



Council of Hotel & Restaurant Trainers

**PROFITABILITY, RETENTION,
TECHNOLOGY AND
BEST PRACTICES IN TRAINING**

A CHART REPORT TO THE INDUSTRY

develop PEOPLE

improve PERFORMANCE

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AND BEST PRACTICES IN TRAINING**

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I. INTRODUCTION

CHART and its members know that a well-trained staff is a real competitive advantage to our organizations. It creates increased employee job satisfaction, improves retention and lowers overall turnover. All of these continue to be critical issues to success in today's hospitality marketplace.

For some time now CHART has recognized that there is a link between the profitability of an organization and the effectiveness of its training programs. This study is one of the first efforts to substantiate and quantify that link and define the best practices that can lead to greater profitability for foodservice and lodging operations.

The reasons for the relationship between profitability, improved staff retention and recruitment success seem obvious when you consider the results of a professionally planned and executed training program.

Good training ...

- Increases the skills of managers and employees.
- Decreases duplication and waste.
- Increases customer service and guest satisfaction.
- Improves the quality of food products, safety and sanitation.
- Improves employee satisfaction and decreases turnover.
- Increases productivity and profits.

Sharing ideas and solutions with our peers is what gives CHART its true strength and unique character as an organization. It is in that same spirit that we offer you this report summary of our industry as it relates to training. Our goal is to give you the tools and support to help you reach both your fellow training professionals and your management with information that proves to be truly valuable to your business and improves the level of professionalism in your training group.

As always, your comments and suggestions to improve our support to you as a member are welcome.

Janet Hoffmann

President CHART

Kathleen Taylor-Gadsby

President Elect CHART

II. CHART'S MISSION

CHART helps hospitality training professionals improve operational performance by developing people.

III. ACKNOWLEDGEMENTS

While every CHART member has played a role in the continuing growth and development of our organization, CHART would like to acknowledge the support and assistance of certain key people and groups. They have helped put this study together and make it a valuable management tool.

Our special thanks go out to:

**Dr. Joel Bennett, Organizational Wellness & Learning Systems,
for designing and implementing this groundbreaking study.**

**Esrock Partners, our communications partner that have helped us get the results
of the study into the hands of our membership and the media.**

CHART member contributors that shared their valuable organizational information.

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IV. CHART AND ITS MEMBERS

Who is CHART? CHART is the oldest and largest organization dedicated to training in the hospitality industry. Members currently number over 400 hospitality-training professionals from across the nation and internationally. Members represent over 300 multi-unit restaurant and lodging companies.

The Typical CHART Member :

- Has over 10 years of training and human resources experience.
- Is a training director or vice president.
- Impacts over 5,000 employees in over 80 units.
- Has been a CHART member for over 4 years.

V. OVERVIEW OF THE STUDY

For a long time there has been a general acceptance of the role that training can play in the overall growth and profitability of an organization. In the last few years, where staffing issues have become critical for most organizations involved in the hospitality segment, the role of training has assumed a new level of importance and higher visibility than ever before.

STUDY PURPOSE

The purpose for the Profitability, Retention, Technology and Best Practices in Training study was to develop a snapshot of the hospitality industry, its evolving attitudes toward the role of training and make efforts to start to quantify the contribution training and development makes to the profitability of the organization.

Specific benchmark or base measurements were to be developed for:

- Training costs, investments and overall expenditures
- Training integration with the organization
- Types of training and their impact

METHODOLOGY

300 Surveys were mailed to CHART membership.

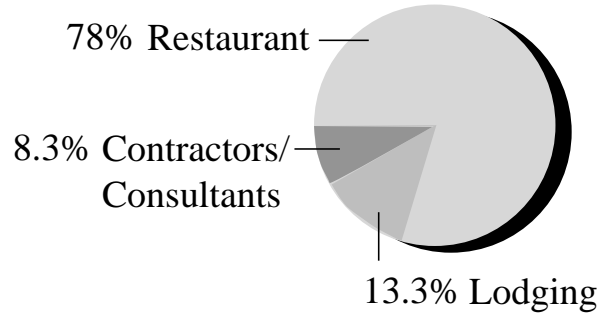
60 survey forms were completed and returned for a 20% response rate. Those findings are included in this report*

** While all CHART members were given an opportunity to participate in this survey, response was voluntary thereby producing the possibility of non-response bias. For the purposes of this report, however, we will assume there are no significant differences in the opinions and perceptions between those who responded and the non-respondents.*

RESPONDENT PROFILE

SEGMENT

- 78% were in the restaurant segment of the industry.
- 13.3% were in the lodging segment.
- 8.3% were contractors or consultants.



