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# Management Training Theories: Tools for Hospitality Managers and Trainers

## **Abstract**

Management training in the hospitality industry is as important as employee training. There are a number of effective models and approaches for training effective managers. The author reviews these models and offers guidelines for maximizing the results from each of these approaches.

## **Keywords**

Robert M. O'Halloran, Management Training Theories: Tools for Hospitality Managers and Trainers, Manager Selection, Recruitment

# **Management Training Theories: Tools for Hospitality Managers and Trainers**

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*Management training in the hospitality industry is as important as employee training. There are a number of effective models and approaches for training effective managers. The author reviews these models and offers guidelines for maximizing the results from each of these approaches.*

Management training has long been a subject of interest in the hospitality industry. Managerial training is a logical extension of the principles of employee training, although management training programs must function at a different level of sophistication.<sup>1</sup> In booming economic times a great deal of time and money is spent to make better managers through such programs. In hard economic times training programs are often thought of as an extra expense; they therefore become more streamlined.

More effective training should lead to reduced costs and increased profits. To accomplish this, hospitality industry trainers might need to focus on management training programs as profit centers instead of cost centers. This attitude reflects an understanding of training needs and the importance of training. The growing predominance of multi-site hospitality firms has created a need for a more sophisticated manager who can handle problems beyond those faced at the unit level.<sup>2</sup> The hospitality industry relies predominantly on on-the-job training (O-J-T), but trainers should be aware of other alternatives available to them as supplementary and/or complementary tools for existing training programs.

Foucar-Szocki, for example, offered recommendations for management training in the food service industry:<sup>3</sup>

- develop more flexible training programs
- use a variety of methods, techniques and devices in training programs
- develop a model of excellence in training with master managers and mentors
- develop better selection procedures and a reward system for those employees who stay in the organization
- develop life-long increasing opportunities for employees

Some or all of these recommendations might be applied to any management training program. To understand the concept of management training, one must understand the meanings of both words: management and training. While this is a rather simplistic assessment, it does describe the basics. Management can be considered "using what you've got, to do what you have to do."<sup>4</sup> Management might also be conceptually defined as the maximum utilization of the organization's supervisory personnel in their roles as decision makers, information disseminators, and interpersonal coordinators.

Zaleznik summarized management in a step-by-step approach, stating that training is used to bring about permanent change in an individual's knowledge, attitudes, or skills.<sup>5</sup> Ference viewed training as a planned, continuous, organization-wide process, supported by superiors, aimed at developing the knowledge, skills, and attitudes of the company's human resources for the purpose of enhancing the organization's climate, quality of work life, service to guests, and productivity through the use of modern management methods.<sup>6</sup> Collectively, the definitions of management and training indicate that training is a function which allows personnel to acquire the permanent knowledge, attitudes, and skills which will shape behaviors to reach predetermined organizational standards through proper management implementations.

Fiedler points out that the main reason for a training program is to make it unnecessary for trainees to figure out everything themselves.<sup>7</sup> Thus, management training is using educational methods to further the ability of individuals to serve the organization.<sup>8</sup> In management training all theories should address technical training which will allow individuals to be more knowledgeable in their jobs and thus have more control.<sup>9</sup> Additionally, good management training tries to reflect the experience of others in integrated and easily digested forms.<sup>10</sup>

Management training can therefore be described as the process of delivering an organization's information, decision making, and interpersonal technology to its supervisory personnel in an effort to establish standard behaviors which will assist in reaching organizational objectives.

### **Program Begins With Selection and Recruitment**

The classical time-tested method for maintaining a cadre of executives calls for the recruitment of men and women who not only have the technical experience and background which the job requires, but also the personality attributes and abilities which make them effective leaders.<sup>11</sup> This statement indicates that the beginning of a quality training program is in recruitment and selection.

A study was conducted to compare the perceptions of prospective managerial candidates with those of corporate recruiters in the hospitality industry. The focus of the study was to compare the perception of skills needed for entering the hospitality management ranks. Subjects were selected from attendees of the Hospitality

Career Expo (EXPO) held at the University of Denver in October of 1989, sponsored by the School of Hotel and Restaurant Management. It was observed from prior discussions with recruiters that there are certain skills that they and their companies require a management candidate to have to make a successful bid for employment. These discussions coincide with the theory that for proper training and successful managers one must recruit and select the correct people.

