

# *BMIH5005*

## *International Hotel Management*

### *Personnel Resourcing and Development*

# **Week 5 – Learning & Development, Mentoring Coaching and Performance Management**

HOSPITALITY  
AND  
TOURISM  
MANAGEMENT



*Man Geni Addysg Uwch yng Nghymru  
Where Higher Education Began in Wales*



**Prifysgol Cymru**  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

# Content

- Recap of last session
- Learning, Training and Development
- Performance Management
- Mentoring and Coaching
- Feedback Giving

# Learning

“Changed or new behaviour resulting from new or reinterpreted knowledge that has been derived from an external or internal experience”

(Torrington & Hall, 2005 p. 385)

# What is learning and development?



# How do you make a cup of tea?



Do you know how to make a cup of tea  
without Training and learning ?

Training helps facilitate employees' learning  
job-related knowledge, skills and behavior.

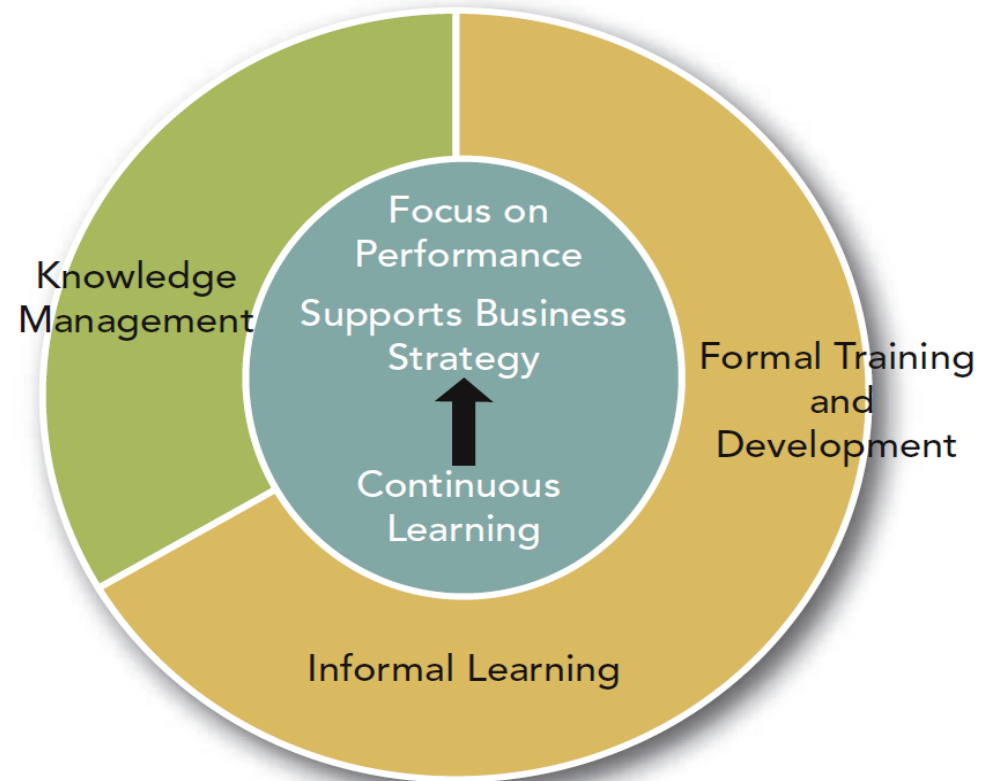
# Aspects of Training

- ☐ Increase knowledge of foreign competitors and cultures
- ☐ Ensure basic skills to work with new technology
- ☐ Increase understanding of working effectively in teams
- ☐ Ensure that culture emphasizes innovation and learning
- ☐ Ensure employment security
- ☐ Prepare employees to accept and work with each other

# Continuous & High-Leverage Training

- **Continuous learning** requires employees to understand the entire work process, acquire and apply new skills and share what they have learned.
- **High-leverage training is:**
  - linked to strategic business goals and objectives,
  - supported by top management,
  - relies on an instructional design model, and is
  - benchmarked to programs in other organizations.