ORGANIZATIONAL PROFILE AND MANAGEMENT LEVEL

- 50% were Training Directors or Vice Presidents.
- 46% work in organizations with more than 5000 total employees.
- 49% work in companies with 81 or more units.

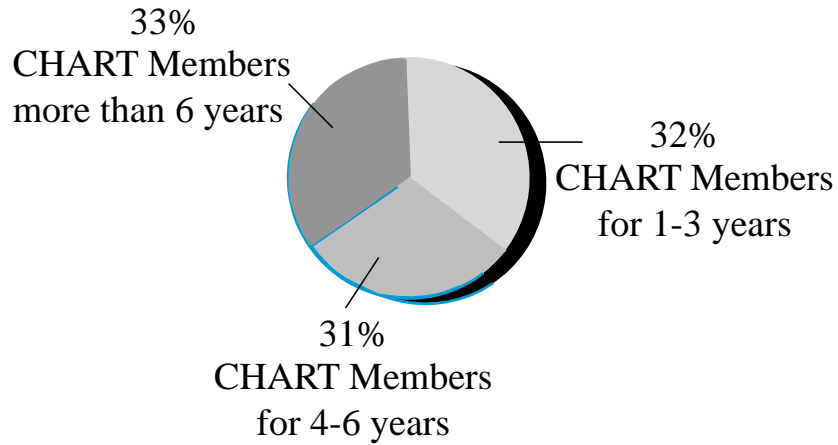


CHART MEMBERSHIP

- 33% of respondents have been CHART members for more than 6 years.
- 31% have been CHART members for 4 - 6 years.
- 32% have been CHART members for 1 - 3 years.

VI. EXECUTIVE SUMMARY

The detailed findings of the study appear later in this document. In those sections you will find brief descriptions of the issues raised and several best practice recommendations from other CHART members to provide you with both the information and tools to help address the major issues raised by this study.

MAJOR FINDINGS

There are three major areas that CHART will be focusing its support efforts on for the coming year, based on the finding of the study.

- Training has a positive impact on profitability.
- Training has a positive impact on retention (and recruitment).
- The role of technology needs to be more fully and effectively integrated into an overall training program to be more effective.

PROFITABILITY

- 70% say training directly helped HR efforts and profitability in 1999.
- 78% consider the training unit integral to organization function and profitability.
- 63% rate their ability to improve guest/customer satisfaction higher than similar organizations.
- 67% rate their ability to improve occupancy and overall profitability higher than similar organizations.
- Members need to communicate the measurable value of training to management more often and more effectively.

RETENTION

- 75% say positive messages about training are sent to employees regularly.
- 52% rate their ability to retain and promote qualified people higher than similar organizations.
- Continuing high turnover rates are an issue to be considered.
- There is a need for formal specific training for multi-unit managers.
- Recruiting efforts were less successful in 1999 than in 1998.
- A changing more multi-cultural workforce needs to be addressed.
- Training can provide management with competitive market advantages.
- Need for employee and management information is escalating.

TECHNOLOGY

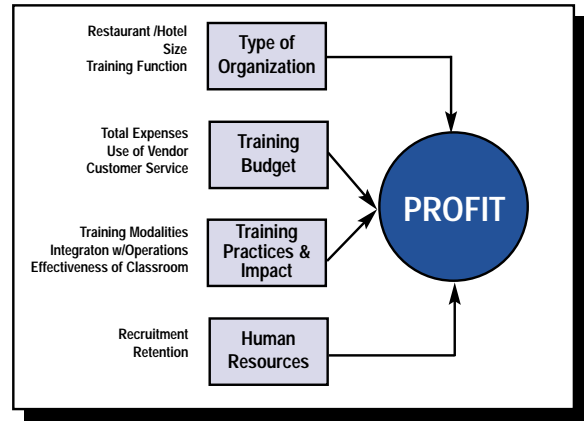
- 56% of respondents' plan increases in budget allocation for new course offerings.
- Courses that required highest expenditures did not necessarily produce lasting results (specialized, segment specific courses).
- Budget restraints for development of training staff, training assessment, evaluation and follow-up need to be considered.
- There is a need for better integration of high tech training solutions with traditional face-to-face training methods.
- Training focus should be on lasting results.