Questionnaires concerning these perceptions were distributed to pre-registered students prior to the EXPO. Recruiters were surveyed after the EXPO as a followup to request feedback on the education and training students were receiving. This was a non-probability sample; 150 student surveys were distributed and 98 were returned, yielding a 65 percent response rate. Forty surveys were mailed to recruiters and 23 were returned, yielding a 57.5 percent response rate.

The students had an average age of 20 and were represented by 6 freshmen, 28 sophomores, 41 juniors and 22 seniors. The students expressed their probable career selections as food service, 24 percent, lodging, 62 percent, travel-related positions, 17 percent, and other, 14 percent (including recreation, marketing, consulting, entrepreneur). The lodging industry, based on these figures, has a distinct image advantage in attracting management candidates and should take advantage of this through orientation and training which will then allow companies to retain more and better employees.

Students were asked their perceptions of what recruiter criteria for selection would be; their responses, in order of importance, were communication skills, management ability, work experience, human resource skills, and lodging and food service technical skills.

Student perceptions are in general agreement with conclusions reached in previous discussions with recruiters. There was, however, a contrast in responses when the students were asked to rate the importance of work experience compared to the other criteria; 34 percent indicated that this was the most important factor, in contrast to the third place rating given to their perception of recruiter criteria. Students indicated that their career selections for specific companies were based on the following: salary, image, geographic location, and company size. Their decisions concerning individual companies were based on promotability, training program, and salary. This is also an indication of the importance of the training programs to prospective managers.

The recruiters rated the following skills in order of importance for management candidate education: human resource or management skills, communication, accounting and finance, marketing, and work experience. There were, however, some discrepancies with these responses and the responses to the following question which asked what recruiter decision criteria were. These were rated as the interview, work experience, communication, physical appearance, references, and grades while in school. The responses rate work experience third as an education criterion but second as a criterion for hiring.

Theoretically there were few gaps in understanding between the student as a prospective manager and the recruiter. Each group views similar attributes as important for a successful management candidate. Many of these management candidates have diverse academic and professional experiences and require more than O-J-T as a comprehensive training program. Therefore, a more sophisticated training program is required in certain functional areas. This is not meant to indicate that the typical student requires no training, but a candidate's combination of a college education and work experience may allow him or her to focus on more specific training needs. Therefore, introductory training and orientation programs which may focus on some basic skills and, therefore, technical training, need to be supplemented with training programs that will develop the individual.

### **Management Training Theories Emphasize Understanding**

Hospitality companies can no longer solely utilize O-J-T as a training method. To develop a more sophisticated manager, training programs must not only focus on knowledge, but must emphasize understanding. The level of sophistication of hospitality trainers has risen and continues to increase. These individuals are often well versed in operational skills and training skills. However, not all trainers are training specialists, and managers often find themselves in the role of the trainer.

There are a number of theories that will assist trainers and managers to select the proper training method based on a thorough knowledge of what the training to be implemented is intended to accomplish. Knowledge of management training theories will be beneficial as decision making tools for management training in any organization.

### **Managerial Role Theory Stresses Leadership**

The field of management, so devoted to progress and change, has for more than half a century not seriously addressed the basic question: "What do managers do?"<sup>12</sup> Mintzberg defines three basic roles: interpersonal, informational, and decision making. Within the interpersonal role, the manager must assume the role of figurehead and act in a ceremonial manner. He or she must also function as a leader within this role, assuming responsibility for the work of individuals in a specific unit.<sup>13</sup> Additionally, a manager assumes the role of liaison for the organization with anyone with whom he or she might make contact. As the keeper of information, the manager must act as a monitor, scanning information constantly to select the bits and pieces really needed. The manager must also disseminate the right information to the right people. Finally, in the information role, the manager will act as spokesperson, informing and satisfying the people who control the organization.<sup>14</sup> In the decisional role, Mintzberg categorizes the behaviors as entrepreneurial, disturbance handling, resource allocating, and negotiation. The entrepreneur is

constantly seeking new opportunities, perhaps discovered in monitoring behavior. As disturbance handler, the manager must react to the many situations that could occur on a day-to-day basis, almost an uncontrolled crisis management. As resource allocator, the manager will continually face tougher and tougher challenges. Often in this behavior the manager must balance competing needs for too few resources. Finally, as a negotiator, the manager must use all of his/her skills on a day-to-day basis to maintain his/her present status.

