 8 th week
8-week session	Friday of the 6 th week

5-week session

Friday of the 4th week

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W,” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

- B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.
- C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete requirements for a course.” Prior approval from the instructor is required before the grade of “I” is recorded. A student who merely fails the final examination will receive a zero for the final and an “F” for the course.
- D. Cellular Phones and Electronic Devices: Cellular phones and electronic devices will be turned off while the student is in the classroom or laboratory.
- E. Americans with Disabilities Act (ADA): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion: The instructor reserves the right of final decision in course requirements.
- G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. Honesty and Integrity: All students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all course work and during examinations. The following will be considered examples of scholastic dishonesty:

1. *Plagiarism*: The taking of passages from writing of others without giving proper credit to the sources.
2. *Collusion*: Using another's work as one's own; or working together with another person in the preparation of work, unless joint preparation is specifically approved in advance by the instructor.
3. *Cheating*: Giving or receiving information on examinations.

Students guilty of scholastic dishonesty will be administratively dropped from the course with a grade of "F" and will be subject to disciplinary action.

I. Feedback:

1. *Instructor*: As your instructor I will organize and present the course material in a manner designed to facilitate the learning process. I will evaluate your progress periodically via writing assignments and exams and provide feedback on your performance via exam scores, exam critiques, and critique of your writing assignments, etc. I am also available before and after each class period and during office hours to discuss your performance and answer questions.
2. *Student*: As the student you are ultimately responsible for your success in this course. It is your responsibility to attend class regularly, prepare for class by reading assigned text material, participate in class discussions, ask questions when required to improve your understanding, prepare for and complete exams, and complete all other assignments.

VIII. COURSE OUTLINE

A. Unit One: Chapters 1-3: A Case for Training and Development; Training and Development as an Investment; Assessing Training Needs

1. Learning Objectives: Upon successful completions of this unit, the student will be able to:
 - a. Describe the effects such factors as the work force, strategic planning, and technology have had on the hospitality training industry.
 - b. Explain how the principles of adult learning apply to training and development in the hospitality industry, and describe how trainers can promote training within their organizations.

- c. Explain how training and development activities are affected by issues such as scheduling, negligent training, cultural diversity, trainee disabilities, and globalization.
- d. Identify the duties and responsibilities of training positions at the department, property, and regional/corporate levels.
- e. Explain how training is an investment in the organization.
- f. Differentiate the budgeting process for training in today's organizations from the past.
- g. Identify the variables to consider when calculating the costs of training and the costs of not training.
- h. Describe how training directors develop cost-benefits analyses for training and development activities.
- i. Explain how training directors calculate an ROI (return on investment) for training and development activities.
- j. Describe a training needs assessment and explain who should conduct it, why it should be conducted, and how to prepare for it.
- k. List methods for identifying the training and development needs of a hospitality organization.
- l. Explain how to conduct a job and task analysis.
- m. Identify and describe data collection methods and how data is organized.
- n. Describe how need assessments are classified into deficiency or opportunity, and known or unknown.
- o. Explain how to use the information gained from a needs assessment.

Unit Two: Chapters 4-6: Instructional Design; Training Tools and Techniques; Training with Technology

1. Learning Objectives: Upon successful completions of this unit, the student will be able to:
 - a. Summarize the history of instructional design and its fundamental principles.
 - b. Differentiate among the types of analysis trainers perform.
 - c. Describe the types and functions of learning objectives in instructional design, and discuss evaluation criteria and methods.
 - d. Explain how a trainer sequences content and selects methods and media for a training curriculum.
 - e. Identify the factors to consider when developing training materials and programs.
 - f. Define the role of implementation and evaluation in the design of training.
 - g. Describe how technology has affected the instructional design process.
 - h. Explain how the first several minutes of a training session affects learner interest and trainer credibility, and describe common opening activities and goals.
 - i. Evaluate the effectiveness of icebreakers with groups of different sizes and learner relationships.
 - j. Identify the different types of exercises and activities that can be incorporated into training sessions.
 - k. Describe how games can be used for training.