VII. TRAINING IMPACT ON PROFITABILITY

This section analyzes perceptions of organizational profit performance in the year 1999 and explores the degree to which profit was associated with variables in four domains, as described in the figure below:

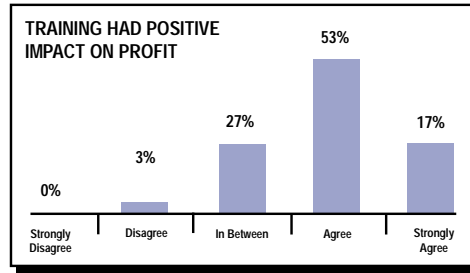
Type of Organization
Training Budget
Training Practices and Impact
Human Resources

For each of these domains various statistical (correlation) analyses assessed whether particular measures correlated with profit perceptions. This report summarizes the results of these analyses.



MAJOR FINDINGS

Those organizations reporting high profit levels reported a high training impact within their organizations.

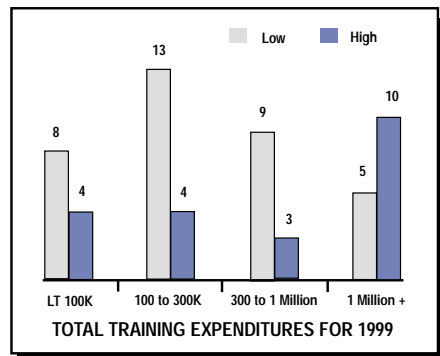


ORGANIZATION TYPE

CHART members whose training programs or function served the whole organization had higher profit levels than did those members whose training function provide more specialized services.

TRAINING BUDGET

- CHART members with higher training budgets had higher profit levels.
- CHART members who paid outside vendors to develop new courses had higher profit levels.
- CHART members dedicating budgets to customer service training had lower profit levels.

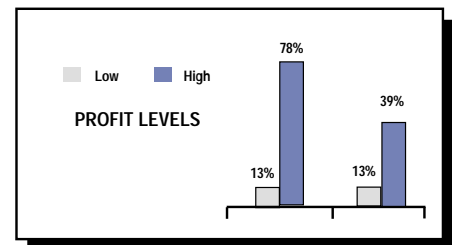


TRAINING PRACTICES

- CHART members reporting higher profit levels worked in organizations using more and multiple training modalities (on-the-job, self paced, classroom for managers and line level employees) than members reporting low profit levels.
- CHART members reporting high profit levels reported greater levels of training effectiveness, specifically for classroom manager training.
- A positive relationship was found between profit levels and the degree to which training was integrated into the overall work organization.

HUMAN RESOURCES

- 78% of CHART members reporting high profit levels reported high retention levels.
- Among those members reporting low profit levels only 13% reported high retention.
- Those who report high profit levels are six times more likely to report high retention than those with low profit levels.
- Similar results were found for recruitment but not as strong as retention.
- Among high profit responders, 39% reported high recruitment levels in comparison to 13% for low profit responders.



BEST PRACTICES

- Exceptional Integration of Training = High Profit
- Profits are higher in organizations using more diverse training modalities.
- Profits are reportedly higher in organizations reporting classroom training as highly effective for managers.
- Profits are reportedly higher where the training function is well integrated with HR and senior executives show very positive support for training.
- High Performing Training Cultures have diverse qualities:
 - Large and small organizations with medium and high training expenses
 - Number of trainers 1-30
 - All ten were from restaurant industry
 - CHART members for four years or more*
 - High retention levels*
- Small as well as large firms can build a training function that is integral to the organization and has a positive impact on profit and retention.
- The greatest contributor to higher profit levels was retention level. The second greatest was whether organizations paid outside vendors or not.
- Predictors of Profit (best to least):
 - Retention*
 - Organizational Type*
 - Training Budget*
 - Training Practices*

VIII. TRAINING IMPACT ON EMPLOYEE RETENTION

This section reviews results of the survey addressing levels of employee and management turnover in CHART organizations. The analysis compares turnover in large and small organizations, as well as between managers and employees. Finally, the analysis discusses if training practices contribute to turnover.

MAJOR FINDINGS

Turnover

- Across all organizations, employee turnover ranged from 10% to 225% with a median of 109%.
- Manager turnover ranged from 0% to 100% with a median of 29%.
- Small organizations (less than 5000 employees) had lower turnover than large organizations (greater than 5000 employees).