No role can be pulled out of the framework and the job left intact. Mintzberg's basic premise here is that a manager's effectiveness is significantly influenced by his/her own insight into his/her own work.<sup>15</sup> In terms of managerial training, Mintzberg feels that actual practice and constant feedback in a real life or simulated situation are the keys to proper manager training. In conjunction with this, a manager must be aware of the environment he/she works in, the functions of his/her job, the different personalities in these positions, and the situational characteristics that occur.<sup>16</sup>

In reviewing Mintzberg's discussion, one might assume that a large portion of the discussion focuses on the chief executive. When does a housekeeper or a chief engineer act as a figurehead? It could happen, but it is not likely to occur with regularity. While one could agree that the roles or behaviors would encompass most managerial duties, they do not apply regularly to all managers. Hospitality industry managers, perhaps more than any other managers, are constantly in the decision making mode simply by virtue of walking through their operations. They are besieged by guests, employees, owners, etc., to make quick decisions with imperfect information. The very nature of the industry makes the figurehead role a natural one. Hospitality is a service industry and concentrates heavily on guest contact; therefore, managers are constantly on stage. One company (Disney) has recognized this and refers to each position as a role and the personnel department as central casting. Organizations planning their management training programs might be well served to assess the role of managers in their specific organization and therefore be able develop measurable objectives through which training programs are planned and developed.

### **Double Loop Learning Encourages Creativity**

Argyris contends that human beings are self-governing and personally responsible.<sup>17</sup> The human being's nature will obviously impact his/her ability to learn. Argyris defines learning as the detection and correction of error.<sup>18</sup> He continues to categorize learning into a single loop, which is learning that results in the detection and correction of error without changing underlying policies, assumptions, and goals. He defines double loop learning as the detection and correction of errors which change the underlying policies, assumptions, and goals.<sup>19</sup> Simply put, double loop learners ask why and single loop learners do not. Argyris also points out that some individuals may be unable to double loop learn and are unaware of this inability.<sup>20</sup>

The basis of this theory revolves around information. If one does not ask questions, the flow of information is limited. Wexley and Latham state that human beings are implicitly taught not to question the fundamental design, values, or goals of their organization.<sup>21</sup> This single loop approach can stifle the creativity an individual might have and could result in a disgruntled employee. Double loop learning is crucial because it allows one to examine and correct the method(s) of dealing with any issue and the underlying assumptions about it.<sup>22</sup> Double loop learning can only enhance the process of learning which involves discovery, interaction, production, evaluation, and generalization.<sup>23</sup> Argyris' training is designed to teach people to become aware of their espoused theories of action versus their theories in use.<sup>24</sup> Basically, this theory supports the idea that one can learn from his/her mistakes. This training theory is perhaps best suited for organizations that allow management at the unit level some discretion. Organizations that exercise strict control from a central unit will not find this theory applicable. One might also argue that this training theory also favors leadership skills in addition to management skills versus programs that require management candidates to learn only technical aspects and operate within set parameters. Leaders need to be able to ask why, and ask that question often and offer suggestions for change. Therefore, this type of training program might be best suited for long-term executive development.

An organized O-J-T program might also allow some double loop learning. However, in an organization in which standard operating procedures are the only rule, single loop learners might be preferable management candidates. This theory might also enable trainers to segment training by type of organization, e.g., large and tightly-controlled chains such as McDonald's and Marriott might prefer single loop learners at certain levels of the organization. Alternatively, single unit operations of any kind, e.g., clubs, restaurants, inns, etc., might need the more questioning manager and, therefore, double loop learners. Ultimately, use of this theory will be dictated by a trainer's knowledge of the organization and its procedures and objectives.

