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The contribution of staff training and development in the improvement of the efficiency and effectiveness of the organization

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improvement of the efficiency and effectiveness of the organization

Dissertation Project

By

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Abstract

Companies increasingly realize that they must move in the direction of increasing the satisfaction of their employees. Many companies conduct surveys to measure satisfaction in order to devise human resource management strategies with the ultimate goal of achieving a high level of employee performance, which has been linked to effective training.

This paper evaluates the effects of the continuous training on employees for productivity improvements and personal and organizational development. Focusing on particular companies in Cyprus we address issues such as resistance to change and the length of potential training effects. The goal is to examine and analyse the motivation of trainees participating in training programs, and the effect of such training on their personal and professional development.

The paper consists of two main parts: the second chapter is the review of the pertinent literature, providing the definitions of the main topics, such as training, the training methods and options, and we are interested specifically in the level of training in companies of the private sector.

The second part of the paper consists of the practical survey; the methodology followed was quantitative in nature, with the use of questionnaires given to employees in the tourism sector.

The main finding is that employees - respondents of the survey are satisfied with the level of training received. They are more likely to achieve personal development and to be promoted after they have received formal training. Moreover, it is obvious that there is an indispensable relation between employee training and the development of the organization. The fifth and last chapter of the paper presents the main conclusions from the survey, and the recommendations on the issue. It becomes evident that today there is an urgent need for an alternative productive model in which qualitative factors that have always been on the margins of the dominant options (eg innovation, new technologies, training of workers, organizational modernization of businesses) will be at the forefront, and the upgrading of work will be a key factor in increased productivity economic and social dimension in businesses.

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Chapter 1: Introduction

Introduction

Today, in the era of globalization and technological developments, the human factor and its importance to business development are of particular interest. Globalization opens up new markets for new products, and forms of economic developments, but also creates uncertainty for businesses. These, in turn, try to become more flexible and adapt quickly to the new conditions created.

Alongside their adaptation efforts, companies and organizations seek to improve, renew and increase their competitiveness. They try to gain a better position than their competitors in the market and create those conditions that will contribute to gaining a competitive advantage over other firms. The competitive advantage is gained by an enterprise when it combines the production of resources in such a way so as not to be copied by competitors. It is therefore important for each company to choose to improve the appropriate resources, which will help create competitive advantage. Organizational training has been discussed and assessed within a multidimensional structure comprising (1) support for training, (2) motivation to training, (3) access to training and (4) benefits from training [Wasti & Can, 2008].

In recent years, the issue of training has attracted the interest of researchers and managers working in the field of human resources. During recent decades, the rate of education has increased and this phenomenon had a great impact on organisms. Porter et al (2006) report that employees should continue to improve their knowledge, as it is the only solution to deal with changes in the environment of an organization. Today, people can learn many things that make them feel more confident and understand the new regime of the changing environment.

Recently, HR professionals, dealing with people on a daily basis, emphasize the importance of training programs and how they affect the objectives and strategies of the organization. The training is often associated with people, and this makes the whole process look difficult, as it often raises resistance from various people on issues within the framework of the company. According to the previous report, it is important to remember that each company applies its own approach and different style as a training method.

The need for education is fundamental to an employee who wants to face the challenges that arise in an organization. In the future, the development of an organization is only possible if employees are trained well. Subjects should be given incentives to provide training so as to broaden their horizons. In order to give motives, learners should gain satisfaction through learning and training respectively. Conversely, there are many training programs nowadays that do not seem to be useful for workers therefore face difficulties in their implementation (Armstrong, 2006).

Despite the recognized importance of employee training on the improvement of the organization, the pertinent literature on the issue is rather limited in Cyprus. There is a vast knowledge and numerous researches on the training programs of employees in various organizations in other European countries, however, there are not many studies in actual organizations in Cyprus, therefore, this study aims to fill a small gap in how Cypriot organizations consider employee training, and what is the actual effect on the improvement and development of the organization.

1.1 Background of the Study

In recent years, more and more businesses and organizations pay particular attention to the training and development of their employees, considering the development of human resources a key factor for improving the productivity and competitiveness but also a factor, which, by providing appropriate training, cannot be copied by its competitors.

People are the most critical success factor for an organization and therefore they should be treated with respect and the organizations should invest in their training and professional development to ensure the best efficiency and effectiveness, or as Drucker notes “Employees may be our greatest liability, but people are our greatest opportunity”(Drucker, 2002) . Just a few years ago businesses paid more attention to their productive ability and their sales, but much less attention to their personnel. During the recent years the Human Resources Administration, has evolved with research and studies that examine the personnel (Terzides & Tzortzakis, 2004).

Nowadays the businesses consider the employees to be a kind of investment. As a result the training and education of the human resource plays a significant role. Firstly the

training is the learning procedure which contributes to the improvement of the efficiency and effectiveness of the employees and their dedication to the company. It is a programmed procedure which helps the people develop and improve their knowledge and abilities. The training can take place either inside or outside the organization and these days more often with long distance and online learning modes.

The economic and technological modernization, imposed by rapid international developments, differentiates the needs of the economy of skilled labour and renders inadequate the educational processes restricted to the limits of compulsory education. The internationalization of the economy, the intensification of international competition and the need for competitiveness of the Cypriot economy in a globalized world, is revolutionizing the data both in production processes, product promotion, and job creation (Karalis & Vergidis, 2004, Matthew, 2000).

The changes brought about by technological developments in the production area and the economy associated with the emergence of new business sectors based on new technologies, the introduction and operation of innovative IT applications in manufacturing and services, the pressure on SMEs to exploit IT infrastructure, the promotion of electronic commerce and automate communication and transactions between the state, enterprises and citizens (White Paper, 2004). At the same time, major problems with the significant unemployment swell due to the increasing competition, reduces growth and movement of production units to other countries and Eastern Europe with the sole criterion to achieve the lowest possible production costs.

These factors create pressure for continuous improvement of the educational and cultural level, highly skilled human resources and renewal of working methods to ensure the employability of workers and the improvement of quality of products and services [OECD, 2000]. By the term vocational training we are referring to the first training cycle of a particular profession that mainly covers the initial needs of the trainees through the acquisition of professional knowledge and generic skills, and continuing training concerns the modernization and renewal of their qualifications and skills by means of an on-going educational procedure¹. Consequently, those who receive initial training are prepared to take up future work and through continuing training to adjust their skills to the changing labour market requirements.

The promotion and strengthening of new forms of informal training in order to meet educational needs that emerged after the "exit" from the formal education system, as well as the increase in internal and external mobility needs of employees (specialization in sectors of restructuring, changing economic structure areas) contribute to the further strengthening of informal forms of training and also the need to the "accreditation" of competences and skills acquired by the worker, whatever the "learning process" that followed.

The importance of continuing vocational training lies on the creation of an instrument of employment policy to address economic and social change is increasing. Indeed, the continuing training seeks to make smoother adaptation to changing conditions of professional activities and job content, fostering the integration of young people and other population groups in the labour market and to promote the principle of equal opportunities. In this context, policies and measures to foster lifelong learning should be aimed primarily at improving the position of the individual in work, society and its institutions and therefore addressed and related workers, the unemployed, employers and the state. Moreover, lifelong learning, involves the provision of relevant opportunities and the ability of people utilize them and therefore available to all teacher training services forming a new perception and attitude to work. From this perspective, it is crucial coordination, and the complementarity of individual systems and levels of education, training, retraining and further training.

At the same time, and because of prolonged high unemployment, vocational training is raised to a centrally active employment policy with a view to strengthening the "employability" of workers. However, tackling unemployment requires the creation of new jobs and the implementation of integrated development policies. Without the latter, the training, like other active labour market policies, risk function as mechanisms "substitution" and recycling between different categories of workers.

Through training companies can improve employees' productivity, cost reduction and raise its profits. This is more important in the case of new recruits that need to learn the company internal rules, regulations and procedures (Tzortzakis K. & Tzortzaki A., 2002). Moreover, by training, needs for specific skills required for a specific job demands are covered. As the technology evolves the employees should receive training to take advantage of it. In order for a company to be successful it is worth spending a significant amount of its

profit in order to organize its training programs that will help the professional development of the employees and the profits of the company.

The training shall aim to the continuous information of the company's executives in relation to the updates and progress within their working space, offering them the technical know-how and high labour quality, developing by this way their personal abilities and knowledge. For instance a company should train the new members according to the demands of their work, in order to achieve the best possible results [Schuhmann et al, 2006].

Training offers many advantages which the company can acquire. According to the Adecco Company, the training raises the employees' satisfaction with their work and their good morale is reflected in increasing productivity levels. Through training, the personnel become more efficient and as a result the profits of the company increase. In addition, the skilful members are kept within the organization and the whole picture of the company is improved. Finally it is quite important to note that through training unfortunate events and accidents, caused by lack of specialized knowledge, are avoided. Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage (Houger 2006), and training is the only way of developing organizational intellectual property through building employees competencies.

Within nowadays standards, where competition is very intense, in order for an organization to survive, it must be very well aware of its rivals. This can be achieved when the employees are properly trained. Linking the skills of people with corporate strategy involves that modern enterprises realize that the development of employees. It is only one of the links in the chain improving efficiency. There are other links which are also important and contributing to corporate strategy: aligned processes and performance metrics, integrated "tools" that contribute to the project, new technologies and support from management on new knowledge and skills of the employees.

The desire to improve corporate performance stems from the real challenges associated with the implementation of corporate strategy. The "call to action" creates a rational and an environment which encourages the Improvement of Performance of employees. To enable improvement initiatives to come to fruition and be adequately supported by the entire organization, they must be linked in any way possible with the company's strategy. When companies carry out training programs or any other development

activities without any connection with corporate strategy then we do not manage to ensure the appropriate corporate support and the overall performance is at risk.

1.2 Aims of the Study

With this study the writer attempts to make firstly on a theoretical level, a brief reference to factors and incentives that lead to participation of adults in continuous training. The effort, in this work, focuses to examine and analyse the motivation of trainees participating in training programs, the effect of such training on their personal and professional development. This is an issue which has not been thoroughly investigated and the results of the research may help in the review of the policy applied by training organizations and implementation of such programs.

In light of the above, the aim of this particular study is to examine the effect of employee training on employee development and organization improvement in Cyprus. To meet this aim, the researcher will analyse the training methods and practices in Cyprus, as well as the impact of training on the organizational development, by both theoretical and empirical evidence, hence with the review of the pertinent literature, and the collection of primary data from actual companies in Cyprus.

1.3 Research Questions

The research questions are, hence, the following:

- What are the training programs implemented in Cyprus today?
- What are the objectives of employee training?
- How does training affect employee performance and organization improvement?

1.4 Outline of the Study

The first chapter - Introduction of the study presents the theoretical background of the study, the aims and the research questions. The second chapter [Literature Review] is the review of the pertinent literature, and provides the definitions of basic terms used in the study. The chapter includes a clarification and delimitation of the basic concepts used in general and in the present work specifically so as to enable the reader to have a complete picture in terms of the terminology used in the dissertation.

The field of employees training and the need to provide education uses many definitions and concepts, covering a wide range of fields in this area. Concepts such as continuing education and lifelong education, adult education, training and retraining have been used extensively to cover the conceptual clarification of "adult science", giving each, emphasis on different dimensions.

The third chapter presents the methodology of the study, and the fourth chapter the presentation of the results and their discussion. Regarding the research part, it focuses on the methodology followed in the quantitative survey conducted as referring to research questions, the available research methods and those finally selected.

Finally on the last chapter the conclusions on the findings and recommendations are presented. The researcher hopes that it will help to raise awareness and empower employees. Also in the last chapter the implications for further study, as well as the limitations of this particular research are presented.

Chapter 2: Literature Review

The modern business environment is characterized by intense competition and rapid technological developments. In such an environment, survival and business development depend primarily on their competitiveness and their ability to adapt to changes they have to face.

The changes taking place require new and higher level skills and businesses do not have the risk of being left behind. But how can businesses equip employees with the skills and abilities are needed to meet current and especially future needs and challenges? Not surprisingly, most expect the training to provide effective responses (Davenport, 2006). The training of human resources takes the satisfaction of emergency business for proficiency skills and efficiency in every aspect of business processes. This chapter presents the review of the pertinent literature, approaching the issue from the theoretical basis of learning, but also from the more practical issues associated with on-going training of employees.

2.1 Learning theories

The concept of learning according to the Bigge (1990), is directly related to the permanent change in the person's behaviour, which is the result of experience and practice. The learning has personal and individual character. Each person learns in his own unique way. The changes of the person through learning taking place in the field of knowledge, skills and attitude. Of course, learning is not only accomplished through a specific educational system, but it is also an on-going process that occurs life-long and uses different ways and means.

By learning each human seeks and carry out two purposes:

- Operates and directs his forces to adapt as best as possible to the natural and historic environment.
- Acquires the ability and the means to change this environment, to amend, to get rich, to reform, with the goal of meeting the needs and ambitions.

2.2 Concept of education in Human Resources

Education plays now an increasingly important role in business development. The scope of training of employees in the last year has increased and concerns all levels of officials, even senior management. By this way the company ensures that employees work in order to achieve its business objectives. In the modern world everything around us is changing fast, technology develops rapidly, business employees whether the business is big or small should be able to quickly adapt to innovation and deliver the desired levels of productivity and quality. If you do not have knowledge you cannot do it even if you have the will. It is therefore advantageous enterprise a continuous training of workers on its needs.

“Human Resource Training is the learning process that aims to improve employees performance. It is a well-planned process that aims at the acquiring and improving knowledge, building capacity and professional skills and to modify the attitudes and behaviour of workers” (Papalexandri, Bourantas, 2003.)

2.3 The importance of training

Training plays a vital role for the firm since without this it will not be possible to implement the objectives of the business. The human potential of any business is the most important element of the whole building. A correct and effective human resource training program, can help to develop critical thinking of its people to have the ability to learn and assimilate knowledge throughout their lives, to offer better services, strengthen their self-esteem in order to take social, professional and other responsibilities, understanding problems and finding optimal or alternative solutions, and the realization that they have the power to make a difference.