<i>Average Turnover Ratios</i>	Small (Less than 5000 employees)		Large (Greater than 5000 employees)	
	Employee 88%	Manager 32%	Employee 140%	Manager 39%

RELATIONSHIP OF EMPLOYEE AND MANAGEMENT TURNOVER

- Organizations that have high management turnover also tend to have high employee turnover as well.
- Not all organizations with high manager turnover also have high employee turnover.
- Some organizations may be better at retaining employees while other organizations may be better at retaining managers.

RETENTION

Ability to Retain

- In 1999 as compared with 1998 46% indicated improved retention and 16% indicated much improved retention; (Total of 62% indicating any improvement)
- As compared with other organizations 35% indicated retention was better than others; 17% indicated much better than others; (Total of 52% indicating better than others)

Retention Factors

- Those things that keep managers interested in staying with or committed to an organization are not the same things that keep employees committed.
- The two factors most closely associated with high employee retention were total training expenses and number of units (the larger the organization, the higher the turnover).

- The two factors most closely associated with high manager retention were being part of a profitable organization and positive impressions of retention.
- CHART members who work in large organizations may have some control over employee retention by maintaining coherence or uniformity of culture.
- CHART members may have some control over managerial retention by maintaining profit and promoting good employees.

TRAINING PRACTICES

- CHART members who indicated their organizations combined culture change + high touch courses reported significantly lower turnover than CHART members without this combination or formula.
- Several organizations had budget dedicated to courses such as communication, teamwork, diversity, supervisor/management skills, and coaching.
- Several organizations also offered these courses as part of a new work culture initiative or campaign or part of a change management strategy.

BEST PRACTICES

- Include soft skills training as part of the training budget.
- Develop a culture improvement or organizational development plan.
- Integrate culture change strategies into the soft skills training courses.
- Keep track of employee involvement and commitment as a result of participation in courses.
- Make the business case for training by linking training with retention.
- Maintain coherence or uniformity of culture.
- Maintain profit and promote good employees.

IX. TRAINING AND THE EFFECTIVE USE OF TECHNOLOGY

This technology section describes the percent of training budget that went to two areas: instructional equipment and hardware and production and duplication of materials. It also assessed percent of budget that was paid to outside sources for instructional equipment and material production as well as anticipated or actual changes in budget for these two areas. The study also asked respondents if monies were used for marketing, design, delivery, and assessment of ten different types of courses. Among these were courses that provided training in use of computers, instructional technology, and software. The study also asked what the perceived impact of CIT and its integration within the work culture.

MAJOR FINDINGS

Training Budget

- CHART members are less likely to devote budget to instructional materials (production and duplication) and instructional equipment (hardware) than they are to wages and salaries and new course offerings.
- 95% of CHART members devote at least 10% of their overall training budget to new course offerings. In contrast, 73% devote the same amount to instructional materials and 40% devote the 10% or more to equipment.
- The average CHART member works for a company that invests between 25K and 50K annually in instructional materials and between 12K and 25K annually in equipment and hardware.
- About 25% or more of CHART companies pay outside sources for instructional equipment and hardware and for materials development.
- About 30% of CHART companies dedicate budget to training in computer/information technology (IT) (software and technical training). This contrasts with the leading course investment; that is, 60% of CHART companies devote budget to customer service or supervisory skills/management development training.
- All types and sizes of companies invest in technology-related factors (material, equipment, and IT).

To understand budget allocation for technology, it helps to compare technology budget with other areas. The figure below shows the number of companies investing in seven different budgetary areas that relate to training. Of these seven different areas of training budget, the greatest investment was in the area of new course offerings and wages and salaries. Substantial portions of the budget went to instructional materials. Investment in instructional equipment was somewhat less. Overall, the third greatest area of investment was in instructional materials and the fifth greatest area was in instructional equipment and hardware.

INSTRUCTIONAL MATERIALS PRODUCTION AND DUPLICATION OF INSTRUCTIONAL MATERIALS

Of the 60 respondents, the majority (44 or 73%) set aside 10% or more of training material production. Many (33) companies paid outside vendors for material production and duplication. The figure below (middle panel) shows that 17 (nearly 30%) of the 60 companies spent 25% or more of their materials budget to outside vendors.