# Key Features of Continuous Learning

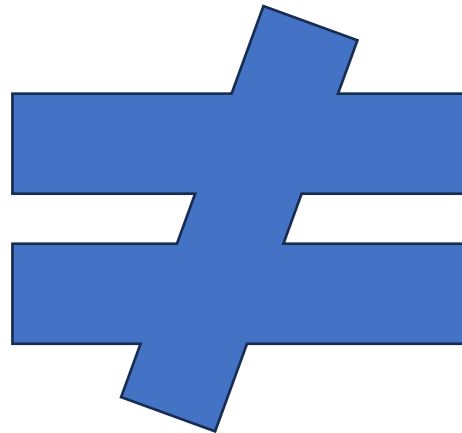


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# Differences between Training and Development?

- Training (Organisation's goals?)
  - short term and job specific
  - legal compliance
  - seen as cost to employer
- Development (Employee's goals?)
  - longer term
  - wider remit- 'the learning organisation'
  - seen as investment by employer

Training



Development

# What types of training may be found in organisations?

## External provider-

- Day release
- Formal education-e.g. NVQ, MBA
- 'Outward Bound'
- Weaknesses?
  - Inadequately focused on specific needs of org.
  - Difficulty of bringing learning back into workplace

## Internal provider-

- on-the-job coaching
- in-house training/ videos/ courses
- cross-functional moves/ job rotations
- secondments
- mentoring/ shadowing
- apprenticeships

## Weaknesses?

- Cost, time and organisation

# Types of Learners



What do you  
think ... affects  
our performance  
levels?



# Performance

- **EVERYONE** has the potential to perform better.
- That potential is blocked by interference.
- Interference can be reduced by focused attention.
- Focused attention can be simply and systematically increased
  - **What is your interference?**

# What is Performance Management ?



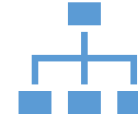
**It's essentially a non-directive form of development.**