“Papalexandri and Bourantas, (2002) take the view that the survival of an organization depends on its ability to learn faster than their competitors. This, however, requires systematic and long-term effort so that workers be properly taught and implemented in the best possible way the objectives of the organization”

“Training proves valuable in retaining staff, enhancing loyalty and engagement, broadening perspectives and re-energizing employees (Grant 2008).”

2.4 Causes that make the training necessary

The causes that make employee education necessary are associated with significant changes or prevailing conditions both on the external and the internal environments of the enterprise. The main causes are technological advances, the new requirements and needs of consumers, mergers & acquisitions, as well as the redesign of functions and organizational structures in companies. Technological advances are experiencing a much more intense degree than the past requires new skills, new knowledge, new methods and project execution processes. Also the new requirements and consumer needs require new jobs in a new or different purpose. At a time when we have numerous mergers and acquisitions and redesign functions and organizational changes to address new situations, new jobs and new responsibilities with extended competencies, and new organizational structures are required.

2.5 Objectives of Personnel training

The objective of staff training is to help the company to achieve its strategic objectives adding value to the work of people he employs. Training means "investing in people to perform better and make better use of their natural abilities." Those advantages stem from the knowledge transfer and exchange, the qualification development and the constant change of views which occur through training. So training it aims to develop the professional skills of employees to improve their performance. Also it aims to develop new skills to employees to take on new tasks to meet the new needs of business from existing staff and to reduce the time learning and adjustment by taking up a new position [Rabey, 2007].

2.6 Areas of training and organizing

By training employees can improve various sectors, depending of course on the skills they already possess. The areas that can be improved are:

- Knowledge is a sum of observations and information relevant to the labour position, the procedures, the people and their duties.

- The abilities' development includes the improvement of the mental and inters personal abilities, aiming the raise of effectiveness of the employees. Such abilities are:
 - Problems' analysis
 - Decision taking
 - Control of problems
 - Inter-personal communication

- Attitudes: Attitudes include the tendency of a person to act or react on a specific way. The attitude change alters the behaviour in order to make more effective the way the employees correspond in various environmental factors.

Some attitudes aimed to be enforced by specific training programs are:

- Attitudes towards others, like costumers or colleagues.
 - Tolerance in cultural difference especially when referring to working abroad.
 - Self-trust and personal decision making.
-
- Competencies: Term found in recent years and includes all professional characteristics, knowledge, skills required to successfully perform a task.

In a 1996 survey in 126 firms, the ten most ruling professional categories dexterities were:

1. Communication
2. Aiming the results
3. Focus on costumers
4. Team work
5. Leadership
6. Programming and organizing
7. Understanding of business environment

8. Flexibility and adaptability

9. Development of other things

10. Problem resolving

2.7 Importance and advantages of training

During the last decades the automation, technology and the changes' speed enforce even more the importance of the training in order to ensure the business' survival and the possibility for the employees to remain in the labour market. There are various advantages of training for a business some of them mentioned below:

- **Increase Productivity:** the staff training improves performance speed, quantity and quality. It even helps reduce errors and misunderstandings.
- **Reduction of Supervision:** this happens because the trainee employee performs his or her duties properly and does not need constant supervision. They are able to take initiatives which means cost savings due to less supervision.
- **Lifting Morale:** and this because these professional development needs meet senior self-integration of personnel.
- **Accidents reduction:** because the proper education and knowledge of safety measures prevents accidents caused by lack of knowledge of the personnel.
- **Increase Organizational Stability and flexibility:** meaning that despite the loss of personnel the enterprise retains the effectiveness of this stock of trained officials who can directly compensate the losses staff. There is flexibility to changes that might come, and employees easily move to other posts which have other requirements.
- **Significant employee loyalty to the company.**

- Development of Culture: in relation to the performance improvement and this because of education you provide to develop employees positive culture within the organization that is oriented towards the continuous increase in performance.

(Papalexandri & Bourandas, 2003)

Finally, education is of great importance to the student, the employer and society as a whole. Above all, education is necessary for the person. Most of the time, jobs for which special training is required and qualifications are underpaid. Employers on the other hand, they need well-trained workforce. Trained employees work faster and make fewer mistakes. Businesses that do not provide training to their staff are at risk of getting marginalized by their competitors too. Society also needs proper education because education and training are considered to be the most expedient development sectors of every economy. This is shown by the fact that in Europe, governments across the political spectrum make efforts during the last thirty, forty years, to stimulate these areas with a range of measures and initiatives.

2.8 Company Training

By the term "company training" we can identify the training provided by an enterprise to its employees through training seminars, training programs, and organized and systematic training in the workplace. (Gkagialis, 2008).

Two basic forms of in-business training are mentioned in the bibliography.

a) On-the-job training: it is an in-business training which takes place within the working area of the employee by the use of equipment, machinery, tools which are usually used by the employee etc.

b) Off-the-job training: it is an out of-business training which takes place outside the working area, such as the facilities of a company or special training areas which have basic laboratory equipment or at hotels etc.

The business environment is constantly transformed, evolving and creating new needs for knowledge and skills. Business executives and general employees in these should be consistent with these changes and to constantly acquire new skills required both for efficient

operation of the business and for their personal development. The employee in production services should have knowledge, ability to access and process information, general literacy, problem solving, teamwork attitude and a set of new skills, which tend to play a leading role in the production process and in creating added value such as entrepreneurship and innovation. Staff training also supports the formation of corporate culture, which may enhance the implementation of the values and business objectives.

2.9 How to choose the right training

Representatives of companies in the field say that the choice of training should be closely linked to employee skills development. And the people skills of the team should be linked to business objectives. Do not send employees to a training that is in fashion "or want to motivate them, but because they want to bring business value. The first is related to the fact that people want to participate in decisions affecting them, to be informed, to feel a motivation and a membership organization to which they belong. If managers do not know how to pursue a coherent leadership, these things cannot happen. The second is related to the sales divisions which must be as efficient. Employees of these departments cannot just sell a product, but they should also have the ability to bind partnership relationships with contacts within client organizations. Another situation is related to the emergence of more and more projects within an organization. So is there a need to have competent employees with project performance through team work and making work teams to better achieve the objectives.

But before choosing such a program, representatives of the industry recommend answering a series of questions:

- Why do you need a training program?
- What do you want to change as a result of the training program?
- Want to change or improve certain skills or want to determine a change of attitude?
- What qualifications should have the employees to achieve business objectives?
- Who are the people in the company who should possess the competencies identified?

- How these skills can be best taught? (Observation, reflection, experimenting etc.)
- What results do you expect from this training?
- What follow-up program should come after this training program? (Oakland 1989).

❖ Selection criteria

An important selection criterion in choosing training is related to the length of time that takes place. Most companies cannot afford to pull people in their daily work over several days. Typically, a man should be given training about eight to ten days per year. But there are many organizations that do offer only three days a year.

❖ Timing

Experts in the field say no favourable or less favourable moments in life when a company would be good to send a training team.

❖ The most wanted trainings

The required courses are related to the training of managerial skills (communication, performance management, leadership, motivation, delegation, team management, personnel management or time management). Next training for skills takes place followed by training sales staff, the project management related courses and activities and team development.

2.10 Objectives of company training

Each training program is designed in order to correspond to specific needs of the business or the organization. The objectives of the training should be elucidated before the start of training, demonstrating the importance of the diagnosis of educational needs when designing the program. These objectives will be finalized during the first day of training cooperation instructor and trainees. Below we present the training's aims types:

1. The training program should be impeccably organized at all levels in order not to be disputed and not discourage participants to attend.

2. The content should be directly related to the needs and in line perfectly with the profile of employees participating and also be linked to the experiences and situations facing or will face in their work.
3. Gradually should encourage active participation of learners, allowing them to launch initiatives already meeting.
4. The trainers of the program should take the responsibility of reducing to the least the learning obstacles that the trainees face, not neglect them. Source

The aims above are estimated either way in profit numbers for the business. So we reach the result that the evaluation of the in-business training is a vital, necessary and with no other choice procedure for the company. (Lingham, Richley and Rezania, 2006).

2.11 Training and Development

Many people consider that the meanings of personnel training and human resources are similar. However, they are in fact two separate and different terms. According to Terzides and Tzortzakis (2002) training consists of the provision of specific dexterities to the employees or the correction of some weak points on their performance. For example when a company acquires new equipment it should at the same time train its personnel in order to respond correctly to the new equipment's function. On the other hand the personnel development is related to the abilities that the employees should acquire for their possible future duties or responsibilities. For instance, the familiarization of the employees with various software like Microsoft 2013, which is more advanced than the previous editions, which the employees should learn in order to be able to cope with their work in the future.

According to Edwin B. Flippo (1984), "Training is the act of increasing the knowledge and skills of an employee for doing a particular job". According to Michael Armstrong (2006), "Training is the systematic development of the knowledge, attitudes and skills required by an individual to perform adequately a given task or job." According to De

Cenzo & Robbins (1996), training is essentially a learning experience, which looks for a relatively permanent change in an individual's knowledge, skills, attitudes or social behavior.

2.12 The Importance of Training & Development in the Workplace

The training and development of human resources is very important because it helps to increase productivity which results to increased efficiency and effectiveness. According to Terzides and Tzortzakis (2004) improved skills and personal knowledge increase the quantity and quality of products and services.

Through training, there is an increase in the survival and development of companies. Also their speed is developed and it can be adjusted every time to the new technological, economic, social and consumer conditions. Thus education increases the ability of employees to adapt to such changes and they also may be moved to positions with different requirements.

Moreover it encourages employees to become one with the goals of the business and gives positive messages of confidence, appreciation, respect and safety among employees. It also contributes to better management and communication staff. Individuals clarify what their roles within the company are, what rights and what obligations they have, resulting to a general communication which creates a friendly environment. (Notes, 2011).

Today labour requires the use of the capabilities of technology and thus the staff should easily adapt with new technologies. Another importance of staff training and development is the wider development of individuals in society. In other words, by providing the personnel with the necessary training, they will be able to handle future work probably within other organizations or the same organization and will be able to deal with various problems that arise. Recent studies have suggested that the amounts spent on training are progressively increasing.

2.13 Relation with other functions of Human Resource Management

Training and development is a function associated to the other functions of Human Resources. The first function following the HR department in a company is the analysis and design work. At this stage what takes place is the description of each work which sets out the duties, responsibilities, the scope of work and working conditions as well as the details for the working environment. There is also the working specification which is what qualifications each employee should have for a specific job that the knowledge, experience, skills and education required and the person's personality. This way clarifies roles and responsibilities, makes good potential selection in different positions and identifies potential gaps on the knowledge and skills of staff. So the HR department can organize various training programs in order to fill these gaps (Notes, 2011).

Afterwards, based on the analysis of labour, attraction and selection of staff follows. At this stage the Human Resources strive to attract and recruit according to the characteristics and skills outlined in the work plan. But when a job requires specialist knowledge it is difficult to find a suitable, so HR is better to hire the most qualified and implement training programs to acquire all the necessary knowledge and skills. Furthermore, when new staff is hired Human Resources examines whether there is a need for education and understanding of the culture of the organization's objectives by new entrants.

The other function of HR related to training and staff development is the evaluation of work performance. The assessment of a company must be done at least once a year to identify weaknesses and implemented improvement measures. It is a way of improving the training of additional staff. In addition they will assess it would be good to be trained on this issue in order to avoid potential problems and errors in the assessment.

2.14 Human Resource Training and Development Process

Training and development of human resource is for most organizations of great importance. Training and development of human resource helps an organization to the maximum, not only in terms of growth but also in terms of creating incentives to employees. History has proved that the competent staff led to successful organizations.

In the competitive market we live in, the pressures on organizations require effective and new measures. In most cases, the finding and development of adequate staff is the best solution. Training and development of human resource contributes to the improvement and increase in productivity. The Human Resource Development Authority, knowing that staff training costs in an effort to help organizations in the midst of crisis and to provide incentives for staff training, provides the largest share of expenditure for education organizations (HRDA).

Unlike all the benefits and state grants, some organizations do not spend almost anything on training and developing their staff. The most important reason is the mentality that characterizes some more conservative businessmen who refuse to see the development of their staff as a long term investment. In Cyprus this is changing and even small and medium businesses are beginning to see the positive points by the development staff. The positive that can provide staff development, in addition to increasing productivity, the influence of the trained staff to customers, as well as improving the relationship of the organization with customers. The goal of maintaining dedicated customer service is something that most organizations want. An organization in order to succeed in training and human resources development must follow the right steps with the training process (Chitiris, 2001).



Figure 1: Competencies for Training & Development Professionals

The first stage of training and development is to enable the organization to identify the educational needs it has. The identification of existing training needs are quite important to the enterprise possibilities to be improved. According to Ksirotiri (2010) every business has different educational needs. Training needs mainly result from the strategic objectives of organizations. In order for an organization to identify the educational needs, can succeed with questionnaires, interviews individually or in groups, data research and data analysis functions and analysis of business plans. The training and development of human resources is not only to cover staff shortages and development of employees to increase productivity (Notes, 2011).

The second step is to devise educational goals. After locating the necessary training needs, the organization's address must be advanced in the creation of educational objectives. At this stage, the administration must be able to recognize what is needed and staff can be trained (Terzides, & Tzortzakis, 2004). The next step is finding the right programs and educational projects, space and time will occur and the appropriate trainers to be used. Also as clear and clear are the goals, the more effective and efficient is the training program chosen by the human resources department.

The character of the learner affects the success of the trainer to impart his knowledge. For example, if the existing trained by the Directors is ashamed to clarify the questions generated and the result is that we will be able to apply their knowledge in their work then eventually the director will believe that he was not willing to learn. On the other hand, an official might show more interest in learning from the person that will assess rather than being trained by a foreign person. So it is very important who will be the instructor and as well as what qualities have, for example should be contagious and promote teamwork and continually encourage trainees to give them incentives to want to learn more and more. Trainers may be a director or officer of the organization, full or part-time educational staff providing formal education in educational centres and comes from inside or outside the company and finally the teaching staff can be specialists or other staff members who contribute occasionally specific issues (Terzides, & Tzortzakis, 2004).