INSTRUCTIONAL EQUIPMENT AND HARDWARE

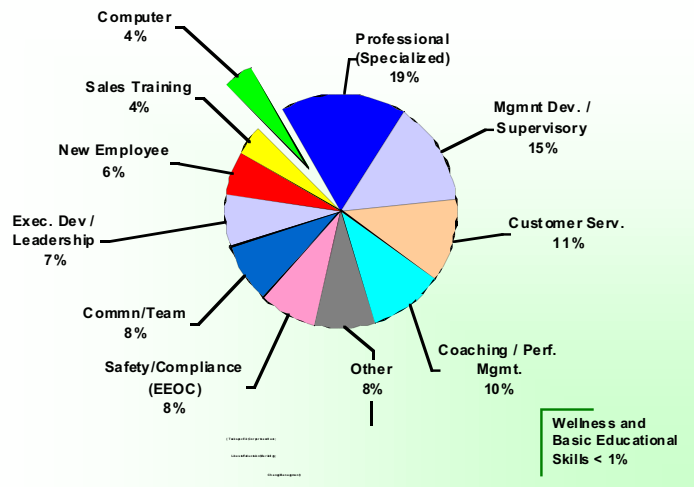
The majority of the 60 respondents (25+17 = 52 or 70%) set aside only 5% or 10% of their budget for hardware. Very few (7 or 12%) gave 20% or more. Many companies paid outside vendors for this equipment.

TRAINING IN COMPUTERS OR INFORMATION TECHNOLOGY

The pie figure below shows portions of the budget devoted to designing and delivering courses or the average amount of budget devoted to different types of training. The figure highlights the percentage devoted to computer training and shows that, on average, CHART companies devote 4% of training course monies to computer or technical training in information technology.

Of all training courses, customer service, management development, and coaching/performance management receive the most financial attention from CHART companies.

Of Types of Training Offered, % of Budget That Went to The Type



IMPACT AND INTEGRATION OF COMPUTER TRAINING

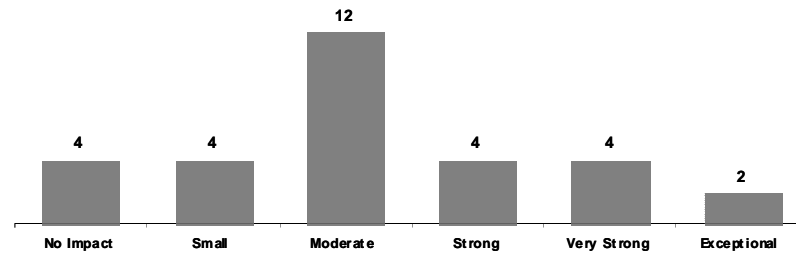
- About 30% of CHART companies who provide computer/IT training reported strong impact or greater (as seen through the eyes of stakeholders). Impact is considerably less when compared to courses receiving greater attention (customer service, management development).
- Companies that combine a diverse set of training delivery formats and a larger staff are those most likely to use and benefit from training technologies.

- For those companies that use Computer/IT training see such training as being as integral to corporate culture as is customer service and leadership development type programs.
- For those companies who indicated they had set aside monies for developing and delivering computer-related courses, 12 or 38% of those

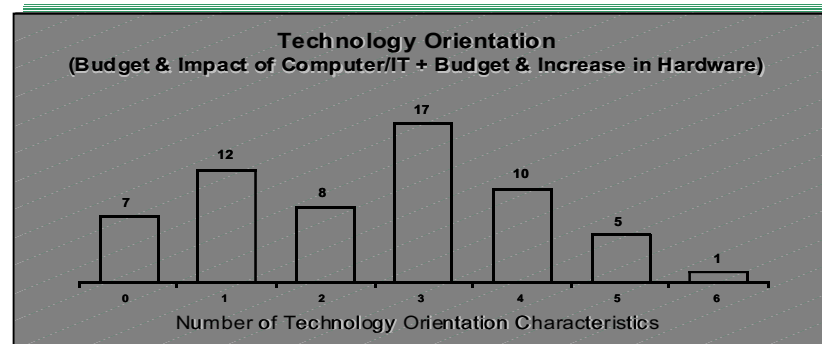


responding reported only moderate impact while 10 or 31% reported strong impact or greater. Impact is considerably less when compared to courses receiving greater attention (customer service, management development).