### **Leader Match Concept Focuses on Personality**

The leader match concept of training is based on a contingency model which postulates that the effectiveness of a leader depends upon the correct match between the leader's motivational structure (task or interrelationships) and situation control.<sup>25</sup> This theory focuses heavily upon the personality of leaders in different situations. The Fiedler premise is that "your effectiveness as a manager will depend on how well your individual personality and leadership style fit the requirements of your leadership situation."<sup>26</sup> The contingency model suggests that it is considerably easier for a leader to modify the leadership situation than to change his/her personality and motivational structure.<sup>27</sup> Three components of situational control



are identified as leader-member relations, task structure, and position power.<sup>28</sup> Thus, the theory focuses on self awareness of the manager from an environmental standpoint. Leader match training can be presented in the form of a self-paced programmed manual which trainees can complete on their own time and which can be augmented by lectures, discussions, or films.<sup>29</sup> The theory focuses on the individual measuring his/her motivation and the ability of the individual to diagnose situational control.

One component of the training that is immediately apparent is it is extremely diverse in terms of its applicability. This program could be introduced at all levels of management. The theory also implies a concern for the individual as well as the organization. This training theory is perhaps best suited for organizations that focus on the decision-making abilities of their managers and their ability to use the resources, both individual and organizational, that are available to them. This type of training might also be seen as an extension of the interview process. Often hospitality recruiters use situational questions to gauge potential management performance in a hotel or restaurant. These same principles can be applied to leader match training to deal with self assessment, environmental assessment, and resource utilization. This training theory can be viewed as more closely related to O-J-T and practical experience than many of the other theories.

#### **Vroom-Yetton Model Stresses Employee Participation**

The basis of this theory is employee involvement, asking the questions when and if an employee should be involved in the decision-making process. Diagnosis of the appropriate style of management is required. Vroom and Yetton contend that situational differences are central to leadership and that training should involve the following:<sup>30</sup>

- recognizing differences in your own and others' decision-making process
- diagnosing one's own leadership style
- practicing using decision processes
- understanding the consequences of different decision processes
- receiving feedback based on behavior or standardized problems
- using the normative model

The normative model implies a choice of one of five decision processes for groups or individuals ranging from individual managerial decision making to sharing of the problem with a group for a collective decision. The normative model should be constructed in such a way as to be of potential value to managers or leaders in determining which leadership method should be used in each of the various situations. The model will provide a framework for the

analysis of situational requirements that can be translated into prescriptions of leadership style. These decision-making processes take into consideration the quality of information available, trustworthiness of subordinates, lack of structure of the problem, critical acceptance of the decision to implementation, possible conflict caused by the decision, fairness of the decision, and acceptance priority of the decision.

This theory obviously is best suited for the participative style of management. Employees must develop a sense of ownership in the property in which they work. This can be best accomplished by building a cooperative work environment in which the employee is at ease and willing to make suggestions concerning the management of the operation. Many hospitality operations are full of long-time employees who may have significant insights into these operations. Such individuals might be doormen, waiters, waitresses, bartenders, etc. Since the hospitality industry is the leading service industry in a growing service economy, it should not be a difficult process for hospitality managers to solicit and utilize employee input as an extension of their overall customer service attitude.

### **Managerial Grid Looks at Concern for People**

Developed by Blake and Mouton, this theory begins by examining managerial behavior and style and then systematically widens its focus to team and inter-group development and then to total organization.<sup>31</sup> The examination basically assesses a manager's decisions, convictions, conflicts, emotions, humor, and effort.<sup>32</sup> Simply put, the assessment looks at concern for people and production.

This type of training segments management into executive and middle management ranks recognizing the differences in the individuals' positions. The training uses a problem-solving approach by a group with hopes of individuals gaining insight into their own styles. Results of these training sessions indicated improvements in communication and in working with others, as well as better relationship development with colleagues and more openness to ideas.<sup>33</sup> Both of these issues (people and production) are extremely relevant for the hospitality industry. The ideal balance for these concerns might be difficult to achieve due to the nature of the hospitality industry, e.g., the intangible products and cross section of employees. Production in the hospitality industry might refer to the delivery of rooms, food, airplane seats, etc., and people concern refers to employees, guests, owners, etc. Concern for people is a necessary management skill for the hospitality industry. This is a people intensive industry, one which produces an intangible product. As was pointed out in the recruiter survey results, communication skills that could be translated as concern for people skills are valued very highly by companies and technical skills which may represent production concerns are vital, but not the most important concept.