The third step is the selection of training methods. The training method should be selected based on the conditions and education goals the organization has set. It is quite important to select the appropriate method of education, because the choice of the right

method between various alternatives enables the HR department to make the right moves. Some methods that can be trained and developed human resources are education through mentoring in the workplace, participation in committees, conferences, seminars, training on specific issues, etc.

The fourth stage is the application of training. Proper implementation of education includes the observance of schedule, punctuality in attendance of trainers and trainees, the proper distribution of educational materials, and care for the good functioning of sites of education. The implementation of training includes the continuous monitoring of the learning process in order to ascertain whether they have chosen the appropriate trainers and suitable teaching methods for completing the predetermined training goals (Terzides, & Tzortzakis, 2004).

The last stage, and most importantly for the human resources department, is the assessment of training. At this stage it seems clear now whether the best options have been achieved and whether the original objectives set. According to Terzides & Tzortzakis (2004) the company must answer the following questions during the training evaluation:

1. Will training financially benefit the business? The answer is yes, the company will benefit financially because they increase the efficiency of the employees, and therefore become more profitable.
2. Has the training achieved its goal? If it can be demonstrated that the aims of training identified have been implemented, then the training succeeded.

The training requires inspection and review at regular intervals to evaluate the process. It is important for an organization to assess the training was done to assess whether the cost of teaching is met by increasing the efficiency and productivity of employees. Furthermore it is very important to provide feedback to learners on their progress to know if what they learn attach indeed. The tools used to evaluate the training according to the Psarraki (2004) are:

- Questionnaires to the trainee upon completion of training.
- Tests of knowledge and exam trainees immediately or some months after.
- Questionnaires learner long after the completion of training for measuring the impact of training at work and questionnaires and interviews with heads of learners.

- Employee assessment interviews and segment results compared with the past.
- Compare business results, performance and employee performance with previous periods.

Finally after training, it is important to note under the Terzides & Tzortzakis (2004)

1. What the trainees have learnt
2. How it helped learners to develop in their work
3. How connected and auxiliary was the training for work
4. How successful and effective were the methods used by the trainers.

2.15 Training Methods

A training procedure within an organization includes the following training methods. Training in the workplace (on the job training) where the employee exercises his or her skills on the subject with which someone deals with. The other is learning outside job (off the job training) and in-house that is divided within the company and out-operational work that is provided by others employees of the business in areas outside it. Moreover, another training method is a continuously developing form, i.e. distant training or e-learning.

Training on the job within the organization

The job training is used by many companies. Training is held at the usual employee's workplace and use the equipment, tools, etc. commonly used by a worker (Terzides & Tzortzakis 2004). The head or an officer with experience helps the staff member for training, shows how a task is performed; the monitor continuously corrects and gives useful tips in order to work properly.

Training in the workplace has several advantages. Some of these are that this training method does not need any additional equipment. It also has low cost because there are no unnecessary costs out of the company to educate people. It helps in the correction of errors in workers because the responsible doing the training immediately corrects the employee if an error was made. Moreover, it allows the direct use of new knowledge and achieve immediate performance boost of workers due to the continuous monitoring.

On the other hand, there are some drawbacks of such training methods. Sometimes the trainers can have a big workload and thus the students forced themselves to learn how to perform the job. Sometimes trainers are inexperienced in training issues so it is difficult to teach and may fail the task. Also, another disadvantage is the lack of systematic training process. What would be good is at frequent intervals employees can be trained in order to learn and be informed about new things on their work. Training in order to have the required results should not only be done once. Something else very important is that the performance in the workplace prevents the normal execution and workflow. When the person is trained during working hours it has resulted in reduced productivity and lost working hours. During that time the worker could do something else for the company. What the company needs to have are experienced and capable people who can guide learners (Chitiris, 2001).

Education through Mentor

In this case specific individuals who are trained guide and advise learners. The mentor provides advice to the learner to be able to grow, the guides to acquire the necessary knowledge and skills to make a new work, provides information about the culture of the company and helps develop specific skills. Education through mentor has some disadvantages as mentors have new ideas and constantly provide the same practice. Another disadvantage is that there is sometimes unequal treatment as , there can't be the same guidance to all learners. Sometimes the mentor may not have the right skills to be able to train executives (Bourantas & Papalexandri, 2003).

Labour Positions Exchange

The trained person moves from one position to another dealing with a different subject for some time depending on the requirements of the company (Ksirotiri, 2010). The advantages of this method are that the person has the opportunity to acquire multiple experiences since he can work in various departments of the company and can better know the mentality of the company. Job rotation increases the availability and interest of workers to offer something new and different after reducing the tedium of daily routine (Notes, 2011). Something else very important is that of mobility managers make new acquaintances with a view to better communication between different departments at work. Also, people acquire such skills that make them ready for promotion and taking administrative positions. Last but not least is that

the person finds what are the strengths and weaknesses in order to help him to better design the course in the company.

On the other hand some disadvantages are that individuals temporarily hold the position and can be indifferent and uninterested in their tasks. Moreover, sometimes people get tired mentally by constant movement and taking up new duties. Other times there is a bad deal in the entrant by the person who is already at work and sometimes wasting valuable time up to the individual to know his new department and its partners (Notes, 2011).

Training by Teaching

The people here are taught by experts in both theoretical and the technical or practical part of their work. Theoretical issues are usually taught in an area outside job, while the practical part uses machines within the working place. During the training employees receive reduced payment. This method is commonly used for specific jobs or occupations such as electricians, engineers etc. The advantages are that the training is done in real everyday working environment, for example in a factory with noise, disruption and pressure. The trainee is taught to apply his or her knowledge in practice. Also, no special classrooms are needed and thus reducing costs. There is feedback to this method after the student finds immediately and effectively the progress. The disadvantages of this method according to Chitiris (2001) is that the instructor is usually not trained as a teacher and does not know when and how to teach. When there is no properly arranged workplace apprenticeship method reduces the effectiveness of learning. Finally training during working hours delays the normal operation of the firm.

In business training off labour position

This training is done within the organization but not during work.

Programmed Teaching

The company can work with universities which would provide valuable assistance in the training of personnel through programmed instructions (Terzides & Tzortzakis, 2004). This method is done during times that the people will not be working for example on weekends or evenings.

Audio visual aids

This method includes a variety of devices such as films, videos, slides which help in better and more effective learning. In particular in cases describing procedures to be followed, machinery use, etc. (Terzides & Tzortzakis, 2004). This method is appropriate when it is difficult or costs more to gather learners in a place together.

The advantages of this method are that education can be provided in any place and time and at no cost movement of instructors and trainees. The trainee defines if he wants the program of courses according to their needs and begins to train whenever he wants. Through this method there feedback is provided and the learner learns directly to progress. Also, the trainee learns to not delay the education of others. On the other hand some disadvantages of this method are that there is no personal contact of the learner with the teacher. This leads to weakness in the exchange of information and experiences on the level of cooperation. Finally, another disadvantage is that practical training is absent of the actual environment so the student does not know the actual conditions and requirements of the job.

Out of organization training

Educational Seminars

Seminars usually address to small numbers of participants. They help to transfer knowledge, developing skills and shaping attitudes. The advantage is that they allow individuals to participate actively in discussions which help in understanding and learning. In order to be effective, training seminars discussions should be conducted by someone and have a specific theme. Therefore according to Terzides & Tzortzakis (2004) discussion seminars help participants feel more active after the motivation towards learning is as important as the motivation to work. The disadvantage of this method is that sometimes the moderators of the seminars are inappropriate and unable to conduct a conversation.

Simulators

Under Terzides & Tzortzakis (2004) the student is subjected to conditions that are similar to the actual working conditions that will be faced in practice used by both managers and the remaining staff. The pros of this method is that it familiarizes the student with the real work, reduces the risk of errors of the employee that may deprive him of the safety and reduces the likelihood of client dissatisfaction during which the newcomer will join the work. An

example simulation game is the profession of pilots where the pilot may be trained in a flight simulator that recreates the cockpit of the aircraft (Bourantas & Papalexandri, 2003)

Sensitivity training

This method is used to configure the proper behaviour in the workplace and especially applies to company officials (Chitiris, 2001). A group of trainees is a hall with a discussion coordinator usually psychologist or psychoanalyst and discuss various topics. During these discussions people are encouraged to express their feelings and to evaluate the behaviour of each other. The advantages are the sensitivity and the development of affinity of workers towards others. Moreover, this method creates team spirit and people develop positive attitudes towards those around them. The downside is that some cannot stand criticism within the group and react negatively to this whole process.

Role Playing

In this method the students are invited to play specific roles relating to a company's problem according to Terzides & Tzortzakis (2004) for example interview for recruitment, negotiation with union representatives or other company issues they request. The goal of the method is for trainees to understand the responsibilities of their role, to see things from the other side and try out different behaviours. The advantage is that it gives executives the necessary experience and skills for their future work and develop interpersonal relationships (Chitiris, 2001). The downside is that it takes a long time and the opportunity cannot be given to all trainees to play parts.

Outdoors training

According to Ksirotiri (2010) the outdoors training lasts about 2-5 days, for example in nature and includes games and exercises that require teamwork and ingenuity. The advantage is that through this training the relationships between team members are strengthened and trainees develop the capacities of individuals. It also helps people be able to cope with pressure and stress.

E-learning

The online education is education via computer over the internet or local business networks and includes distance learning such as virtual classrooms, etc. According to Terzides &

Tzortzakis (2004) online training enables students to check what they have learned, the speed gained through the program; the time available for learning and how much practice is still needed. It also allows them to collaborate with other learners and experts and to access other educational material. The online training is advantageous largely from other training methods. It helps businesses to serve their strategic objectives because it helps to attract customers and new modes (e-marketing). Videos, graphics, sounds and texts help devotion trainees and raise their interest. It also reduces the cost of education and the time required for training. The most important is that all people have the opportunity to be trained where they are located so travel costs are reduced.

“According to literature review of recent relevant studies, in major markets e-learning has already gained its place as an established form of corporate training. The findings revealed that the most frequently used technologies by European companies are e-learning courses. The main benefits of e-learning methods as European companies report are the following: more efficient implementation of the latest IT systems; a wider range of available educational content; easy access to relevant content; considerably reduced rates of absenteeism; greater flexibility in education; shorter response time to changes in the business environment; and, last but not least, cost efficiency. Half of companies also state that e-learning has done much to improve their customer satisfaction and productivity.” (Markovič-Hribernik & Bostjan, 2014)

Newcomers Training

Here the newcomer fits into the workforce of the company to become a productive, effective and satisfied worker. At the same time the surrounding environment should also accept them in their group. The integration training is usually to familiarize a new entrant to the working environment so it can join the organization (Terzides & Tzortzakis, 2004).

Special newcomers' categories

The newly-people usually belong to different categories and some of them are facing some problems. The Terzides & Tzortzakis (2004) parted special categories of new entrants into four parts. A category is foreign workers where the person responsible should be sure that foreign workers fully understand all the rules of the company especially those having to do with security. Another category is the people who have not finished school and are subsidized by the state. Here the person responsible during the first period of their employment should

monitor and encourage them to continue their work because they are people who may face difficulties in the school environment change in the workplace. Another category is the men and women who return to work. These individuals, for example, may have been unemployed for a certain period or women because of pregnancy may have been at home. The smooth integration of people at work should be encouraged by the responsible of the organization and may be retrained on new machines. Last category is people with disabilities who should not be treated with any form of racism. These people have the need to feel independent and thus the staff should behave normally and never with pity.

2.16 Staff Training Evaluation

The evaluation procedure could be defined as “the procedure of knowledge acquisition for the training program and the estimation of the program purpose in relation to the training aims”. The evaluation is a significant part of the training procedure especially because it is the decision whether the training of the personnel was worth the effort. If the fund spent for the training achieved the purpose, if the trained personnel benefited from the training procedure, if the aims set by the business were achieved and if it is worth keep on spending on training. During the needs setting procedure, training planning and also actualization of the program, there is a possibility of meeting problems. Those problems must be dealt by the evaluation of training activities in order to improve the training procedure.

2.16.1 The Kirkpatrick’s four level of evaluation

There are many models used to evaluate the training process. In relation to the personnel evaluation models, the one that has been used mostly is the four levels model proposed by Donald Kirkpatrick in 1959. This model mostly emphasizes on the estimation of the results of the training actions since it considers that the training programs serve the development strategy of the business which funds and organizes them. Kirkpatrick claims that the training procedures are better to be judged by four criteria.

- 1) The reactions: At this level reactions and impressions of the trainees are examined, meaning at what point they consider the whole training procedure to be useful.

2) Learning: Here we examine if indeed the trainees acquired knowledge and dexterities, which was the aim of the training.

3) Labour behaviour: At his point it examines whether the things which trainees have learnt are applied by them at their work.

4) Results: It is the estimation of the total effect of the training on the business, checking if there was improvement and on which sectors and how much the training contributed to this change.

Kirkpatrick model is now nearly 45 years old. Its elegant simplicity has caused it to be the most widely used methods of evaluation training programs.

2.17 Best Practices in the Evaluation of Training

Rae (2002) illustrates a range of ways where by training can be assessed for effectiveness and value. He covers the whole training procedure from the point of recognition, that there is a need for learning, through the design of a relevant programme, to validating and testing its effects. Then evaluation examines the clarity and effectiveness of training courses. Additionally, the skills, knowledge and abilities gained from the programme should be measured. In order to evaluate a training course, the objectives themselves should be taken into consideration, and moreover to enquire whether they are still the right ones, and if so whether they have been met (Rae, 2002). Through this system, there should be an evaluation not only of what people learn, but also of the ways in which they learn. Successful evaluation can be done by providing questionnaires and asking about the business, the managers, the effectiveness of the training programmes, the trainers and delegates (Rowe, 1996). Additionally, through the examination of the impact of training on the company problems, the training needs can be evaluated (Berge, 2008). Furthermore, the measurements that can be used for the evaluation of training can be individual interviews, group discussion, a report from trainees, tests monitoring progress and an observation for behavioural change (Reid, Barrington and Kenney, 1992).