Impact of Training in Computer/Information Technology (Meets Objectives, Produces Results, ROI)



In addition, about 50% of all CHART members reported that training programs were part of a culture or organizational development effort at their companies. This was as true for customer service and leadership development training as it was true for computer training. Other courses that dealt with fundamental programs-basic learning skills, wellness/stress, and sales training-were less likely to be part of a cultural integration. Thus, computer/IT training was seen as more integral to corporate culture.



COMPANIES WITH HIGH ORIENTATION IN TRAINING TECHNOLOGY

A single index was derived from the study that combined some of the above measures to show the degree to which companies possessed high orientation to technology. This measure assessed budget set aside for computer/IT courses, impact of such courses, budget set-asides for equipment/hardware and increases in such budget. The highest possible score was a 6. The figure above shows the distribution of CHART member organizations on this measure. For example, 7 CHART members possessed no (0) technology orientation whatsoever, 17 members reported a score of 3, and only 1 scored high on this measure.

This index was used to identify which types of companies had high versus low technology orientation. Results showed that regardless of company size (small and large companies), industry segment (restaurant and non-restaurant), and operating budget, all CHART members were equally likely to have either a low or high technology orientation.

The best predictors of high technology orientation were the number of trainers a company had and the number of different types of training modalities used (i.e. on-the-job, classroom, self-paced for both line-level staff and management). This suggests that companies that combine a diverse set of training delivery formats and a larger staff are those most likely to use and benefit from training technologies.

BEST PRACTICES

- Budget and support trainer training in the area of e-Learning, web learning and interactive training. Members of the training department need to understand "how it works" in order to support and implement changes in programs and formats.
- Do your homework...research and investigate programs before you invest. Know the company you are doing business with...check references!
- Start simple, get comfortable and build your programs a step at a time.
- Make sure your e-Learning programs have a tracking and reporting system. You will need to closely monitor the results.
- RELAX...most of your employees are probably more comfortable with e-Learning than you think. It would not hurt to do a quick survey.
- Look for existing programs, web sites, etc. and "canned" programs. Don't spend time and money to develop and pay for programs that may already exist. Consider "pay per view" as a test.
- Implementing e-Learning does not mean ADDITIONAL training hours. Use it in conjunction with existing training.

X. HOW TO APPLY THE FINDINGS

Most studies contain great quantities of statistical information. Sharing ideas and solutions with our peers is what gives CHART its true strength and unique character as an organization. It is in that spirit that we offer these actionable applications for how to apply the findings of this report. Our goal is to give you the tools and support to help you reach both your fellow training professionals and your management with information that proves to be truly valuable to your business and improves the level of professionalism in your training group.

The recommendations below were contributed by CHART members who delved into the results of the survey. They are practical applications that are used successfully in member organizations. We hope you will find increased operational performance by implementing them in your organization.

SET PEOPLE UP FOR SUCCESS.

Setting people up for success by providing effective entry-level training to all positions across the organization can reduce turnover. Determine by position how much training time is needed and the learning objectives that will tell you the person has successfully completed their training.

BUILD AND MEASURE A STRONG TRAINING CULTURE.

- Align programs to corporate mission statement and values;
- Encourage "Executives" to discuss development opportunities they take advantage of
- Involve operations in the planning stages of the program; target your initial efforts to a small group to "test" the program, measure results in all ways possible (turnover, sales, mystery shops, etc.)
- Survey managers and employees on the importance and value of training in your company as well as its impact on the bottom-line.
- Seek feedback and adapt programs to business needs of end user
- Design programs for practical use
- Tools must be cost effective for operators to use on consistent basis.

Attach recognition/reward to development.

Build it into your bonus program or create an annual award.

VARY YOUR METHODS OF TRAINING.

Individuals learn differently and some methods of training lend themselves better to certain subjects. Consider all of the following methods when developing your training programs.

- Classroom for staff and for management
- On-the-job for staff and for management
- Self-paced for staff and for management

CLASSROOM TRAINING IS STILL HIGHLY EFFECTIVE.

Everyone in the classroom hears the same message. It is a good atmosphere for learning, growing and infusing the corporate culture. Participants can make mistakes without consequences and build up their confidence. Team building and synergy across the company are valuable by-products of classroom training.

Classroom training requires endorsement and high visibility from management. It must also be relevant to participants immediate needs. Classroom training should be given high corporate priority when conducted. If a manager has to go back to work after eight hours of classroom training it will not be as effective. Curriculum should be relevant and provide something they can use right away.

USE OUTSIDE RESOURCES BUT BE SURE IT FITS YOUR NEEDS AND CUSTOMIZE.