### **Role Motivation Involves Visualization**

This theory, espoused by John Miner, pinpoints the following key attitudes which can mean organizational success:<sup>34</sup>

- favorable attitude toward authority
- desire to compete
- assertive motivation
- desire to exercise power
- desire for a distinctive position
- sense of responsibility

One can question, however, the ability of anyone to train an attitude. Additionally, are all of the attitudes necessary in all managers? Competition is one example of an attitude that, without proper control, could get out of hand and create negative situations. One could also ask how an individual is trained to have a positive attitude toward his/her superiors.

The focus of a training program should address motivation, but not necessarily emphasize each of the motives outlined equally. This type of training also needs a good working environment to be successful. Individuals can motivate themselves and managers must be able to visualize themselves in their roles. The hospitality industry will be significantly different from other industries because of the diverse backgrounds of its managers. This theory indicates the need for an organization to create the proper working environment. Many training programs utilize "motivational" speakers to assist in management training. One might question how to motivate someone who potentially makes less in a week than what some guests will spend in a night for a room. Managers/trainers and trainees need to see the benefits for the organization and the individuals in motivation training.

### **Achievement Motivation Focuses on the Individual**

This theory focuses on the need for achievement as a distinct human motive. The objective of this type of training is to increase one's motivation level to excel in a job.<sup>35</sup> The Nach has its origins in childhood and has specific effects on behavior. The first step in a motive development program is to create confidence that will work.<sup>36</sup> The training itself is structured under four propositions: the achievement syndrome, which focuses on recognizing and producing achievement-related fantasies; self study, which utilizes outside readings, lectures, discussions, etc. to assist an individual to clearly understand Nach; goal setting or what is described as prestige suggestion; and interpersonal support, which deals with course instruction and methods of interaction.

This type of training focuses on the individual and assists in structuring his/her needs in the achievement area. One might

suggest, though, that its effectiveness might be best with a younger and more aggressive audience. An experienced and well established manager might not accept the training as readily. In a theoretical sense, anyone can recognize a need for motivational training, but some might consider this complementary to skills training. This type of training might lend itself to management by objectives organizations and very formalized training programs that exist at a variety of hotel and restaurant companies.

### **Survey Feedback Requires Input**

This type of training examines the total organization and, by doing so, examines the management needs in the training area. Organizations are surveyed to identify the following organizational variables: causal (I), intervening (I), and end result (D), which represent independent (I) and dependent (D) variables reflecting organizational results.<sup>37</sup> These variables are measured in the areas of organizational climate, supervisory explanatory indices, supervisory leadership, peer relations, and end results. The training focus indicates an organizational development approach to training which requires management and employee input. Results of the use of this tool showed improvement in overall climate, leadership behavior, and job satisfaction. One might see this as a training tool utilized to discover potential problem areas. This training can be used as an ongoing development tool, relating significantly to the environment of the organization. By utilizing a research base and asking for employee input, everyone assumes some ownership in the organization. This involvement may become a key for hospitality operations to retain employees in a shrinking national labor pool.

### **Behavior Modification Uses Reinforcement**

This training theory is based on the assumption that behavior is a function of its consequences. Skinner promulgated the use of positive reinforcers, avoidance learning techniques, and punishment. The effectiveness of positive reinforcement is based on scheduling, i.e., just when and if the reinforcement will occur. Once a desired response has been learned, an intermittent schedule of reinforcement should be used, leading to possibly higher performance levels.<sup>38</sup> It is pointed out that in practical use this training method has improved attendance, safety, and production. The problem associated with this method, however, is that it could produce negative side effects while focusing on tangible results.

One might categorize the goals of such a training method as job skills in combination with motivation. This training would perhaps be most successful associated with the technical skills segment of a training program and could be readily implemented in existing training programs in any operation. O-J-T programs already in place in many hospitality operations are a form of behavior modeling. To better utilize these existing programs a significant amount of feedback from managers and/or trainers is required to produce the best results.

### **Social Learning Theory Is an Ongoing Tool**

This theory deals effectively with behavior modeling, encompassing cognitive, behavioral, and environmental strategies. This theory also purports that behavior is affected by its consequences. Behavior modeling informs individuals of the consequences of various actions and is primarily involved with the procedures and skills of first line supervisors. Behavior modeling can be thought of as an ongoing training tool that should be utilized in an organization from the first day a manager joins the company. Its major use as a training method is to improve interpersonal skills and communication skills of managers with subordinates.