2.18 An Overview of the Training and Development in Hotel Industry

Training and development are integral to a Hotel's growth and success. Hotels can however under-train their employees by being unwilling to take the time to explain new staff tasks that need to be performed. When this unwillingness occurs, Ryan (2008) states that three scenarios may take place – the employee will not be able to help a client the way they should, the client will be left unsatisfied by the hotel's service level, and lastly the employee will become frustrated by the company and his or her service level will drop to a minimum. Studies have shown that training programs increase employee satisfaction, employee morale and employee retention, and decrease turnover and hiring rates. Training has been shown to improve knowledge and in turn knowledge improves the delivery of hospitality business related activities. Daniels (2008) mentions in her article that in the current economic situation; companies may be tempted to cut their training budgets, but they should not however abandon training. Hotels should instead use this situation as an opportunity because training boosts morale and commitment by showing employees they are a valued and important resource. The training itself provides skills and enthusiasm to help participants provide amazing customer service. Great customer experiences lead to brand loyalty. Skills' training that equips employees with the tools to increase customer loyalty is not overhead, a cost, or a frill. Training is important as it is part of the service quality that drives the performance of hotels. Chow, Haddad and Singh (2007) found in their study of 46 hotels in San Diego that by providing training and development, the hotels' employee morale, productivity and job satisfaction improved, which in turn can improve managers' morale.

2.19 Summary / Main Points / Conclusions

The review of the literature revealed that training is the main concern of a company especially today with the daily challenges, problems, crises in general and specifically, restructurings and reviews of new needs and demands, changes, doubts, turbulence and redeployments throughout the life of the human activity.

Education is the main gateway through which enters the internal exercise, knowledge, experience, information, harmonious behaviour, strength and empowerment of human resources and that the business itself or organization

When it comes to education we mean a framework different from that out-dated time. We mean a "partnership" and "meeting" theory and practice with the active participation and the recognition and understanding of objects by the participants and collaborating on specific, coherent and clear results.

It is obvious that the adoption of a successful strategy in any economic sector or company largely depends on the human capital which is called each time to take effect. In many cases, senior business executives suggest that the critical factor for the success of a company is the quality of human resources (Papalexandris, Nikandrou, 2000).

Chapter 3: Methodology

3.1 Introduction

The general purpose of this study was to examine the staff training and development in the improvement of the efficiency and effectiveness of employees working in the hospitality industry, and more specifically in hotels in Paphos. This way it can be determined whether the hotels, which participated in the study, apply those human resource management functions so as to increase the level of employee satisfaction, allowing the respective hotel to gain a competitive advantage; since high satisfaction of human resources has been associated with increased efficiency and effectiveness.

The need to study the factors affecting staff training, development and satisfaction of the employees of hotels of Paphos and the understanding of the degree of motivation of the staff working in them, can provide a scientifically based interpretation for individual problems. It is therefore obvious that the hotel industry sector is particularly important for the country. Still there are no studies on staff training and factors that influence it in hotels of Paphos.

The sources of data used can be divided into two categories: primary sources and secondary sources. Primary sources are those collected by the researcher for the purpose of the study through sampling (questionnaire, interview, poll etc.). The collection of primary data is time consuming and very costly, but it is a good source in many cases and provides accurate results, provided everything is in correct selection and sample processing (Agioutantis and Mertikas, 2003). For this study the method of collection of primary data was quantitative in nature, with the use of questionnaires. Secondary sources emerge as the result of the processing of the primary sources of information: bibliographies, indexes, abstracts etc. The secondary sources effectively provide information on primary sources or the original information that have been modified, selected or acquired a new provision in order to serve the new audience or a different purpose.

3.2 Research Paradigm

The study is of exploratory type of the correlation between training, job satisfaction and organization development. This research follows the positivist approach. The term “positivism” (positivism) has used in various ways in research (Miller, 1999). In some cases positivism refers to approaches that are based on quantitative data processing and experimental research (Mishell, 2003). Widespread is the perception that the behaviorism in the work environment manifests in positivism (Kitchener, 1996). According to Willing (2001), positivism is the approach where there is a linear and direct relationship between the world (objects, events, phenomena) and of our perception. The representatives of behaviorism grounded in positivist approach to science adopted the notion that the purpose of science is to describe, predict behavior and techniques that can be used as tools for social control in a "rational" society (Leahey, 1997). Behavioral attempt to control and predict the behavior followed the same direction as the work organization system Taflor (Kvale, 2003). To achieve the productivity growth Taylor had proposed the analysis of the labor process in the individual components of the award and employees of elementary functions (Mills, 1992).

Training of employees is treated as a complex and complicated professional operation, because there are relations that develop which do not grow linearly and univocally but dynamically and influencing one another (Brophy & Good, 1986). Even the relationship of theory-act is not an unequivocal linear cause and effect, one way from the theoretical principles in practice but bidirectional. Knowledge is not objective, but contextual (contextual), socially constructed by the personal involvement and collective analysis of authentic statements.

According to Grossley and Vulliamy (1997), knowledge production, which is derived from the positivist type of quantitative research, has parallels in industrial production. The scientific work is highly specialized and commonplace as possible, to reduce errors and increase production. People in this scientific field of work may have little understanding of the importance of their contribution to the total production and limited interest for the quality of their work (Grossley & Vulliamy, 1997).

3.2.1 Quantitative Methodology

Usually there are many sources of information and a variety of methods of collection and analysis, but which in some cases can lead to conclusions of uncertain reliability. In particular with regard to data and indicators describing trends in the labor market and education, which because of the character more help in education policy planning, is rarely available in regional or local level.

The approach of the category of quantitative investigation, is mostly used to identify training needs, and is mainly the direct approach of a sample of organizations – in our case hotels in Paphos. A quantitative methodology makes use of statistical representations rather than textual pictures of the phenomenon (Kabungaidze et al. 2013).

3.3 Population and Sample

The study sample consists of workers and executives of five 5 star hotel units in the Paphos area. The collection of the questionnaires took place during the tourist season 2015 and more specifically during the months June to August. The time needed to complete each questionnaire was about 25 minutes. The sample of the survey was randomly selected from the lists recording employees and managers of the hotel units.

Questionnaires were distributed by the researcher. Questionnaires were distributed to 60 employees and managers, of which 48 questionnaires were returned by employees and executives. It is estimated that approximately 150 people work in all five hotels as permanent employees. Therefore, 40% of the employees are the sample of our study.

3.4 Research design

This work was based on quantitative and qualitative research, namely the collection of quantitative data. Most results are numbers, ratios, percentages, and can be accurately measured and compared. The statistical survey is considered more objective because the data collected will be analyzed statistically. The recording of data is done through a structured

questionnaire, enclosed. (Psarrou & Zafiropoulos, 2001) In addition, the study was based on the international literature (articles, books) for job satisfaction and training, where it was found that similar investigations were based on quantitative forms of research, such as questionnaires with closed questions, as the ones used in this research as well.

The questionnaire (ANNEX 1) prepared for the purpose of this investigation regards the measurement and recording of effects of training on job satisfaction and development of the organization featuring employees in hotels of Paphos.

The questionnaire includes variables from respective job satisfaction measurement tools that have been published in international journals. Specifically, the questions used were from questionnaires Job Satisfaction (Warr et al., 1979), and Minnesota Satisfaction Questionnaire (MSQ) (Weiss et al. 1966).

3.5 Measures Type – Questionnaire

The scale is Likert type and focuses on the attitude of the person on the job (Brayfield & Roche 2001). The answers are given with a rating from 1 (Strongly Disagree) to 5 (completely agree). The questionnaire was divided into two main sections covering the demographics and the main questions of the training and job satisfaction survey. The introduction contained a brief reference for the purpose of research, instructions for completing the questionnaire and to ensure the anonymity of the persons and of absolute confidentiality and the time to complete the questionnaire did not exceed 25minutes.

The questionnaire consists of a total of 34 questions. The first four questions are the demographic information of the study, while questions 5-11 refer to the job position and further information about the specific job requirements and background. Questions 12 - 25 refer to the culture, functions and strategy of the organization, while questions 26 – 34 refer to the methods applied for job training and development.

Points on which we gave special emphasis in the design of the questionnaire were:

1. Avoid creating lengthy questionnaire
2. The wording of the questions should be understood by participants

3.6 Pilot Study

The questionnaire was tested in form, language, clarity of the difficulty and reliability in a pilot study that preceded the main sampling. The pilot survey is an important stage (Oppenheim, 1992) as it seeks to detect: a) if the questions are understood, b) if each question provides the information for which it was designed and c) if it ensures the interest and cooperation of respondents. For this reason the questionnaire was initially distributed to a sample of ten people, who are employees in the tourist industry, who were asked to complete the questionnaire.

After the above pilot, the questionnaire was corrected slightly in terms of wording and tested again before the main sampling to ascertain the mode and to achieve further improvement.

3.7 Reliability and validity check of the research tool

An important factor for each research tool ensuring valid results is to be able to prove the statistical reliability and validity. In all cases the statistical tests used as the minimum level of statistical significance in Cronbach level $\alpha = 0.05$. According to Polit and Beck (2008) a measurement device therefore cannot be used in a research study, if it does not provide an adequate level of reliability and accuracy (validity). The reliability calculating the internal consistency of data a questionnaire that if these gnomes tend to measure the same thing. Typically Raftopoulos and Theodosopouloy (2002) indicate that a measurement is considered reliable if it has little or even zero volatility, if repeated under similar conditions.

This indicator can be interpreted as the average of all possible values of partition reliability of the questionnaire and this is preferred, since it depends on the provision of data. The alpha

ratio ranges from 0 to 1. A sufficient affinity and therefore have good reliability when this ratio is more than 0.7, and have low reliability if the ratio is less than 0.7. The Cronbach's α index can be written as a function of the number of questions and the average correlation between the questions. The results of the reliability and validity check are presented in the Results section.

3.8 Method of Distribution

As mentioned earlier, the questions, the structure of the questionnaire completely affect the quality of the collected data. Similarly, depending on the length of the questionnaire and the difficulty of the questions usually choose the data collection method. The main advantage of a questionnaire survey is that through standardization of responses we can guarantee the quality of collected data. In this case we felt that the best way of doing research was to distribute the questionnaires by researcher.

3.8 Edit - Data Analysis - Research Results

After the data collection processing of questionnaires is performed in order to form data to be used for statistical analysis. These tasks are:

- Procedure Edit: All completed questionnaires were checked to see that they are properly and fully expanded. In particular, at this stage the researcher had to check for obvious omissions or correction of information in case of obvious errors.
- Introduction and Encoding: In this step the collected data was encoded and processed by the appropriate software statistical analysis, so as to produce a final data set which is ready for analysis.

The importance of this specific stage is very large and includes also a series of methods of pre-treatment - "tidying up" of data (data cleansing). The way of introducing and coding data affects the accuracy and quality of the analysis. The efforts being made aimed to minimize the incidence of errors, and to ensure the quality of results. The presentation will take place in the following chapters with the use of MS Excel tables and graphs.

3.9 Ethics

Research ethics, refers to the focus of researcher on the ethical principles and regulations as well as the oversight and review of current and potential research projects. In this study all participants were given an information letter and a consent form with the questionnaire, which informed them on the subject of the study, the purpose of the researcher and their role in it. They were informed that no disclosure of personal information would take place at any step of the investigation, and that they would be able to withdraw their participation at any stage prior to the publishing of the study.

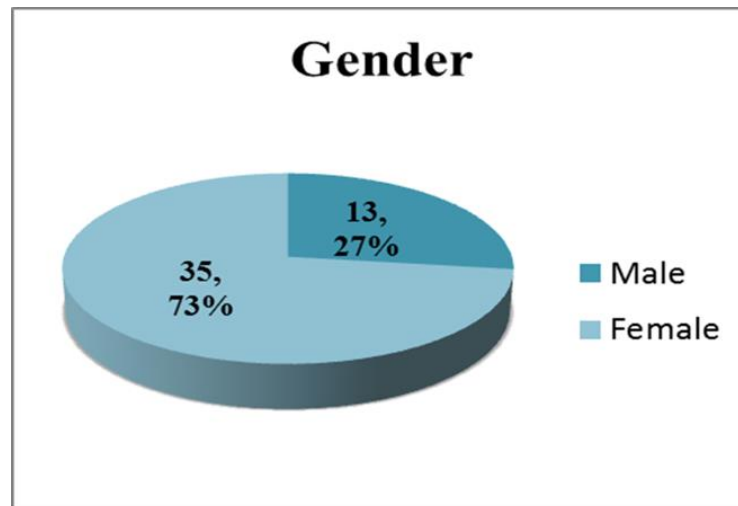
Chapter Four: Analysis of Results

This chapter presents the results of the survey, and the findings of the research.

The first questions of the questionnaire refer to the demographics.

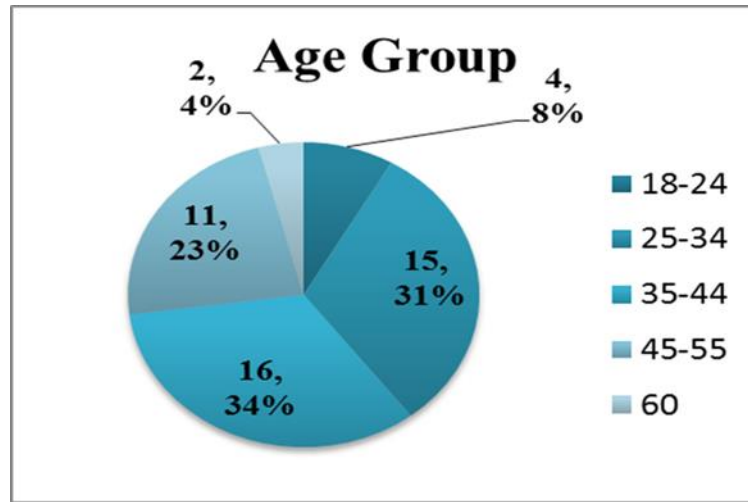
As we can see from the graph below, in the survey that was carried out between 17 and 27 August participated by 13 men and 35 women, ie total 48 employees. The graph demonstrates the percentages.