**It focuses on improving performance and developing an individual.**



**Personal factors may be included but the emphasis is on performance at work.**



**Coaching activities have both organisational and individual goals.**



**It provides people with the opportunity to better assess their strengths as well as their development areas.**



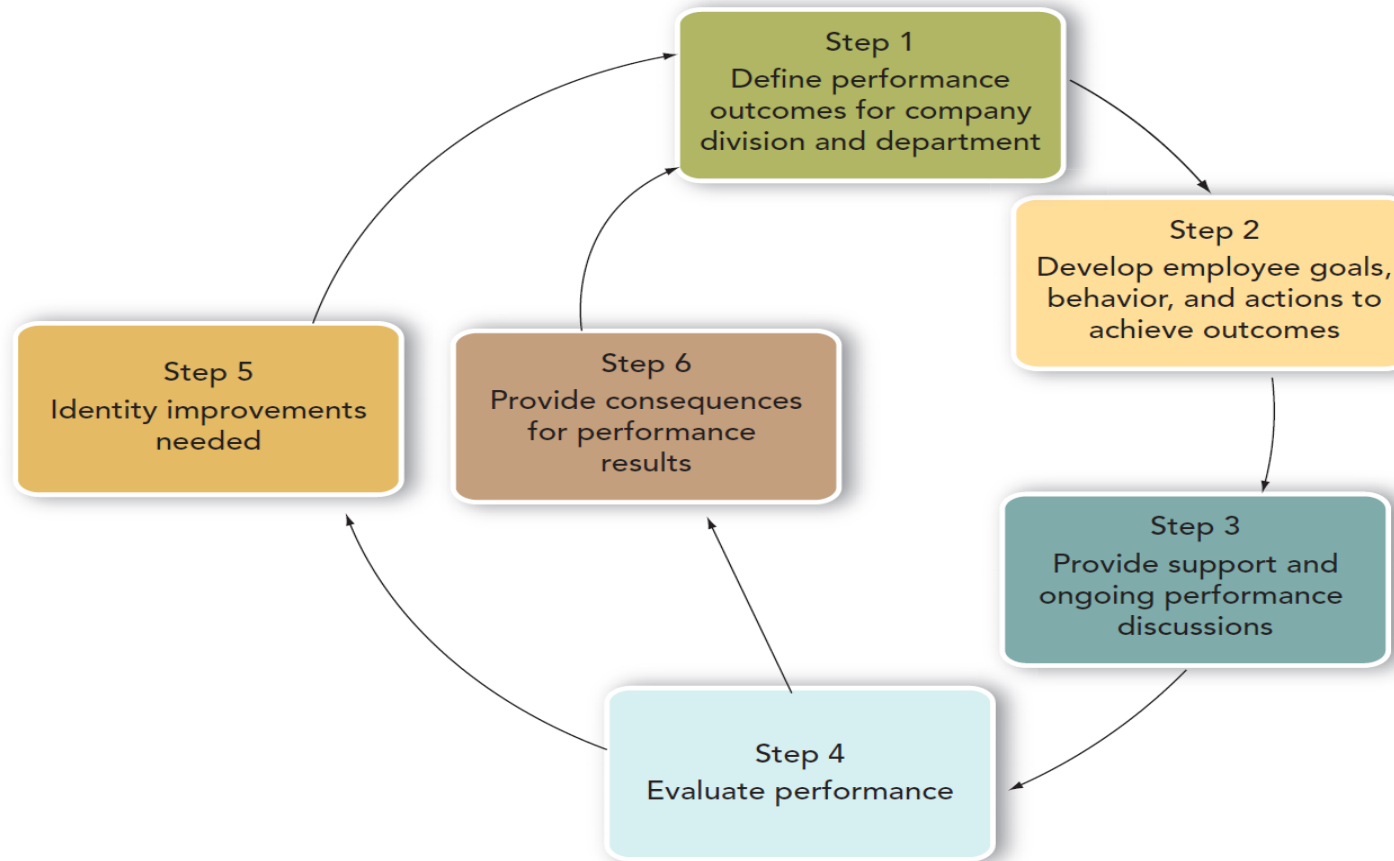
**It's a skilled activity, which should be delivered by people who are trained to do so. This can be line managers and others trained in coaching skills.**

# What do we mean by managing performance?



Answer in the chat  
box....

# Effective Performance Management Process Model



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# Chain Reaction

Links in the performance management chain



**Congruence**

## Performance Measures Criteria

**Validity**

**Reliability**

**Acceptability**

**Specificity**

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# Activity

Spend 5 mins

Please list FIVE performance criteria for a frontline colleague (e.g. waiter/waitress) working in Food and Beverage Department of a hotel.

Write it in the Chatbox !

# Kaizen

Practices participated in by employees from all levels of the company that focus on continuous improvement of business processes

The most effective way of measuring performance is to rely on a combination of two or more alternatives

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**Managers**

**Peers**

**Subordinates**

**Self**

**Customers**

## Five Sources of Performance Information

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# Technology in Performance Management

- Many companies moving to web-based online **paperless** performance management systems.
- Social media tools being used to deliver **timely** feedback.
  - Social performance management
- Use of **gamification** to make process fun.
- Electronic tracking and **monitoring** systems to ensure performance.

# Typical Rater Errors in Performance Evaluation

- Heuristics are simplifying mechanisms that help people make judgments and can lead to rater error.
  - ☐ Similar to me
  - ☐ Contrast
  - ☐ Leniency
  - ☐ Strictness
  - ☐ Central tendency
  - ☐ Halo
  - ☐ Horns



10% of our time recruiting  
90% of our time making up for our mistakes in recruiting.