In a practical sense, training in the workplace should never stop. This theory utilizes role playing, group discussion, and feedback which are essential in any effective training method. Research has indicated that certain leadership skills can be taught if a model is provided to evaluate, an opportunity is provided to practice, and feedback and verbal praise are utilized.<sup>39</sup> One can easily see the benefit of such a training program in any situation at any level of management. This might lend itself at the management level to a mentor program with higher level managers mentoring newer managers and candidates. Because of the geographic diversity of many hospitality organizations (chains), mentor programs would have to be administered regionally or at the unit level which might put a time constraint on the mentor. This theory could be characterized as an elaborated O-J-T program.

### **Patterns Underlie Management Training Theory**

Issues such as leadership, costs, and management behavior are central to any discussion of management training. Cost obviously is an important factor in the actual implementation of any management training program. In a time when training programs have been cut dramatically in many organizations, the organization should train management in the most efficient manner. The Argyris, Blake and Mouton, and McClelland and Likert theories are generally more expensive.<sup>40</sup> Other methods not mentioned involve more self assessment techniques and thus are considerably less expensive. One needs to make management training manageable from a cost efficiency standpoint in order for it to be totally acceptable to all concerned parties. Thus, some self assessment and individual evaluation are appropriate. Self assessment is a viable method of increasing productivity if structured correctly. Trainers, however, need to examine their training decisions from a cost/benefit standpoint. Training programs that are too cost conscious can result in poorly-trained managers. The training program's quality must be evaluated from a price and value perspective to attain the high quality the organization requires for the best price, resulting in the proper value or properly-trained manager.

Assessment of managerial personnel is important to defining the training needs of the individual and the organization. There are a

variety of assessment tools that exist to assess managers. Recently, the Management Research Group, a consulting company, developed a Management Effective Analysis for Hospitality Managers.<sup>41</sup> This analysis is basically a formalized assessment tool that an organization can utilize to evaluate the effective of its managers. The basis of the tools is a study that defines the skills and strengths of effective managers, thus using these skills as a model for effective managers. Effective is obviously a relative term based on the standards of an individual company and each position. MRG research can enable each company to define management functions and sets of skills that make up these functions. A determination or assessment of an individual manager's skills will then guide the training program designs that are necessary to make all managers effective. A "set" is considered a tendency to view situations and respond to them in a consistent manner. The following illustrates the functions of management and the sets defined by the research:<sup>42</sup>

- **Evaluation Function:** Conservative Set, Innovative Set, Technical Set
- **Decision-Making Function:** Directive Set, Democratic Set, Strategic Set
- **Implementation Function:** Tactical, Structuring, Delegation, Communication, Team, Individual
- **Leadership Function:** Management Focus, Production Concern, People Concern, Excitement, Restraint

Whether one uses this specific assessment tool or an alternative, these skills or sets are applicable to effective managers in any organization.

As one might note, the defined "sets" are similar to several of the management training theories. Thus, this research reconfirms the importance of these factors as criteria for effective managers and, therefore, training. The analysis in this case takes the form of extensive tests and an evaluation of the results that indicate to the individual a ranking of high to low on each set. This analysis is similar to the format of some personality tests in that it attempts to categorize the individual in specific areas. Tools such as this can act as the catalyst for future training endeavors and in developing training programs in the identified skill area. Formalized assessment tools such as this obviously have a cost associated with management assessment. However, the assessment need not be restricted to formal tests. Self-assessment tools and employee performance appraisals administered correctly are also viable and less expensive methods of individual assessment.

An organization should see management training theories as ongoing organizational tools and not as one-time efforts. These methods have enormous potential for increasing the effectiveness of managers and the productivity of their work groups, but may neglect

the "how" of reaching these goals. Managers and trainers will need to make the "how" decisions based on the training theory, frameworks discussed, and individual organizational needs.

Most management training theories have some benefit for the individual and for the organization. The motivational theories, plus Bandura, Skinner, and Likert, can be viewed as productive tools for the organization and could be viewed as complementary training tools for the entire organization. Reviewing these theories, one can see the usefulness of feedback, self motivation, behavior modeling, and reinforcement tools. The theories all have in common a goal of management development, but have yet to decide what makes the best manager and in what category of managers these individuals should be.