- l. Distinguish the differences among support media and describe how support media can be used most effectively.
- m. Identify how closers can help transfer learning to the workplace.
- n. Outline methods and techniques for following up on training.
- o. Identify factors that training directors consider when deciding to incorporate technology within training and development activities.
- p. Describe the advantages and disadvantages of various types of technology-based training and development activities.
- q. Identify criteria that training director's use when selecting technology for a specific training or development activity.
Describe the challenges involved in designing and delivering a Web-based course.
- r. Describe factors to consider in combining technology-based training with traditional training.
- s. Explain how technology can be used to track training and development activities.

Unit Three: Chapters 7-10: Measuring and Evaluating Training and Development; Training the Trainer; Orientation and Socialization; Hourly Employee Training

1. Learning Objectives: Upon successful completions of this unit, the student will be able to:
 - a. Differentiate between measurement and evaluation.
 - b. List the components of measurement.
 - c. List the components of evaluation.
 - d. Describe the various levels at which training directors can evaluate training and development activities.
 - e. Identify criteria that training directors use to validate training activities.
 - f. List measurement and evaluation tools and explain how they are used.
 - g. Describe what training directors do with evaluation data.
 - h. Describe the drawbacks to measuring and evaluating training and arguments made against it.
 - i. Explain the importance of training departmental trainers.
 - j. Outline how trainers use the four-step training method to train employees.
 - k. Describe the learning process and the factors that affect it.
 - l. Describe the communication process.
 - m. Identify techniques to help reduce speaking anxiety.
 - n. List characteristics of effective listeners.
 - o. Describe how hospitality companies benefit from comprehensive, effectively conducted employee orientation programs.
 - p. Distinguish general orientations from department/specific job orientations and pre-employment orientation.
 - q. Identify the orientation activities that continue after new employees complete initial orientation sessions.
 - r. Describe the socialization process that continues after the initial orientation sessions.

- s. List the steps in the four-step training method and describe the training issues involved with each one.
- t. Summarize the following group training issues: group dynamics, roles played by trainees and the room environment for group training.
- u. Explain the following hourly employee training techniques, including their advantages and disadvantages: demonstrations, shadowing, games and simulations, role plays, case studies, computer-based instruction, and mind maps.
- v. Explain the concept of accelerated learning as it applies to hourly employee training.

Unit Four: Chapters 11-14: Mentoring; Supervisory and Management Development; Executive Education: Outsourcing Training and Development

- 1. Learning Objectives: Upon successful completions of this unit, the student will be able to:
 - a. Define mentoring and its role in hospitality training.
 - b. Distinguish between mentoring and coaching.
 - c. Identify the characteristics needed by effective mentors and productive protégés.
 - d. List the benefits and problems with mentoring.
 - e. Explain how to develop mentoring skills through various mentoring activities.
 - f. Describe ways to maximize the success of mentoring programs.
 - g. Identify the professional continuing education resources available to complement hospitality industry training and development.
 - h. Describe industry-based professional certification programs.
 - i. Describe the process of supervisory development and its benefits for the supervisor and the organization.
 - j. Describe the process of management development and its benefits for the manager and the organization.
 - k. Explain how training and development can facilitate organizational change.
 - l. Describe the training styles and topics frequently used to train supervisors and managers.
 - m. Describe the importance of executive education programs.
 - n. Identify the various types of executive education programs.
 - o. Describe how electronic delivery is affecting executive education.
 - p. Describe the role professional associations' play in executive education.
 - q. List the advantages and disadvantages of outsourcing
 - r. Describe the different categories of outsourcing.
 - s. Describe the steps in an effective outsourcing process.
 - t. Identify ways to select vendors.
 - u. List important elements to include in an outsourcing contract.
 - v. Explain how to evaluate training that has been outsourced.