Graph 1: Gender of the participants



The second question referred to the age group of the participants. The ages ranged at a rate of 8% from 18-24 years (4 persons), in a 31% of 25-34 (15 people), 34% of 35-44 (16 people), 23% of 45-55 (11 people) and finally 4% were 60 and over (2 persons). As we observe the bulk of the sample are juveniles.

Graph 2: Age Groups



The following tables shows the age frequency in the group of participants

TABLE 4.1: Age Groups

Age groups	Frequency	Percent
18-24	4	8.33
25-34	15	31.25
35-44	16	33.33
45-55	11	22.92
60	2	4.17
TOTAL	48	100.0

As regards education, a proportion of 2.08% (1 person) are primary school graduates (elementary), a percentage of 2.08% (1 person) corresponds to secondary school graduates (high school), followed by the largest percentage 20.84% (10 people) corresponding graduates of secondary education (high school, technical school), a percentage of 56.25% (27

people) to holders of Bachelor's degree and finally a very small percentage of 18.75% (9 people) to holders of Master's degree.

Graph 3: Education

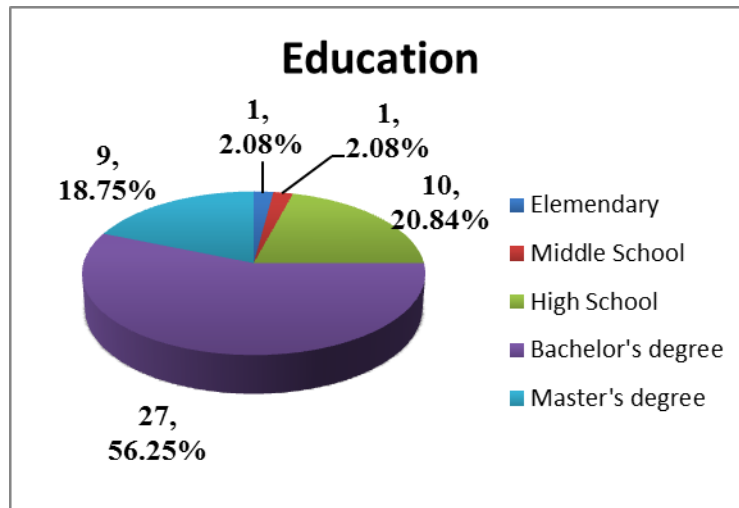


TABLE 4.2: Education

Education	Frequency	Percent	Cumulative Percent
Elementary	5	10.42	10.42
Middle School	14	29.17	39.59
High School	16	33.33	72.92
Bachelor's degree	11	22.92	95.84
Master's degree	2	4.17	100.0
TOTAL	48	100.0	

As for the years of service a percentage of 10.42% (5 people) pertains to staff less than a year, a percentage of 20.83% (10 people) pertains to staff with 1-3 years of service, a 12.5% (6 people) from 4-6 years and finally a rate of 56.25% (27 people) from 6 years of service or more.

Graph 4: Work Experience

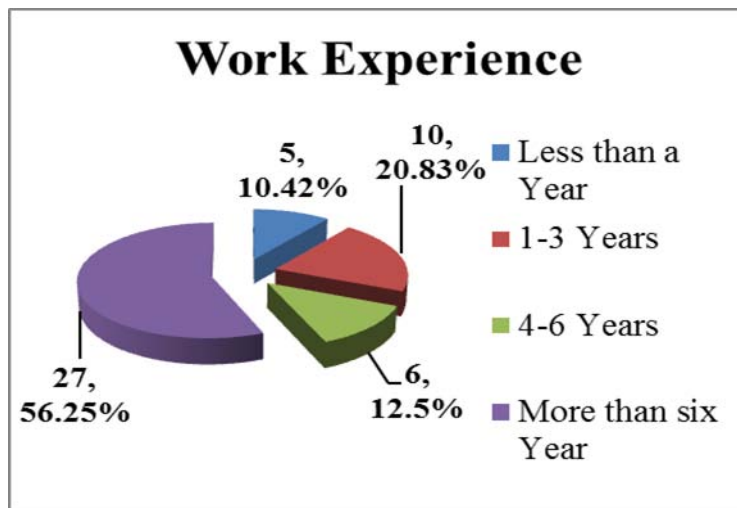


TABLE 4.3: Work Experience

Work Experience	Frequency	Percent
Less than a Year	4	8.33
1-3 Years	10	20.83
4-6 Years	6	12.50
More than six Years	28	58.33
TOTAL	48	100.0

The next set of questions refers to the goals and strategies of the company and how these are communicated to the employees.

Graph 5: The Company clearly communicates its goals and strategies?

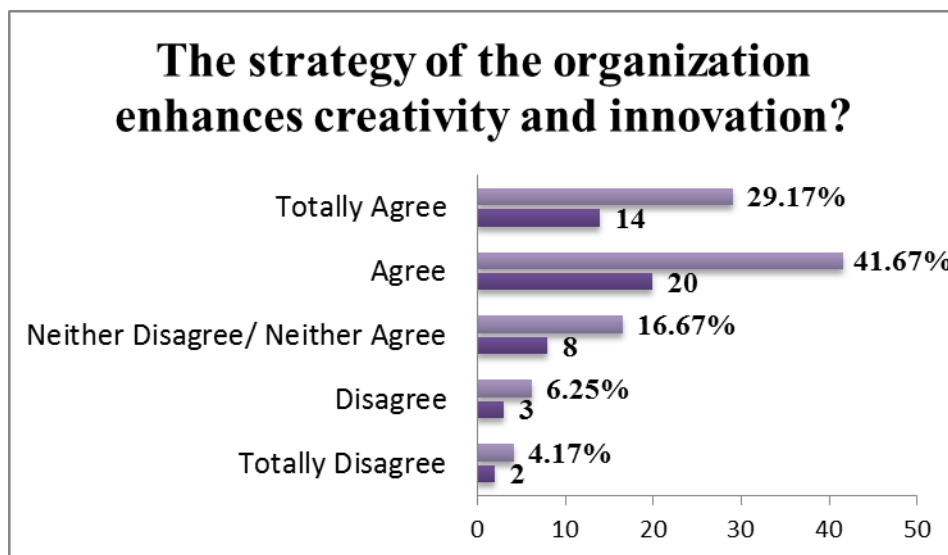


17 of the participants responded that they agree with the statement, while 15 of them suggest that they totally agree. This means that the majority of the participants actually agree that their company communicates their goal and strategies, while only 16 of the participants are mildly or strongly negative on this statement. This response is of significant importance given the fact that often, new corporate strategies are promoted to employees without any assistance provided to them on how to handle and prioritize tasks and duties. To close this gap alignment, leaders often resort to a "cure" which has its roots in a long time and this is none other than educating people. However, in most cases problems in communication of the strategic goals may hinder the entire effort.

The management of an enterprise realizes that the best strategic programs cannot be implemented without the involvement and dedication of the lower personnel. So it creates various design and working groups consisting of executives of different levels and departments, which undertake to achieve their business goals and objectives by developing strategic plans. Thus the preparation of strategic plans is an integrated process where, with the introduction of a "strategic thinking" involved all company officials.

The issue of innovation and creativity has been associated with the level of performance and company efficiency. Therefore it was of significant importance to ask the employees to evaluate the level of creativity and innovation in their organization. 20 of the participants answer that the strategy of the organization enhances creativity and innovation, while 14 strongly agree with this statement. Only 13 of the participants respond in a negative or rather negative way to this statement.

Graph 6: The strategy of the organization enhances creativity and innovation?



The next question refers to the encouragement of the employees to given their best to the organization. Again most of the participants seem to agree with the statement that the management indeed encourages them to give their best; 18 people [37, 55%] agree, and 14 people strongly agree, while 16 of the participants seem to have an opposite opinion. The importance of this question lies to the significance of encouragement and how it is associated with the commitment of the employees to the company.

Graph 7: The management encourages employees to give their best to the organization?



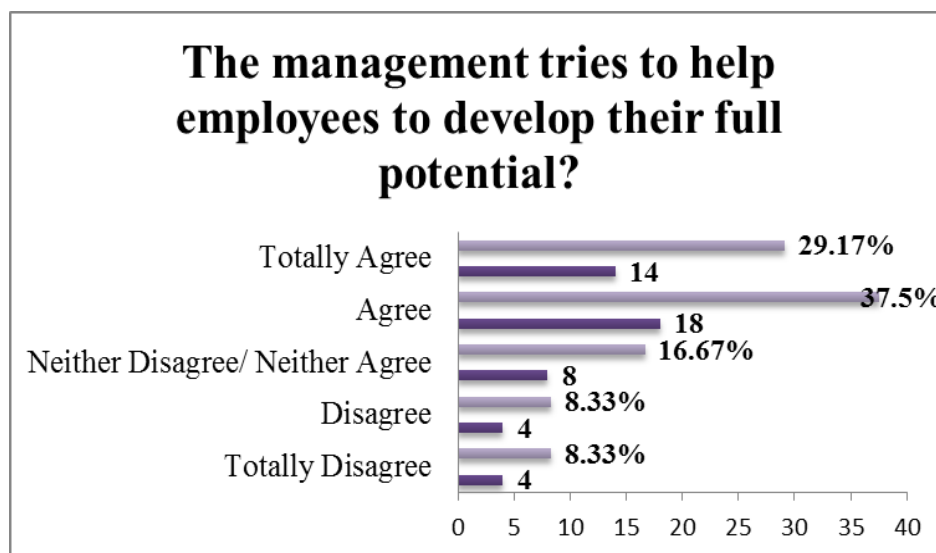
In the information society, the organizations should pursue ever more intensively, the development of knowledge, skills and creative thinking of the staff, so as to be able to cope with the constant changes of the conditions and environmental requirements current societies. Operating in the context of continuous and complex changes, modern organizations need to be flexible. A prerequisite of flexibility is supported by a high level of trained personnel.

So today when we talk about the individual socialization within the company we mean the teaching and assimilation of business culture and management philosophy. More and more organizations seek to develop a competitive advantage through high-quality human resources. But we must not overlook the fact that developing the skills of employees makes them, presumably, better able to understand the forces of the working environment, which is believed to facilitate the commitment of the individual to the organization.

The next question refers to whether the management tries to help employees develop their potential. Again it seems that most of the participants are positive towards this statement. 18 people [37, 55%] agree, and 14 people strongly agree, while 16 of the participants have an opposite opinion, disagreeing with the statement.

Linking the skills of people with corporate strategy presupposes the modern enterprises realize that the development of their employees is just one of the links in the chain improving efficiency. There are other links which are also important and contributing to corporate strategy: aligned processes and performance metrics, integrated "tools" that contribute to the project, new technologies and support from management on new knowledge and skills.

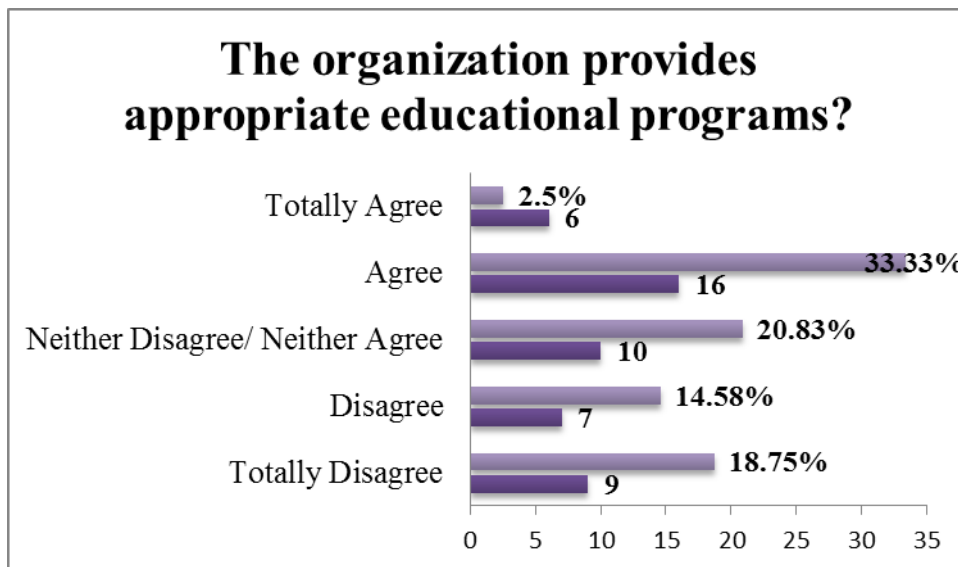
Graph 8: The management tries to help employees to develop their full potential?