### **Training Environment Is Key to the Program**

A vital part of a proper training program is the training environment. Previously noted were the ideals for effective managers, management training theories, and definitions for training that refer to the individual and the organization. It is the responsibility of the organization to provide the proper environment. Loehr and McLaughlin in their research identified the ideal performance state for individuals, which can only be properly achieved when the individual is at ease with the environment in which he/she is working. This state is identified by high energy, mental calmness, relaxed muscles, freedom from anxiety, self confidence, optimism, enjoyment, effortlessness, automaticity, alertness, control, and focus.<sup>43</sup>

Additionally, much of the ideal performance state as Loehr and McLaughlin describe it revolves around individual emotions. Emotions can be affected by the organization and the right working environment. Emotions can be controlled by stress, attitude, motivation, visualization, exercise, diet, breath control, humor, ritual, and problem-solving techniques. One can note that several of the emotional characteristics described are central components of management training programs, e.g., motivation and stress. Some of these criteria for ideal performance can involve technical training, but many are components in the organization and the environment that are created by the corporate culture of the operation.

Examples of emphasis of these factors are evident in many Japanese companies. Group exercise, for example, has become part of the daily routine of many Japanese companies, thus providing employees with a good beginning to their work day. Parallels can be drawn with an individual's diet as an important component in businesses and schools. School lunch programs are directed by law to provide students with a balanced meal that will enable them to perform at their best. Few businesses, however, exhibit this same concern for employees. The bottom line of the environmental issue is that a proper environment can enhance managerial performance. The question then involves what the organization can do to create the proper environment.

Of particular importance to the operating environment is the climate of the organization with regard to change and the extent to which the social context of the work setting provides reinforcement. A supportive work climate in which reinforcement and feedback for co-workers are important is more likely to result in transfer of skills from the training environment to the work environment.<sup>44</sup> The emphasis here reflects the support of training by all levels of management and the organization. An organization should think of itself as an academy, an organization which excels in development so employees may go on to executive positions in other companies.<sup>45</sup>

The individual and the environment do not function as independent units, but instead determine each other in a reciprocal manner.<sup>46</sup> The environment influences the motivation to learn. The individual nature of motivation requires managers to take an indirect approach, fostering motivation through an organizational climate that encourages employees to produce.<sup>47</sup> A review of the environment and its importance to the organization and the individual will allow the trainee at any level and the organization to develop an action plan for management training, with full knowledge of potential obstacles and opportunities that they may encounter before reaching their goals or objectives.<sup>48</sup>

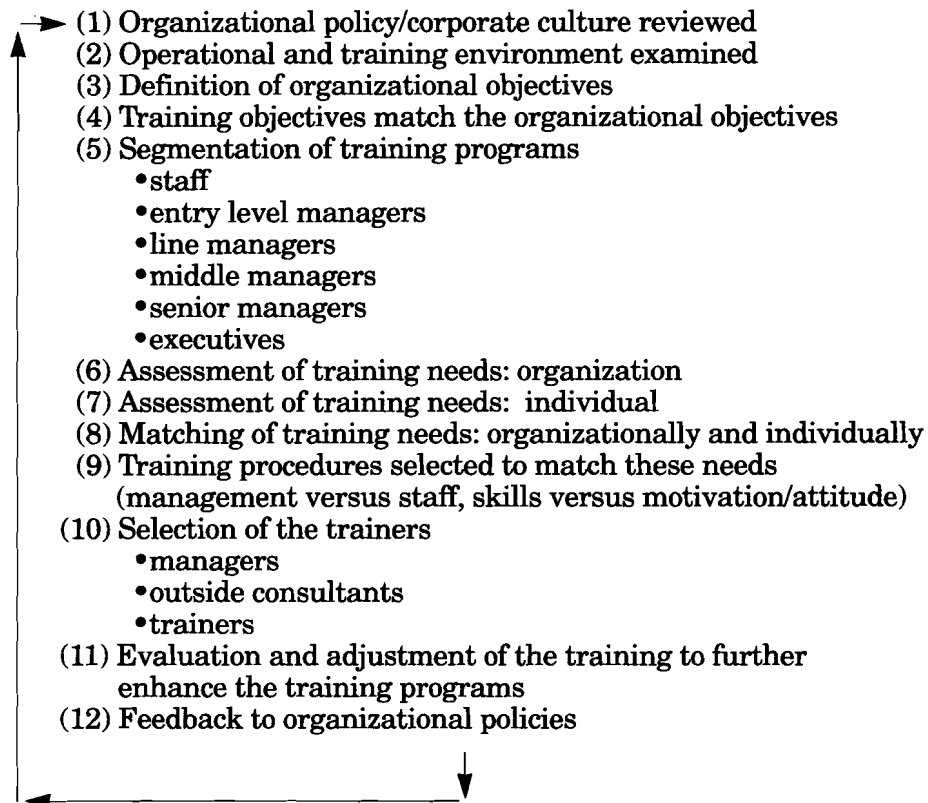
Figure 1, Environmental Training Model, offers an illustration for ongoing management training and a training operating environment. This model begins by examining the corporate culture and existing environment of an organization and matches this environment with the goals of the organization and, therefore, the organization's training programs. The employees (potential trainees) are then segmented by position, and the specific needs of the organization and the individuals are assessed and appropriately matched. Training procedures based on a knowledge of the relevant theories are selected and the trainers, either managers or special trainers, are selected to implement the training based on the prior evaluation and decisions. The training is then implemented and evaluated, and the results of these evaluations are fed back to the beginning of the process where corporate culture and the training environment are reviewed. This process allows the organization to update training programs and use these programs as tools to assist employees in reaching individual and organizational goals.