# Don't let people fail...



# What is a 'Gross Misconduct'?

Deemed as a gross misconduct and therefore summary dismissal (without notice)

- Theft
- Assault
- Harassment
- Under the influence of drugs/alcohol
- Any act which jeopardises company license, reputation, profitability
- Serious breach of H&S rules
- Cash/stock losses
- Serious incident or aggressive/offensive behaviour
- Abuse of payroll/timeclock/company leave policy
- Mis-use of social media
- Any act that puts the company into disrepute



# Social Media



*One in 10 job seekers between the ages of 16 and 34 have been rejected for a job because of something posted on their profiles.*



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# Disciplinary procedures for employee with under-performance or misconduct behaviour



# What do you think makes a good leader?



# The Vince Lombardi Effect



**“Confidence is contagious.  
So is lack of confidence.”**

- Vince Lombardi



# How do we give feedback?



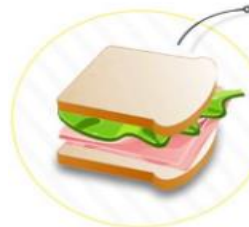
# What is Feedback?



# Feedback Sandwich

## Reinventing the Feedback Sandwich

### Traditional Feedback Sandwich



#### Two Slices of Bread:

Two doses of positive feedback.

**Meat in Between:**  
Sandwiching negative or critical feedback

### Weak Feedback Sandwich



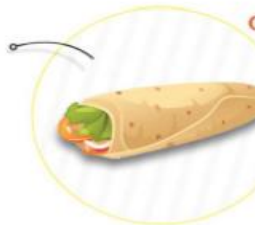
#### Lots of Bread:

Lots of ego-stroking. Other person may not even hear your negative feedback.

#### Little Meat:

Feedback swamped by amount of bread.

### The Untraditional Wrap



#### Good Amount of Meat and Bread, but Intertwined:

Ask someone what they think about their performance, ask if you could share your impressions as well, and have a discussion about it. There's critique and discussion intertwined.

### Open-Faced Feedback Sandwich



#### Meat:

Significant amount critical feedback

#### Bread:

And ego stroking as well... but only at the end.

### The Paleo Diet Sandwich



#### All Meat No Bread:

Just that critical message with no ego stroking at all

# Are you a good coach?



[How Good Are Your Coaching Skills? - Team Management Training From MindTools.com](#)