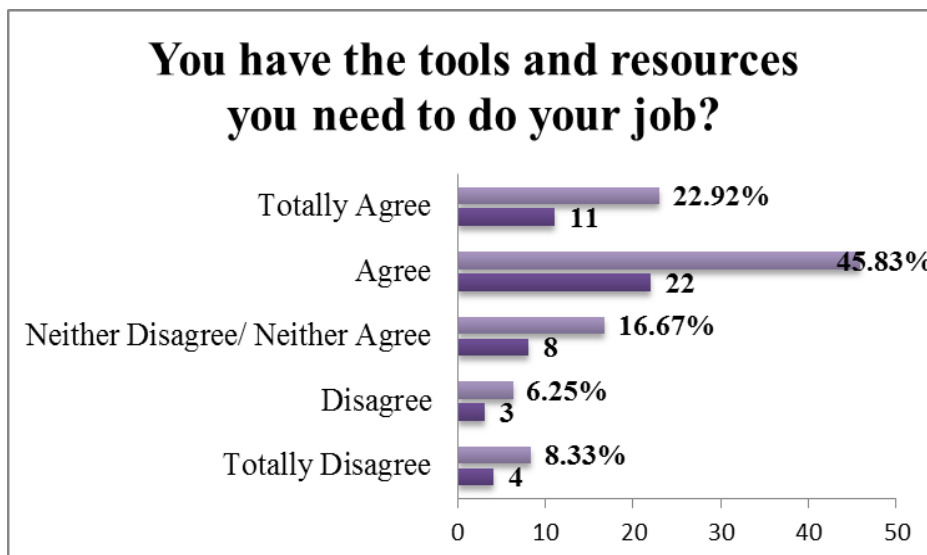
The next question is linked with the effort to encourage full potential, and is associated with the provision of educational programs. 22 of the participants agree or strongly agree that the company provides educational programs that are appropriate for their work. 26 though think that the educational programs are not that appropriate: 10 of them neither agree nor disagree, while 7 of them disagree, and 9 of them disagree strongly with the statement. This is of significant importance, because there is an issue with the selection of educational programs,

as suggested by the literature as well. many studies have shown that education and training programs that are cut off from other influences related to employee performance, have a rather low efficiency. What is important is to form corporate goals and create targeted strategies to be linked with the increased economic returns in the shortest possible time. The goal is to move from the traditional way of dealing with education to a reasonable program aiming at Improving Human Performance and to create highly effective on an ongoing basis. The truth is that only companies that are transforming the learning process than a simple seminar on an integrated system create the conditions for continuous improvement of performance, reaching high.

Graph 9: The organization provides appropriate educational programs?



Graph 10: You have the tools and resources you need to do your job?



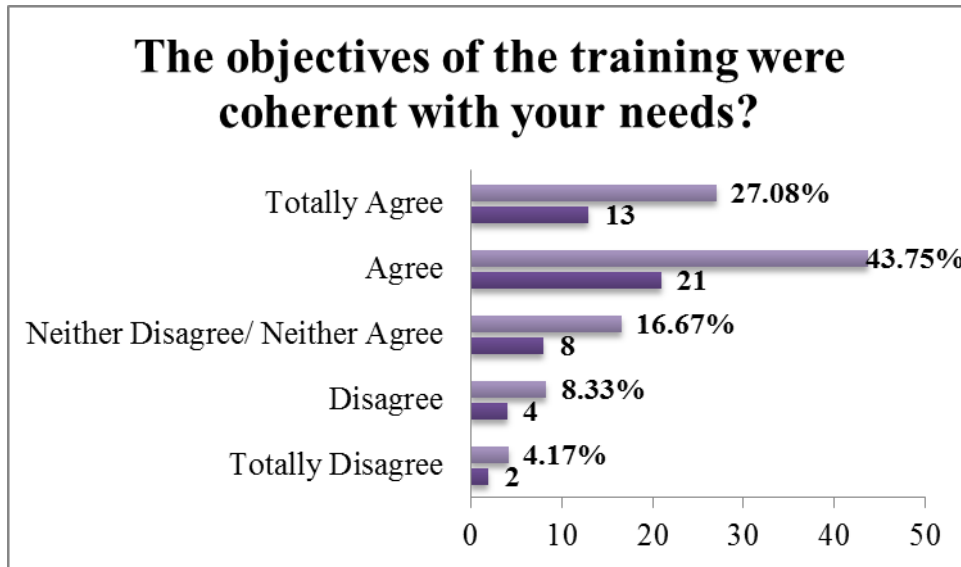
The next question focuses on the objectives of the training program and their coherence with the needs of the employees. Here it seems that the results are clearer. 21 employees agree that they are coherent with the needs, and 13 strongly agree, while only 14 of the respondents seems to have a negative or neutral opinion about the issue.

The development of educational policy is very important for the process of education to be successful. In many organizations, education is treated more as a cost rather than as an investment and that it may be very difficult to investigate the relationship between development managers (employee development) and organizational performance. As we have seen some attribute it to the unclear definition of both "management development" and the "business success» (Torrington and Hall, 1995). In any case the difficulty is due to the complexity of the variables that affect organizational performance. Thus e.g. it is difficult to distinguish whether performance is improved because of the effectiveness of the applied education policy or because of the improved rewards or perhaps because the policy made clearer the objectives of the organization.

The assessment of training needs is a process of gathering and analyzing information, data and opinions to assess if education is necessary, why, what type of education, what parts, how many and for what, how much training and when should be applied. The methods and sources of this information are sufficient and any one or combination of these is suitable depending on the purpose of education and the needs of the employees. Routine data collection methods for the educational needs are: questionnaires, data research and data, interviews, written tests, observation, assessment centers, recording critical incidents, task analysis and analysis of business plans.

In some cases the monitoring of educational programs for executives is part of the reward in terms of business of the employee for the overall performance. In other businesses a training program is part of a broader process that marks the recent promotion of the employee. Many times in the training programs involved not only the employee who was promoted and the working group.

Graph 11: The objectives of the training were coherent with your needs?



The next question refers to the effectiveness of the training program. 13 of the participants [27,08%] totally agree, while only 2 agree with the statement, hence, are satisfied with the effectiveness of the program. 6 are neutral, while 5 disagree, and 3 totally disagree with this statement. It could be, thus, said that overall, most of the participants are relatively satisfied with the effectiveness of the program. We should consider that for a newly employed in business, the problem of training is simple and perhaps non-existent, because this person usually feels that it is a matter of course going through a stage of education, with an informative purpose so as to adapt to the new environment. However, with regard to workers already employed in the company and need to be trained or because new methods of project execution appeared, or because they are to be deployed in another area of business or the end, because they are open to take some leadership, the problem that occurs is far more complex. The issue of needs and satisfaction with the effectiveness of the program becomes more important.

First, the employee must be aware of the "why" he / she is trained. If he or she, has not already achieved it alone, then the competent trainer should help him, convincing him of the usefulness of the things to be learned, to properly address the problems he encounters, combining the willingness to learn with all the possible rewards that can the employee gain. If the organization wants employees to acquire various skills (and become multi - skilled)

they should reshape the political rewards so as to reward rather the acquisition of new skills rather than providing a specific project.

The first important step in the process of education and development of human resources of a company is to identify the necessary skills required for the employees of an organization, in conjunction with the business strategy and objectives. To be effective, the education should be distinguished not only to what the educational needs of individuals and groups are, but also how these groups relate to business objectives.

Graph 12: Are you satisfied with the effectiveness of training program?

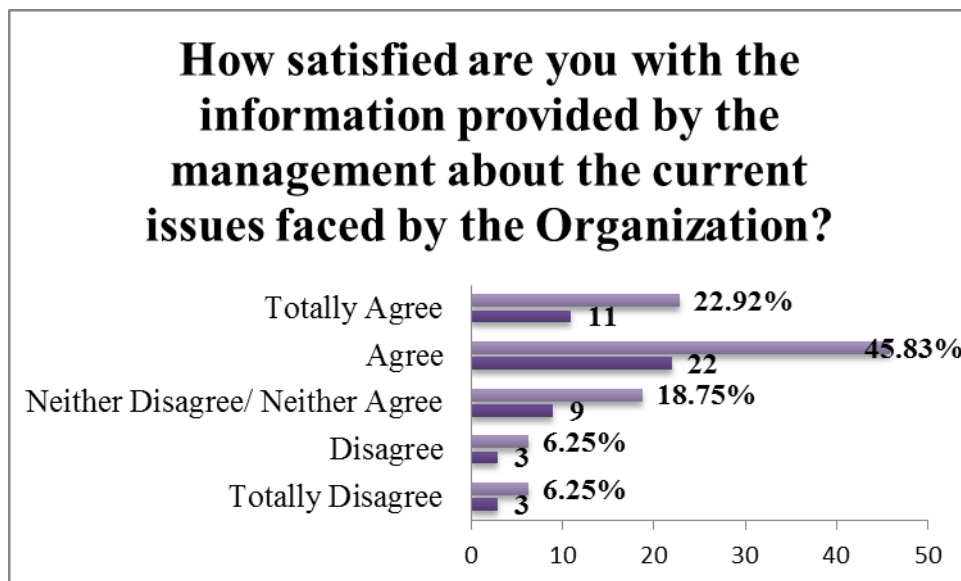


The next question combines the satisfaction of the employees with the information provided by the managers on the organization and the issues faced by it. 22 of the participants are satisfied, while 11 are very satisfied. 3 are not satisfied at all, while 3 are also not satisfied, in a more mediocre level.

The issue of communication is of significant importance in this case. When the employee is convinced of the necessity of education and considers that education is an instrument for achieving its objectives and the development of, then it has been a big step for a correct and successful education. The same applies with the level and subject of information received. As

we have seen, the training is used to solve a wide variety of organizational problems. It promises to improve their individual and collective performance to increase productivity - improve the quality of work, reduce waste, costs and delays, to contribute to the proper and full use of the equipment, increase the zeal and lift the morale of employees, reduce the cost of supervision, prepare replacements and promotions, help the organization to cope with environmental changes, facilitate the implementation of reforms, new processes or new policy, and finally make it possible to change organizational culture. In order to achieve this change, a higher commitment of the employees is required. Commitment can be achieved with the communication between managers and employees, and an open door policy.

Graph 13: How satisfied are you with the information provided by the management about the current issues faced by the Organization?



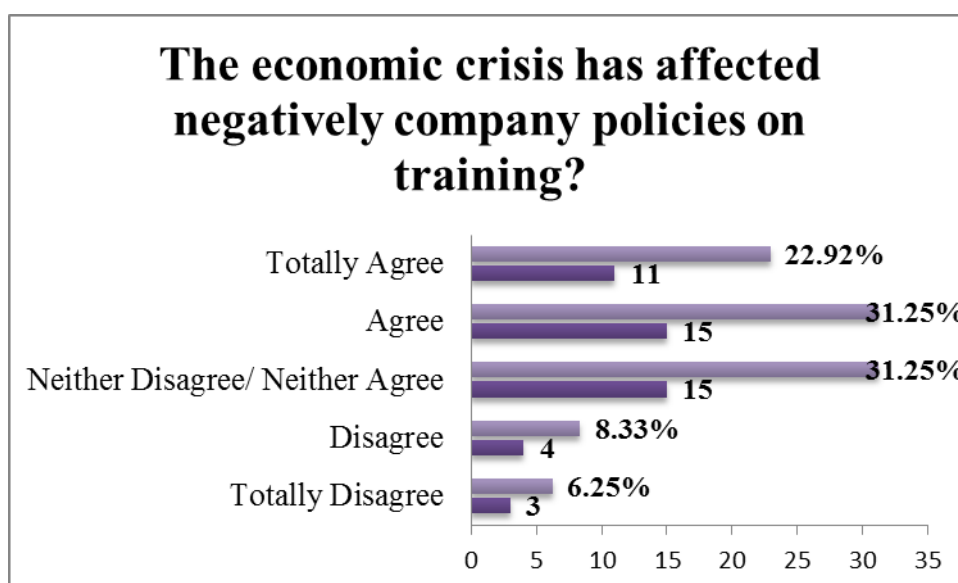
The next question refers to the financial crisis, and whether this has affected the company policies on training. It was expected to have more positive responses, since most companies have been heavily affected by the crisis. 15 of the employees agree that it has affected the policies, while 11 totally agree. 15 also seem to be more neutral, while 7 seem to note that the crisis has not changed the policies.

The constant changes that occur in the workplace and professions make it very difficult to accurately calculate the needs in human capital, so that the various methods of calculating those needs make companies unable to have totally reliable results. But for sure, it is necessary for the managers, while taking into account the changes taking place, to calculate, albeit in short term needs in human resources so that the calculation of the means and cost of education becomes easier.

Naturally education requires a serious cost which is divided into positive and depositional. The positive aspects include the remuneration of trainers, rental of premises, the purchase and operation of teaching aids and various operating expenses of the program.

In the category of consequential costs are included the losses suffered by the undertaking by the temporary removal of staff for the purposes of the plan, either as trainers or as trainees. For these reasons, the decision to implement an educational program should be taken with great caution and in any case to be made only after a detailed study of the company's training needs. However, when educational programs are well organized and all-round to meet the educational needs, the company should not be reluctant to take on the relevant expenditure, provided of course that costs must always be checked.

Graph 14: The economic crisis has affected negatively company policies on training?



The next question refers to the possible positive effect on the personal performance of employees. 50% of the respondents, 24 of them, seem to agree that it has a positive effect, while 9 strongly agree. Only 3 disagree, and 4 strongly disagree with this statement, which means that overall, the significance of training is understood and acknowledged by the employees.

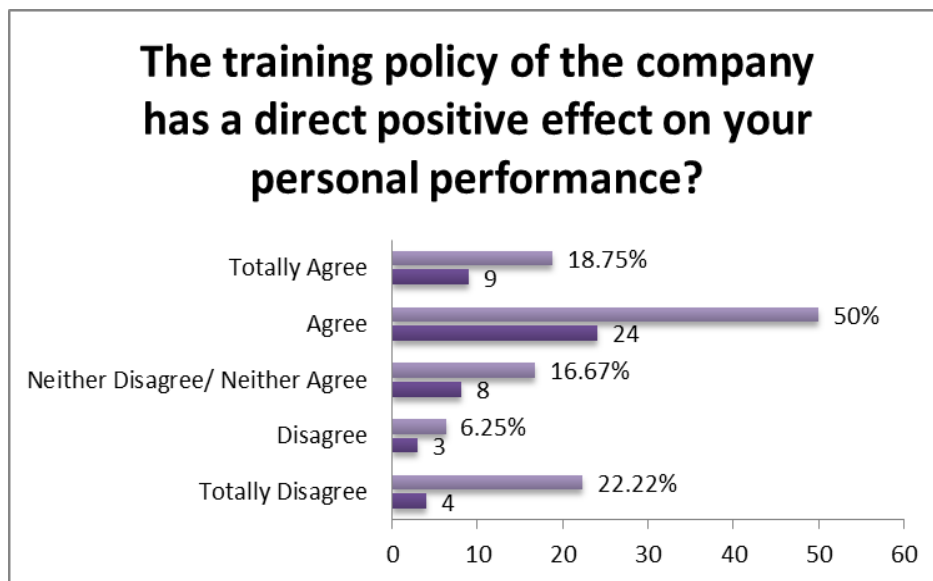
Indeed, these responses seem to be in agreement with the pertinent literature. The business benefits of employee training are many, including the increased productivity: The development of knowledge and skills through education, leads to an increase in the quantity and quality of the product, but also to the reduction of errors, misunderstandings and delays. Through education is also improved the personal, team and business performance in terms of production volume, quality, speed and overall productivity. Especially today, the exploitation of the possibilities of new technology, which nowadays is a key instrument for increasing productivity, requires systematic training.