A trainee must have the desire to learn, but the trainer must have the desire to train and coach. This aspect of the training is organizational in nature. While not everyone will or should be selected to train, everyone must become part of the organizational training climate (environment). This feeling must be from the top down in the organizational structure. The efforts made by individuals to coach or to train should not negatively impact their evaluations. Some managers will fear job interference or the fact that being trainers will slow their progress in the organization. If the organization is focused on training to create a comfortable working and learning environment, this should not be a problem. To initiate this



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**Figure 1**  
**Environmental Training Model**



training in an ongoing organization might require motivational training and the illustration of the benefits of this style of learning and this climate in the organization.

The entire process could be described as human relations training, which could be broken into phases such as self awareness of individuals in the company, training, observation, analysis, communication, decision making, and evaluation.<sup>49</sup> Katz states that these human relations skills can be sharpened. To do so takes an appreciation of individual perceptions, ideals, self concept, objectives, sentiments, past experience, and obligations.

The focus of this training is that it is an ongoing process and must be a collective effort on the trainee's and the trainer's part. Each individual can be trained each day in a different way. A real appreciation of the organizational environment and the situation in which an individual manages will assist in developing quality managers. A manager trained in this method will never stop learning and will possess solid technical and interpersonal skills and

the ability to rapidly assess situations and make decisions for his/her own and the organization's advancement.

One might ask if management training is geared toward leadership. This idea is not necessarily wrong, though it may indicate that managerial training theories may be at cross purposes. Perhaps this distinction might yield a separation of management and leadership training methods.

No management training program will produce positive results unless the entire organization stands behind this effort. The proposed method will produce quality management by emphasizing the environment and the ability to express creativity on the job. It will also enable potential leaders to be identified. In each level of training, the organization will glean a solid crop of productive managers.

Some training theories assume a certain level of self motivation. The organization, by providing a training environment and/or climate, will act as a catalyst for individual motivation on a daily basis. By creating a training climate, the entire organization should be more accepting of honest errors and practical mistakes by its members. Training sessions, internal and external, will help to focus the trainee's enthusiasm, and also allow for learning on the part of the trainer. Such a climate will also allow creative ideas to surface from discussions among trainees/trainers and other manager/coaches.

Flexibility in a training model or program requires control in the planning stage, and this is not an unreasonable expectation of any organization. It is hoped that the environmental training model offers a useful process for hospitality management training. Hospitality managers and trainers should explore all the alternatives that are available to them in the training spectrum and realize the importance of organization assessment and the need for stated goals for the training program. Additionally, the need for organizations to recruit and select the best possible management candidates revolves around the organization knowing what it wants and how its training programs are going to enhance the chances of the management candidates for success. The proper environment is useful only when the overall planning process has been completed.

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