# What is mentoring?



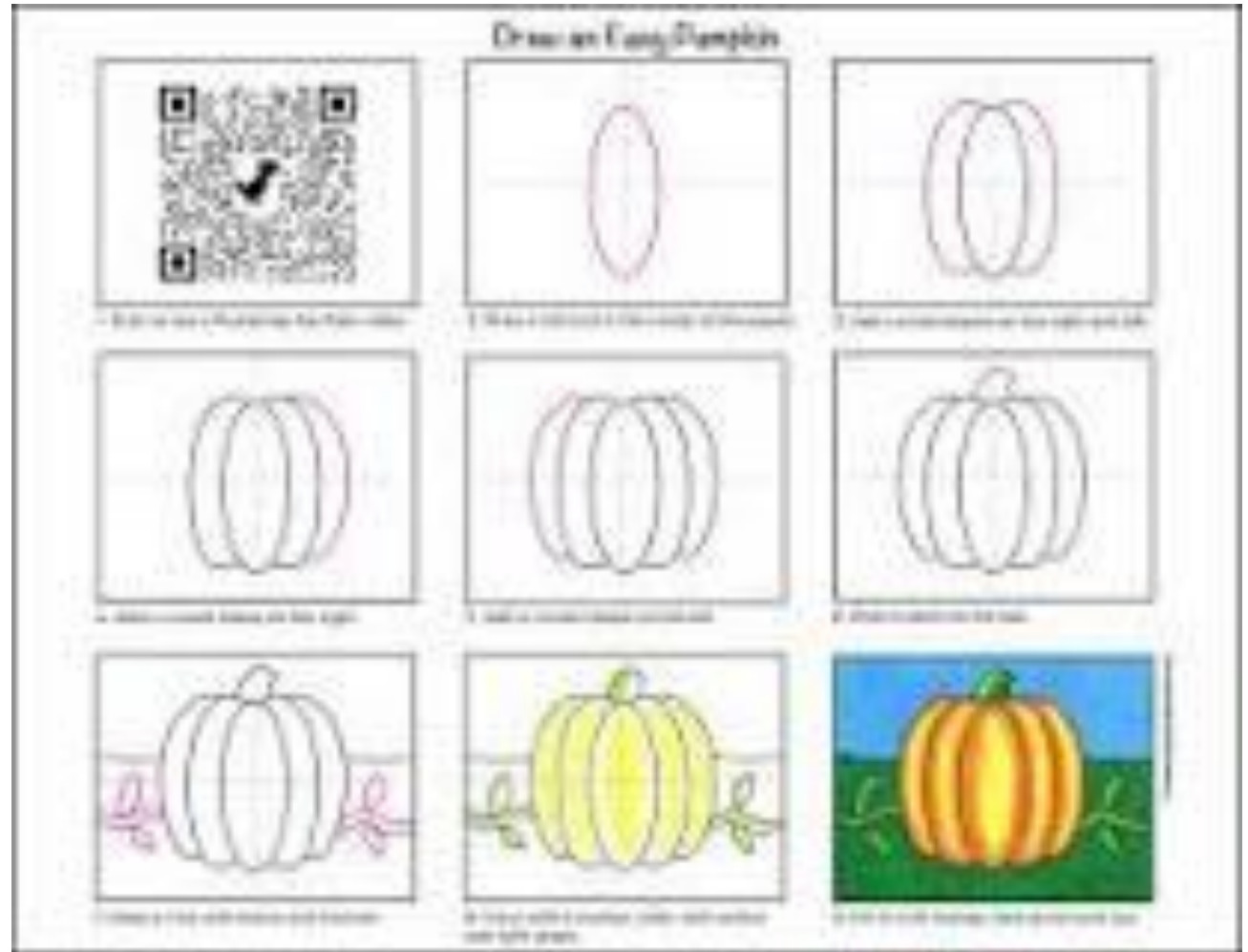
# Coaching Task

- Grab your paper and pen
- You will listen to my instructions
- You cannot ask any questions, apart from to repeat what I have said

# Coaching Task- **Directions to Draw a Step by Step Pumpkin**

1. Draw a center oval.
2. Add a curved shape on the right.
3. Draw a curved shape on the left.
4. Add a curved shape on the right.
5. Draw a curved shape on the left.
6. Place a stem on the top.
7. Draw a vine with leaves and a horizon line.
8. Trace with a marker or pen.

# Coaching Task- Directions to Draw a Step by Step Pumpkin



# Honey and Mumford Questionnaire



## TASK

- Complete the questionnaire found in here
- [Free Online Mumford and Honey Learning Styles Questionnaire \(mint-hr.com\)](http://mint-hr.com)

# Submit the form

- When you have completed the questionnaire press SUBMIT
- The highest score is your learning type – e.g a Reflector

# Breakdown of learning styles

| Learning Style | Attributes                                                                                                                                                                                                                                                                                                                                                    | Activities                                                                                                                                             |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Activist       | <ul style="list-style-type: none"><li>• Learn by doing, and happy to jump in</li><li>• Enjoy the challenge of new experiences, without bias</li><li>• Often guilty of acting before they think</li><li>• Do not learn well from teaching, theory, reading or analysing data</li></ul>                                                                         | <ul style="list-style-type: none"><li>• Puzzles</li><li>• Competitions</li><li>• Role-play</li><li>• Brainstorming</li><li>• Problem-solving</li></ul> |
| Theorist       | <ul style="list-style-type: none"><li>• Like to understand the theory behind actions</li><li>• Enjoy models, concepts and facts</li><li>• Analyse and synthesise testable hypotheses</li><li>• Not suited to learning without instruction</li><li>• Not good in situations that involve 'feelings' or when objectives or instructions are ambiguous</li></ul> | <ul style="list-style-type: none"><li>• Models</li><li>• Statistics</li><li>• Stories</li><li>• Quotes</li><li>• Applying theories</li></ul>           |