There are a number of "off the shelf" programs that can save time and money. Focus on basics and don't be sold on what is trendy. Be sure it ties to your company objectives. Be creative in customizing them for your company by using real life examples.

Make training an increasingly important component of the total operational profitability package. Provide resources to the field where you impact the guest on a face-to-face basis; make training and developing others an element of an employee's development.

MEASURE THE EFFECTIVENESS OF CLASSROOM TRAINING.

Pre and post test participants to insure information is transferred. Create surveys that allow participants to provide session feedback and heed their comments. Develop a system of measuring OTJ application of what is learned; let participants know what the measurement will be; monitor and provide feedback.

IMPROVE YOUR COMPANY'S REPUTATION FOR TRAINING.

Today's applicants are shopping for employment opportunities that add value to their knowledge and skills. The reputation a company has for taking training seriously has a real impact on your ability to recruit the new people you need for growth. Does your organization have a development pathway? Do you have a corporate "University"? Do you effectively merchandise that to the industry and candidates?

HR and training units must function as part of a single team with a goal. Finding, hiring, training and keeping the best in the business at every level of the operation is the role of both HR and training. Are performance objectives aligned? Does your Entry level training and University include HR modules? Is there a consistent message being sent? Is there a system set up to manage knowledge?

PROVIDE ACCOUNTABILITY FOR TRAINING.

Most hospitality operations know that training continues to have a positive impact on their business and their profitability but they want more accountability for measurable results for their training investment. Link your objectives to Operational goals (sales, guest counts, retention) Allocate both financial and human resources to establish measurable ROI. High turnover rates have a direct and powerful negative impact on profitability. As vacancies recur and turnover grows, the need to train and re-train becomes an increasing drag on profitable growth. If we're all going to accept that turnover has a real bottom line cost to it, then we have to also accept that retention must have a hidden profit side to it as well. Back to basics might be a good idea in today's new world of foodservice. The most expensive courses don't always produce the most lasting results. Define what is most important in your organization and focus on that. Create tools that make it easy for the organization to teach the basics. Spend time, money and resources on training versus 'glitzy' materials.

ADD DEVELOPMENT OPPORTUNITIES AT ALL LEVELS.

Use your GM conference to set up the year and provide educational workshops; identify competencies (what makes your managers successful) and provide development; balance traditional growth pathways with individual development plans; ensure VP/Operations and Regional Managers are included.

Devote training dollars to the person versus using or developing the latest and greatest materials.

Focus on low cost - high impact items. Spend time researching and incorporating tactics with associated costs into your annual planning process. Focus university on content versus location.

- Allocate a higher percentage of the budget to measure the results of the training we are already doing.
- Recognize that we are in a bottom line driven business and as a result we have to be ready, as trainers, to put our results up for evaluation.
- Technology, no matter how advanced, is not the answer in itself.
- Our recent study of training throughout the industry indicated that high tech training tools, like CD ROM and online interactive, requires the inclusion of more face to face training to be truly effective.
- Make sure your training addresses the real world we are recruiting from, training for and working in.

We are fighting to keep qualified people. We are competing with every other industry for good people that will show up, most of the time. Our competition is as likely to be the Old Navy or Gap store in the mall as much as the chain operation down the street.

Consider incorporating the following:

Materials to Ease Performance and Encourage Success

Less Text; more visual

Individualize Tools

Recognition

Appreciation

Value

Career Advancement

Lifetime Skills

By 2005 over 30% of our customer and employee base will be people of color, many with English as a second language.

Are your organizations and training tools geared for that change? Consider incorporating the following:

- Field based trainer to support Cultural Diversity Awareness with a strong operations background
- Beyond the material translation, provide a course at each University in the area of Cultural Awareness

Include infield classes that focus on Spanish phrases, effective training and awareness to different cultures.

ADJUST TRAINING PROGRAMS TO THE REAL WORLD OF AVAILABLE TIME.

Training time is being compressed, just like every other aspect of our industry. Training programs that might have used a half-day are now streamlined to fit into several 20-minute sections delivered several times per week. Consider the following:

- Video- entertainment
- TV, Internet
- Audience- practice, attention span, individual application
- Use of the critical few with more pictures
- JIT Learning
- Consider subject matter when considering the training method used.
- Modality should be determined by time, cost and content. Some subjects are better suited for on the job training, others for classroom.