The benefits of education for employees can be summarized in the following list:

- It helps employees make better decisions and to effectively solve the various problems
- Enhanced recognition, responsibility, success and growth
- Enhanced self-confidence and self-development
- It helps the individual to handle the tensions and conflicts
- It gives knowledge to improve skills and communication
- Increases satisfaction from job
- It helps to achieve personal goals
- It gives new future-oriented employee
- It creates a sense of growth in learning
- It helps the employee to develop oral and written skills
- Reduces fear for practicing a new activity

All these are evident of personal improvement; when this is acknowledged by the employees, we also have a higher level of satisfaction and commitment to the company, thus, the business can be considered more successful.

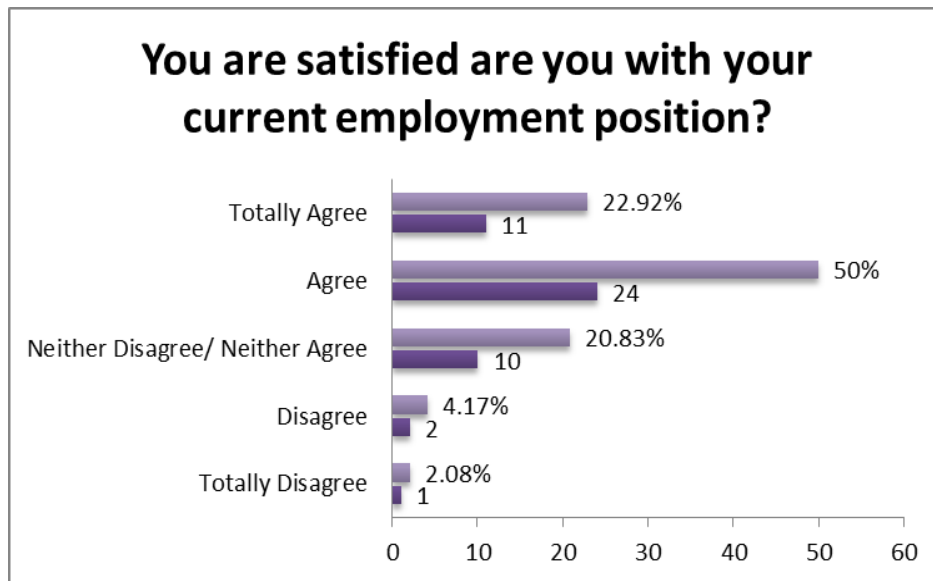
Graph 15: The training policy of the company has a direct positive effect on your personal performance?



The next question refers to the satisfaction with the employment position. 24 of the participants [50%] is satisfied, 11 are very satisfied, 10 are neutral, while 3 are not satisfied with their employment. It has been seen that according to the classic definition, the job satisfaction is defined as the attitude of a person toward a particular Job. Thus, the positive and negative attitudes of a person for his work comprise the professional satisfaction. Therefore, job satisfaction is a "positive emotional response to this work stems from the assessment that meets or allows filling labor values of the individual" [Grammatikou, 2010].

The satisfaction of employees is influenced by both external factors such as the financial remuneration, working conditions and promotion prospects, and internal, such as love and interest of the employees to their profession. Additional factors related to job satisfaction of employees are the level of autonomy and independence, the interpersonal relationships, the opportunities for personal development, the progress they have in their work and various social and cultural characteristics of the organization [Saiti, 2007]. Therefore, satisfaction is not easy to be achieved, and the responses of the participants can be evaluated as an optimistic and positive aspect for the companies.

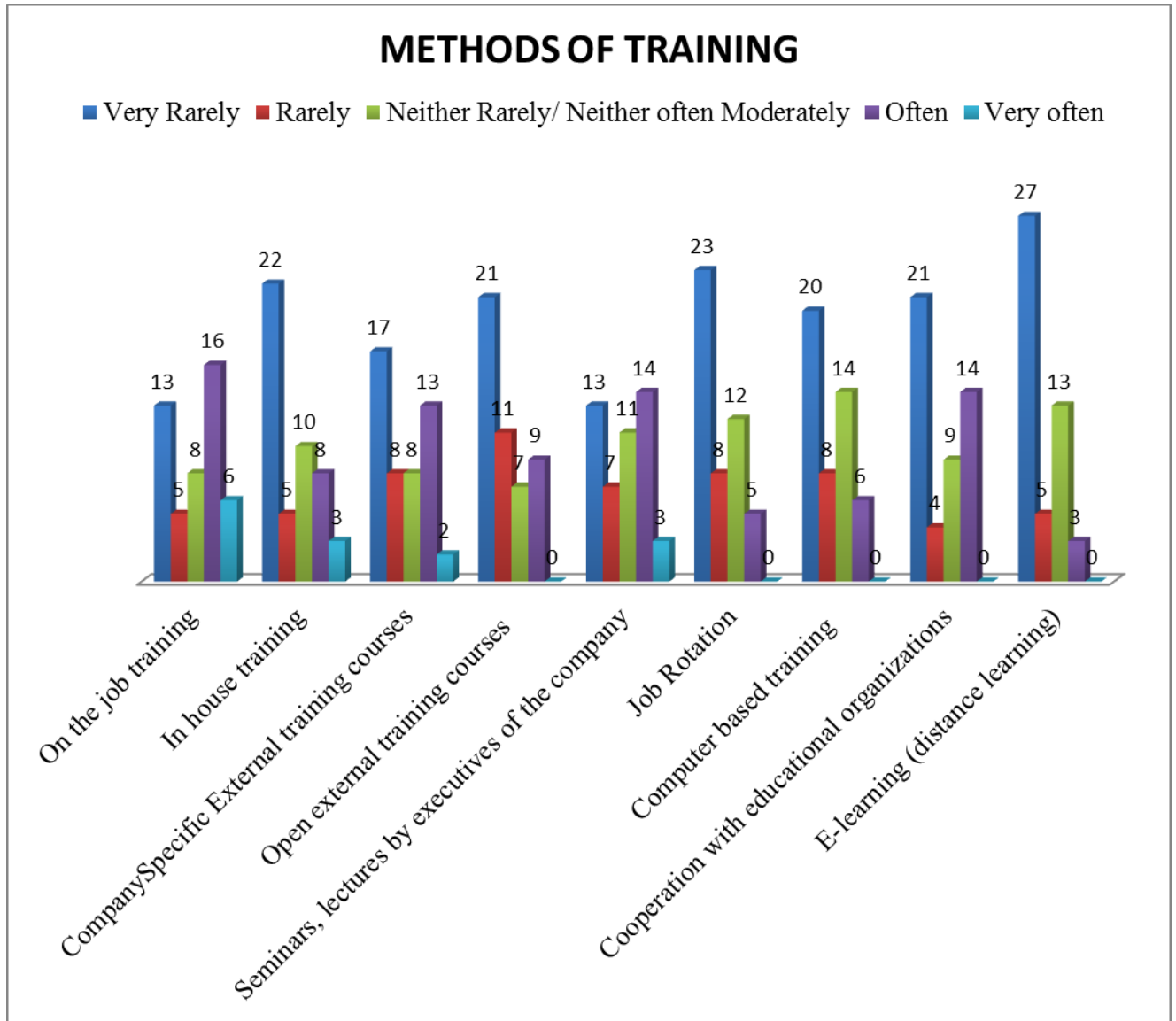
Graph 16: You are satisfied are you with your current employment position?



The last question asked the participants to evaluate the frequency of the different types of training they receive in their work environment. Based on their answers, most often they receive on the job training, while lectures and seminars are also provided often to them. E learning is rare, as well as the open external training, the computer based training and job rotation. As seen in the literature, most of worker training takes place during working hours, from the immediate superiors. The method of training on the job is done by many companies and organizations in Cyprus. An employee who has expertise or is the head of a project shows the subordinates the ways to implement the job or project, the mode or method whereby running a specific job, then watches them, corrects them and gives useful guidance to make it right.

While in other countries the method of open external learning is followed, it seems that in Cyprus, this method is not yet preferred. The training according to this method is done out of position work in a specially designed space (workshop), either within the company or outside the premises. Trainees learn using the same machinery / equipment or very good simulations, and work on simulated projects or have to deal with potential problems. This method is suitable when the training at the workstation is impossible or poses risks to the learner. This method is widely recognized and is considered very effective in the US and some European countries [Bourandas & Papalexandri, 2003].

Graph 17: Methods of training



Overall it could be said that most of the participants seem to be satisfied with their work and the training they receive. It should be noted, though, that effective performance improvement goes further than the critical new skills and knowledge. The important thing is for the employees themselves to believe that the new knowledge can be acquired both for their own good and for the good of the company as they will lead to the achievement of their objectives.

Indeed, many employees who have the knowledge and skills do not always manage to maintain high performance and the same applies for employees who go through different stages of evaluation and are selected for higher positions. This is because there are other factors that affect work performance: the existence of the correct procedures, the good design of workflow, the measurement and evaluation of performance incentives should support their corporate goals, the use of appropriate technologies to support processes and systems and proper feedback. The embodiment of the training programs is independent of the factors mentioned above, and often leads to disappointing results.

Companies should thus consider a change of mentality, from having an orientation to conduct seminars to create a systematic approach to improve the performance of people as an integral element of business development. The truth is that individual training of employees is probably completely ineffective and today's companies cannot afford to make such investments that are rooted in the past.

In the recent years there have been seen a trend of administration of personnel based on "loyalty" rather than the traditional approach of "control". We saw that in order to help the employee in the best way, in the production process, employees should feel satisfaction from their work. It is also important for the employee to feel that their work is recognized and that through this they contribute to the development of the business. Only then the employee will be loyal to the company and interested in the course of business.

Education and human resource development improves many areas at work of employees and develops new skills that do not exist. It helps by improving existing and developing new skills, improving employee productivity. Productivity growth leads to company competitiveness. And because every business has the objective of increasing productivity, should strive to improve all those factors that contribute to it. One such factor is the company's staff.

The words of Gary Rummier and Alan P. Brache are also of significant importance here: *"Every time we try to improve someone's performance, aiming solely to new knowledge and information and new skills, making the naive assumption that the performance of this person is far that the company wants. We ignore the environment performance. This environment - the system - has a huge impact on how the world is doing its job, affecting effectiveness of the entire company. "*

It is thus important that a company assesses all the aspects of training strategy. Linking the skills of people with corporate strategy presupposes that the modern enterprises realize that the development of employees is only one of the links in the chain improving efficiency. There are other links which are also important and contributing to corporate strategy: aligned processes and performance metrics, integrated "tools" that contribute to the project, new technologies and support from management on new knowledge and skills.

Chapter Five: Conclusions and Recommendations

5.1 Conclusions

The continuous development of technology, the constant change of circumstances, both in the market supply and the product distribution market, the constant increase of knowledge, information and change of the various methods by which the various problems are encountered within an enterprise, increase then business needs of specialized personnel and require the continuous training of workers employed in them.

Nowadays to be able to distinguish and maintain its position in the business arena, a company should be concerned with the human factor. We are in an era where technological progress gives infinite possibilities to improve the yields. But we have reached a point where most technological advances can be copied very easily, thus losing the competitive edge. To restore the differentiation should be invested in the development of human resources. Continuing education creates unique conditions that can hardly be copied. The management of the human factor is an important factor in business success. For this reason the emphasis in any proceeding concerns and develops its dynamics.

As for the hotel industry we understand that training is an integral part of the successful course. With continuous training we can see that the odds are improving both at a technical knowledge level (management, organization, cooking, cleaning) and at service level (reception, sales, communication, and organization of activities). Employees reduce mistakes and adopt the right techniques in order to improve their service levels. Inevitable is the responsibility of administrators in an enterprise, organization service for additional training of workers. Most of the workforce, the incoming annually at work certainly needs additional training for any task. The responsibility today, for education ie new knowledge and skills is recognized and is more and more accepted than the investment in human capital.

Enterprises through education programs can give employees the knowledge that is needed to provide better service, to cultivate a sense of courtesy, to inspire confidence and trust in the client (Assurance). Also the possibilities offered by the company for development and promotion of workers if applicable in merit have the effect to strengthen the staff and increase its effectiveness. The same applies when the rewards are given in a fair and objective way. We could say that when an employee sees that their efforts are rewarded then be more

willing to meet the diverse needs of customers. Also detailed selection process can ensure that employees are provided with the necessary skills required by each job, then clearly the expected performance of employees will be better.

At this point we should point out the difficulties faced by the sector about the lack of competent staff for some jobs in hotels. According to a survey conducted by the organization of education and training of Tourism 2002, hotels in Greece have difficulty finding staff for positions in the casino, for waiters and cooks. (Liveris, 2004). Many times we hear from the relevant industry to associate the problems with low level of knowledge held by employees and for this reason requires the establishment of tourist university level schools. On the other hand, however one might reasonably wonder how justified is the lack of interest from graduating high school and even for these level tourism schools. Are the industry's problems related to low pay as shown by the survey data and as shown by the data of the hoteliers for development and promotion. In a similar survey conducted by Tsaur SH & Lin YC, (2003) in tourist hotels in Taiwan showed that the behavior of staff is significantly influenced by the practices of training and development, while compensation and benefits affected less the conduct of officials, both the predetermined role and the additional role as well.