# Breakdown of learning styles

## Pragmatist

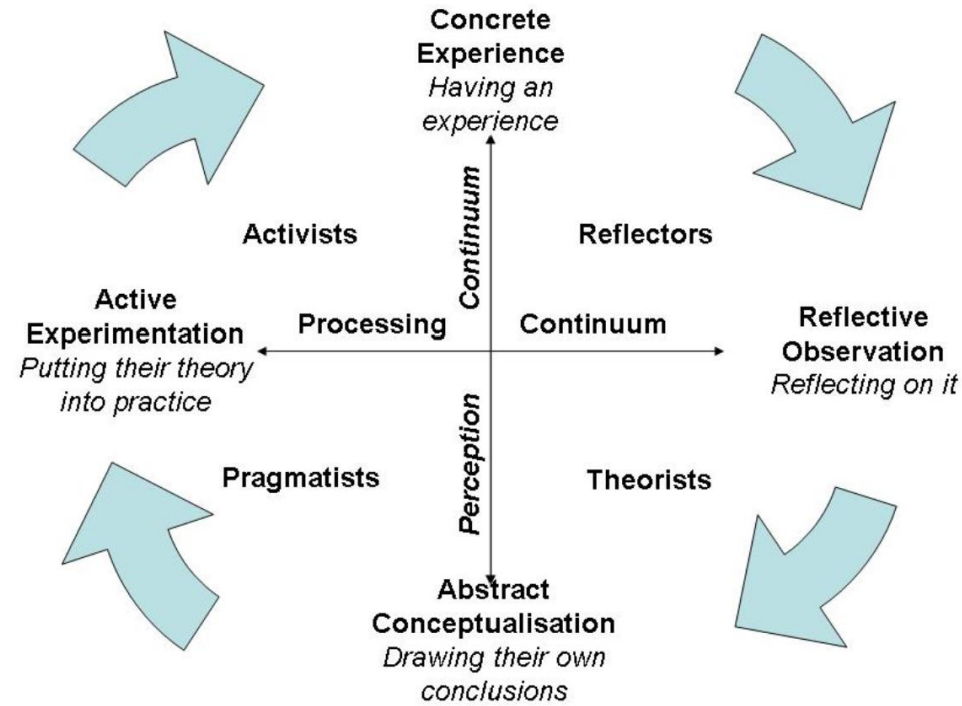
- Need to be able to see how they apply their learning to the real world
- Abstract concepts are useless if they cannot see how it is applicable
- Enjoy trying new theories and techniques
- Do not happily engage when objectives and instructions are unclear, or when it is heavy in theory
- Thinking about how to apply theories to reality
- Case studies
- Problem-solving
- Discussion

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## Reflector

- Learn through observation and reflecting on results
- Prefer to watch from the sidelines
- Take information in from multiple perspectives and work to a conclusion
- Reflectors are not good at leading activities or being rushed, with no preparation
- Observing activities
- Feedback from others
- Coaching
- Interviews
- Paired discussions

# Honey and Mumford – Learning Style Model



# Simon Sinek on Millennials in the workplace





*If we did the things we are capable of  
doing, we would literally astound  
ourselves*

- Thomas A. Edison

# Further Reading

- LANCASTER, A (2019) *Driving performance through learning*. London: Kogan Page
- KENNER, M. (2018) [Businesses must embrace brain-friendly learning, says neuroleadership expert](#). *People Management* (online). 22 January
- HR Magazine - Is engagement fact or fiction?
- E. Pulakos, R. Mueller-Hanson, R. O'Leary, and M. Meyrowitz, *Building a High-Performance Culture: A Fresh Look at Performance Management* (Alexandria, VA: SHRM Foundation, 2012); H. Aguinis, "An Expanded View of Performance Management," in J. W. Smith and M. London (eds.), *Performance Management* (San Francisco: Jossey-Bass, 2009), pp. 1–43; and J. Russell and L. Russell, "Talk Me through It: The Next Level of Performance Management," *T + D*, April 2010, pp. 42–48.
- Hollenbeck, J.R., Gerhart, B. and Wright, P.M. (2018) *Human Resource Management: Gaining Competitive Advantage*. 13<sup>th</sup> Edition, McGraw-Hill, Boston.



*I look forward to seeing you next week. If you have any questions in the meantime, please send an email or on the Teams tile!*