Just as individuals have different learning styles, so do organizations. Try to incorporate differed training modes into your system of training information. At the crew level you might use OJT and self paced (supervised by the individuals immediate boss). Do field classes on different topics for crew upon request ñ send trainers to a particular city, crew rarely travels more than an hour for training.

Management training might use more varied modes. Principals are more willing to spend (invest) money in sending members of management team to a course than employees.

Classroom training (if it is set up well) allows managers to be involved in their learning. Classes might have a combination of experienced and new managers. Sessions may involve learning new skills and refreshing skills already learned. Again, sessions deal with real life situations a manager faces whether people issues or food cost. The biggest benefit is the resources the managers gain from the networking (some natural, some planned as part of the course.) The contacts made during the week of class are used on a regular basis upon return to the drive-in.

CONSIDER AS MANY FACTORS AS POSSIBLE TO MAKE YOUR CLASSROOM TRAINING MOST EFFECTIVE.

- Use of adult learning principles.
- Hands-on and practical - even “soft” skills need to be related to normal manager activities.
- Get feedback from both attendees and their bosses.
- Active, active, active - not a lot of lecture.
- Fun is part of the structure - games, trivia prizes, etc.
- Continual refinement and revision - keep improving your product.
- Attendees are required to track how they will use information learned throughout the first week. Copies are sent to their supervisors to motivate the follow-up.
- Instructors with practical experience. Use operational managers or be sure instructors go through operational training.

USE THE SERVICE PROFIT CHAIN IN YOUR ORGANIZATION.

- Manager tenure definitely effects turnover and consistency in operations. These in turn drive guest satisfaction and return and referral rates thereby increasing revenue and profitability.

Support this with your incentive pay structure. You get the behavior you reward.

EDUCATION AND TREATING YOUR MANAGERS AS LEADERS AND PROFESSIONALS RAISES THEIR SELF ESTEEM AND THEIR STANDING WITHIN THEIR PEER AND SOCIAL/FAMILY GROUPS.

- Use certifications and transferable skills training such as FMP extensively in your organization and reduce manager turnover rates. This also provides positive communication to our guests with the FMP plaques prominently posted on the front walls of those restaurants where you have FMP general managers.

LINK TENURE, RETENTION, TURNOVER AND PROFITABILITY.

- Develop a program, which rewards managers for committing to a minimum period of tenure in the same unit.



PROVIDE A MENU OF TRAINING AND DEVELOPMENT OPTIONS FOR EMPLOYEES.

- Include topics such as business skills, computer skills, team building, management skills, and operations skills.

WALK THE TALK.

- Ensure all training embodies the company values and culture.

DEVELOP AND IMPLEMENT A SUCCESSION PLANNING PROCESS.

- Actively discuss succession plans and development needed with employees at all levels. Be clear about where each person stands and what potential their future holds. Allow each employee to choose a training focus or path based on interests and career planning.

USE EMPLOYEES TO TRAIN EMPLOYEES.

- Employees will have higher credibility and be able to share real life scenarios. It also provides development and advancement opportunities for employees.

ENCOURAGE CROSS TRAINING.

- Cross training improves teamwork. It also improves flexibility of scheduling, increases development opportunities and raises the level of execution.

BUDGET AND SUPPORT TRAINER TRAINING IN THE AREA OF E-LEARNING, WEB LEARNING, INTERACTIVE TRAINING.

- Members of the training department need to understand "how it works" in order to support and implement changes in programs and formats.

DO YOUR HOMEWORK

- Research and investigate programs before you invest especially those that involve technology applications. Know the company you are doing business with...reference checks! Know your own company and what are they ready for?

START SIMPLE

- Get comfortable and build your programs a step at a time.

Make sure your e-Learning programs have a tracking and reporting system. You will need to closely monitor and measure the impact.

RELAX

Most of your employees are probably more comfortable with e-Learning than you think. It would not hurt to do a quick survey and assess the comfort/knowledge level. This will help with design and implementation.

USE E-LEARNING PROGRAMS THAT HAVE ALREADY BEEN DEVELOPED.

- Look for existing programs, web sites, etc. and "canned" programs. Don't spend time and money to develop and pay for programs that may already exist. Consider "pay per view" as a test.

IMPLEMENTING E-LEARNING DOES NOT MEAN ADDITIONAL TRAINING HOURS.

- Use e-learning in conjunction with existing training. Identify what subject matter is best taught using technology.

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