With regard to whether the conduct of officials in the offer of service can positively affect the quality of services we would say that according to a survey the customers' perceptions of the quality of service does not depend on the behavior of employees only minimally affected the reliability of the company to provide the service promised reliably and accurately. the credibility of the enterprise and its responsiveness ie willingness of the staff to help customers and the ability to provide direct service, as well as the politeness of staff and the ability to inspire confidence in the customer, and finally empathy, in other words the employee's ability to ensure the customer individually positively affect customer perceptions of the quality of service.

Respondents expressed their opinion on the level of tourism education in the country. The majority answered that it considers it moderate. Mainly responsible for this are the state bodies involved in tourism that do not give basis to the development and improvement of tourism the most important sector of the local economy. If things do not change and attention is not paid as deserved in the tourist industry, and particularly its representatives, with proper training, then tourism will lose its former importance.

Regarding the influence of education on the quality of services, managers need to be properly trained so that they can cope with problems created either on the technical equipment of the hotels, either on staff working for it and the percentage of those who believe that education contributes to the good quality of management is quite large.

The reform of the provided tourism education and training is a priority, since the whole effort of economic progress is based on a rather significant degree on this field, which is the engine of our economy. The overall effort to upgrade the tourism education and training may be of short duration. It requires long-term planning and implementation of correctional measures. Moreover is required flexibility, courage and determination and, of course, political will and entrenched attitudes. The whole system must be designed so that it has an element of adaptability to changing conditions of the international tourism market.

The final aim is the quantitative adequacy of supply of trained and qualified workforce in the tourism sector and the good quality of the graduates of tourism education and training system. In practice, the absorption of tourism studies graduate programs in recent years is lower than the supply.

The quality of tourism depends not only on the offered tourist services and human resources working in this area, but also from the overall tourism awareness in society especially those involved in the various tourist activities people. For this purpose, after all, the international agencies concerned with improving the quality of tourism point out the need for holistic social approach and design of the tourist product by all the professionals of the area.

5.2 Recommendations

Indeed, the performance of the staff can be improved following their participation in educational programs. Particularly for programs made throughout the year, the yield is greater as workers enter the philosophy of continuing education. There is an upgrade of the level of knowledge and behavior, since in addition to basic skills is emphasized also the general intellectual level. The correct choice of programs is essential as it will be an important cost for the company, and therefore should be fully tested in terms of quality and on the issues to be promoted.

The correct choice of programs is essential as it is an important cost for the company, and therefore should be fully tested in terms of quality and the issues to be promoted. It is particularly important that the emphasis is placed on the developing qualitative characteristics and not just the technical skills. The programs can be directly related to the developments on technology but also the movements of competitors. These two parameters should be monitored frequently so that there are gaps in the level of workers. Particularly in the hotel sector where direct communication is required with the client, behavior plays a key role.

So the staff should have the appropriate elements to suit the needs and requirements of clients. Of particular importance are the courses related to the behavior and communication, teaching techniques and methods that contribute to customer satisfaction.

Regarding the trainers, the people selected should be working in the educational team of the hotel and have the appropriate qualifications. The instructors should be approved by the central management and meet the learning needs. With regard to employees chosen for training we emphasize that it should be rational process which will lead to appropriate decisions. People chosen, should need training to improve their skills. Particularly in hotels where the number of unskilled people is high the need for education becomes imperative

This is a gradual evolution and progress. Particularly for the specializations that work on a seasonal basis, the issue of education is complex and compelling simultaneously. Should these people, who are the culture and philosophy of the company, acclimatize and become ready to face the challenges. Therefore they should be trained before the season starts, so as to be well informed on the underlying issues.

It is a fact that we must identify training needs and gaps of employees. Furthermore, employees must be motivated to monitor and participate in programs. Most often the development or promotion perspective is the most common. An employee will show interest expecting a better perspective on his work. The aim is to convince the employee that with the rise of the company he also will have an auspicious future. Employees also need to understand the culture of the company and the form of administration to participate in educational programs on their own initiative.

With education comes the constant updating of contacts with the vision of the company and in line with the ideas and standards. Education is a link but also tightens relations in the company, shaping corporate culture and cannot be replicated by any competitor. So investing in people presents separately the effects that compose a significant competitive advantage. By educating its employees, the company indicates that cares about the future of its employees and their long-term trend in the company. So employees feel they are an integral part of the business and that the latter care for them. This increases the interest in the company and the work ethic.

Further complaints of workers and disagreements will be cushioned as they have the opportunity to express themselves and develop their personality. Since they have the opportunity to participate in skills improvement programs, all parts of the company are invited to support this effort, expressed freely, without hesitation. The fact that senior managers encourage employees to participate in the programs and that they have the opportunity to combine theory and practice, is ideal. It is observed that in some cases the students have the opportunity to apply new knowledge because they are hampered by their partners, but also by senior management. The employees identify with the company's vision and successfully implement its strategies. We conclude that the participatory policy management and providing opportunities for professional development workers improve their performance.

Perceptions of employees on the practices of management on training and development on the one side and on the other for fees and bonuses can cause various effects on customers' perceptions of the responsiveness of employees and through extra-role service. If companies implement rewards systems to employees associated with the performance then employees are more willing to serve customers as best as possible.

Proposals and recommendations cannot at this stage be detailed as primarily is require the placement of the Ministry of Tourism for the overall design of Technical and General Education in the tourist industry. Then, through research, studies, evaluation and dialogue with professional bodies should become a long-term planning for tourism education.

Choosing the right training method is a hub for the configuration of the educational program and should be set according to the needs, objectives, resources and enterprise level workers. We suggest to distinguish the methods into two groups a) training in job b) training outside job

- A) Training in job: This is the experience acquired by the employee during the work either informal or based on formal methods. Informal education is related to the information it collects and what it learns in performing the work. The standard training is based on a set of methods associated with guidance from above, with the supervision and with the creation of conditions to advancement within the company (in the case of junior managers this is characteristic). For the success of the method it is necessary to have a supervisor, one or more trainees, and an organized knowledge transfer process and skills. Such methods are education through guidance and exemplification through a mentor, the controlled apprenticeship program, training with work information, internships, participation in committees, the job rotation, the positions enrichment, written work and participation in projects.
- B) Education outside job Training outside workplace is distinguished into in-house which is organized and provided within the company and off-house supplied by third parties to employees in areas outside it. We can briefly mention the methods used in education out of work: lectures, seminars, case study, business games, the development roles (play roles), simulations, shaping behavior (behavior modeling), the awareness training (T Group dynamics group exercises), the Dynamic Groups and Team Exercises, Rural Education (outdoor training), the training on specific issues.

Being on the practical basis of education emphasize that we must take certain measures for the successful realization of the process. Worth mentioning is the control of the educational material, the choice of instructor, teaching space and performance testing. An important role is that of line managers who cooperate with the human resources department and employees to identify educational needs. Further help employees develop their staff training and

development program. Their decisions are critical because they affect the level of the course of the educational process.

To design educational programs that shall be effective, we will have to consider some basic principles:

- Training is considered successful if it recognized that learning is an inherent need of learners.
- People learn at different rates, having started at different levels of knowledge and motivation.
- Learning is affected negatively by various emotions, such as fear and lack of confidence.
- The instruction must be frequent and short.
- Trainees must participate rather than passively listening to the instructor, so the preferred training methods are discussion and practical work
- Education must use all the senses.
- Educational programs should be monitored frequently

There is a wide variety of methods and techniques, which can be used, but the choice depends on the knowledge which should be transmitted. Regardless of the method used, in order to be effective education should be designed a training plan that includes the following stages:

- Preparation: The purpose of preparation is to feel comfortable by the learner and to create interest in his new job. The difficulties of working out as it is not exaggerated, and warned the employee for business risks that will face in his new work and encouraged measures to prevent them.
- Delivery: The work which is displayed will educate employees in a logical order and clarity.
- Implementation: The learner goes alone to perform the taught work, while the trainer corrects the notes or details that were not understood.
- Test: Measure the ability of the employee to perform the work in full, and without assistance. The means that help train the speech, demonstration, aids and questions.

Education is directly related to the cost as defined quite high most of the time. The question is whether the cost is worth the effort, that if there is a corresponding increase in efficiency. It is

therefore particularly useful for the company to calculate an index which will be related to costs and improve returns. One way is benchmarking. This comparison yields the best company in the industry with our own to identify the level and our differences from competitors. In this way poses a number of criteria which form the basis of the comparison conducted and conclusions from the actions of other undertakings. The practices followed by others may give ideas to the company and to change the attitude and mentality on many issues, leading to increase and efficiency.

To calculate the efficiency of education must first calculate the costs and then be assigned a monetary value to each benefit - result obtained by each specific activity. We report the costs related to education and stress that their duration is specified. The reasons may be depreciation, obsolescence of technological equipment, the employee leaves the company, etc. We stress that it is useful to identify how long lasting the effects on their business shall be.

In conclusion, today the European competitive environments and environments outside of EU Member of the outer and professional demand put in first priority specific practical application of knowledge in a professional system directly connected to the modern labor market needs. However, the actual market demands also modern pedagogical concepts, and those graduates of tourism courses have to possess extensive knowledge and skills. Indicatively, the incomparable natural wealth and cultural heritage of our country can be measured and used as an economic springboard and lever growth path, if no proper education by specialist teachers in the tourism sector, one of the largest professions in the Country.

Based on the above data, human resources is the most important component of the competitiveness of the tourist product and tourist services are based primarily on professionalism and human behavior.

According to the latest study by the World Travel and Tourism Council (WTTC), (Naftemporiki,2004) benefits from tourism will reap societies which, among others, will take steps to:

- Insert new professionalismthe employment and meet training needs,

- developing human capital required for the development of the tourism sector by investing in people

More generally, it is argued that the development of tourism disciplines, combined with the desire for development of tourism awareness, especially of any kind of professionals and society as a whole, not only helps to promote the tourism product, but can be a springboard for the overall development the quality of service of the country. In addition, improving the quality of the workforce is employed in tourism contribute overall to meet a total society the local culture, the value of natural wealth, its rich folklore and in turn to assess, preserve and show them the unique competitive advantages of our country.

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Appendix 1: Questionnaire

QUESTIONNAIRE FOR EMPLOYERS Employee Satisfaction & Training Survey

Please take a few minutes to tell us about your job and how the organization or company assists you.

DEMOGRAPHIC QUESTIONS

To complete the questionnaire please use the following Scoring Scale and tick [✓] the corresponding box.

1. What is your gender:

Your gender	Male	Female
	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate your age group :

Age	
18-24	<input type="checkbox"/>
25-34	<input type="checkbox"/>
35-44	<input type="checkbox"/>
45-55	<input type="checkbox"/>
60	<input type="checkbox"/>

3. What is the highest level of education you have completed?

Elementary	<input type="checkbox"/>
Middle School	<input type="checkbox"/>
High School	<input type="checkbox"/>
Bachelor's degree	<input type="checkbox"/>
Master's degree	<input type="checkbox"/>

4. How long have you worked for this company / organization.?

Less than a Year	<input type="checkbox"/>
1-3 Years	<input type="checkbox"/>
4-6 Years	<input type="checkbox"/>
More than six Years	<input type="checkbox"/>

5. Job Level / Job Title _____
6. How many professional courses did you attend in the last 12 months? ____
7. What was the average duration? ____
8. Who paid for the courses (You, Employer, ANNAΔ) ? ____
9. During your time of employment did you pursue a degree? ____
10. If yes, what degree? ____
11. Who paid / is paying for it (you, family, employer) ____

Please answer the following questions, using the criteria below. (tick [✓] the corresponding box).

- 1. Totally Disagree 2. Disagree 3. Neither Disagree / Neither Agree 4. Agree 5. Totally Agree**

		1	2	3	4	5
12	The company clearly communicates its goals and strategies?					
13	The strategy of the organization enhances creativity and innovation?					
14	The management encourages employees to give their best to the organization?					
15	The management tries to help employees to develop their full potential?					
16	The organization maintains high morale among employees?					
17	The organization provides formal training to promote skills to new hires as well as to promoted or existing employees?					
18	The organization provides appropriate educational programs?					
19	You have the tools and resources you need to do your job?					
20	The objectives of the training were coherent with your needs?					
21	Are you satisfied with the effectiveness of training program?					
22	How satisfied are you with the information provided by the management about the current issues faced by the Organization?					
23	The training policy of the company has a direct positive effect on your personal performance?					

24	The economic crisis has affected negatively company policies on training?					
25	You are satisfied are you with your current employment position?					

Up to what point are the following methods applied by the firm regarding your development and training? (Point scale 1 to 5 where 1=Very rarely, 2= Rarely, 3= Neither Rarely / Neither Often Moderately, 4=Often, 5=Very Often)

	Methods	1	2	3	4	5
26	On the job training					
27	In house training					
28	Company Specific External training courses					
29	Open external training courses					
30	Seminars, lectures by executives of the company					
31	Job Rotation					
32	Computer based training					
33	Cooperation with educational organizations					
34	E-learning (distance learning)					

Thank you very much indeed for your time and effort filling in this questionnaire. We would like to inform you that this questionnaire is anonymous. Your personal information will never be disclosed to outsiders.

Appendix 2: Descriptive Statistics

TABLE 4.4: Cross Tabulation: Educational qualification Vs Gender of the respondents

Education Vs Gender					
COUNT					
		Respondents gender			Total
		Male	Female		
		Elementary	0	1	1
		Middle School	0	1	1
		High School	3	7	10
		Bachelor's degree	5	22	27
		Master's degree	5	4	9
	Total		13	35	48

TABLE 4.5: Experience of respondents Vs Age of the respondents

Experience Vs Age		Male	Female	Total
	Less than a Year	2	3	5
	1-3 Years	5	5	10
	4-6 Years	2	4	6
	More than six Year	2	25	27
	Total	11	37	48