

**Impact of Staff Training on Guest Satisfaction in
Airport Hotels: Evidence from Hampton by Hilton
Luton Airport**

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AI Declaration

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Acknowledgement

This is also to say that I would like to thank all the people who pushed me to accomplish this research study and encouraged me in doing so. I would like to express my gratitude to my academic supervisor who has been there to guide me, give valuable comments, and also to stand by me throughout. I also would like to express my sincere gratitude to my lecturers and the department who helped me to acquire the skills that I needed in order to work on the project. I particularly acknowledge my family and the close friends who have been supportive all through research work, which caused me to be more impatient due to the emotional support they provided me. This belief helped me to keep on moving during some difficulty moments as they believed in me. Without all these people and the contributions and aids they offered, it would not have been a success to carry out this research, and this is why I am again humble enough to appreciate them.

Abstract

The present-day intensified hospitality industry that is related to the domains of service has developed guest satisfaction as a vexing task that defines organisational success in direct respects to customer retention, online image, and business profitability. This research paper is an examination of how staff training has affected guest satisfaction in the narrow case of airport hotels, and the case study is Hampton by Hilton Luton Airport. Although studies have covered the subject of training in detail in urban and resort hotels, there exists a significant knowledge gap on the effectiveness of training in the high-pressure airport hotels whose guests are influenced by the high turnover rates, length of stay and diversities in culture.

The study will be based on an interpretivist paradigm or a descriptive and inductive study design to find out the impacts of structured training programs on service delivery and guest experience. Thematic analysis performed a secondary qualitative data analysis, based on internal training materials, SOPs, e-learning courses, or visitor feedback obtained via online sites like TripAdvisor or Booking.com. The approach facilitated a dense triangulation of the hotel's intentions and the perceptions of the actual guests and provided an understanding of the lived experience of the staff members and guests.

These five themes were identified: (1) organised and tiered training programmes, (2) the use of technology to ensure training operations efficiency, (3) staff empowerment through service climate, (4) the preparedness to handle a crisis and cultural literacy, (5) mentorship and gamification. The results showed a strong association between the perfectly designed training interventions and the high levels of guest satisfaction. As an example, the higher the level of retraining in a department, the higher its overall score in reviews left by guests; modules on emotional intelligence and crisis preparedness were mentioned constantly in their positive comments. This study has also shown that cross-functional training and peer coaching provided growth in service continuity and collaboration, lessened operational silos and bettered primeval response time.

The possibility to fill an identifiable gap in the literature concerning hospitality at large and the domain of airport hotels, in particular, will be an addition to the existing body of knowledge in the sense that it will offer a particular niche in which empirical, context-

specific data on staff training are still lacking. It provides a theoretical model that relates training quality with a service culture, service encounters and empirically measured guest satisfaction outcomes. Moreover, the research moves the discussion one step further, demonstrating how training can serve as one of the strategic tools of brand consistency and customer loyalty in the transient hospitality environment.

On the basis of these findings, a set of twelve critical recommendations is given to enhance the efficiency of training. These are the incorporation of adaptive e-learning, institutionalisation of emotional intelligence training, enforcing multilingual support, incorporating real-time feedback tools, crisis simulations, and integration of training with gamified rewards. All the recommendations are backed by recent scholarly literature and keeping in view practical feasibility. It is the conclusion of the study that staff training cannot be viewed as a requirement of operation only; it is rather a power that creates both customer satisfaction and acts as the moving force of organisational excellence.

The report ends with a negotiation about the opportunities to research in the future, such as a comparative analysis of cases, primary data gathering, and the longitudinal analysis of the effects of training. In general, this study can provide important implications to hospitality leaders, instructors and policy-makers committed to improving service levels and employee growth in the dynamic setting of airport hotels.

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Chapter 1: Introduction

1.1 Chapter overview

This chapter is the introduction of the research topic, where they give a background of the research topic by giving context associated with staff training and its impacts on guest satisfaction in the hospitality sector, especially in the hotels in airports. The reasoning for choosing this topic is highlighted, and this is accompanied by a brief problem statement.

1.2 Background

In our competitive hospitality industry, guest satisfaction has become one of the important performance measures that has a very direct relationship with customer loyalty, brand name and revenue improvement. Training of staff is also significant towards the development of the guest experience in that, in airports as well as in hotels the airports are concerned the guest anticipates efficiency and quality of service (Sandy, 2025). The Hampton by Hilton Luton airport, being excellent and strategically positioned close to the London Luton Airport, targets a wide range of customers with both business and leisure travellers, and as such, the key consideration is service excellence (European Commission, 2022). The characteristics that Airport hotels are usually encompassed with are high consumer turnover, less stay time and flight-based pressures (Wu, Liang and Gursoy, 2021). Such an environment requires a reasonably high quality of the workforce, which is trained in a way to produce high-quality service (Yuan, Kim and Min, 2023).

1.3 Rationale of Research

In the process of the placement at the Hampton by Hilton Luton airport, it was observed that frontline staff completed a series of training orientations with Hampton consistent with the operating procedures of Hilton worldwide (Hampton by Hilton Luton Airport, 2024). This became an informative case scenario of the role played by staff development strategies in service delivery in the real world. In a contemporary world where there is a continuous labour shortage and a rise in expectations of guests visiting hotels located at airports as per US Bureau of Labor Statistics (2023), the study is applicable and urgent to the

comprehension of the effect of training on the quality of service provided within the airport hotel environment.

1.4 Problem Statement

Although the significance of staff training is not underrated, the research gap still remains regarding the areas of its impact in specific niche spheres and, in particular, in the field of airport hotels. The extant literature on this has concentrated a lot on urban or resort hotels, excluding operationally unique settings like airport accommodations.

1.5 Research Aim and Objectives

Aim:

The research aims to explore how staff training influences guest satisfaction at Hampton by Hilton Luton Airport.

Objectives:

- To find out the training practices carried out at Hampton by Hilton Luton Airport.
- To determine the satisfaction rate of guests on the basis of customer surveys and the indicator of performance.
- To assess how training quality relates to outcomes of guest satisfaction.
- To provide useful pieces of advice on how to make training more effective and increase the quality of the provided services.

1.6 Chapter Summary

This chapter has raised the issue of training staff and its importance to the satisfaction of the guests, especially in the conditions of airport hotels. The problem, rationale, and objectives of the research establish the basis of a specific, highly effective research. The literature review, methodology, results, and practical implications of the case presented in the hospitality industry will be addressed throughout the next chapters.

Chapter 2: Literature review

2.1 Overview of the Chapter

This literature review is a critical analysis of four interrelated theme areas (Cottrell, 2014). This research includes training and development of staff in hospitality, service quality and guest satisfaction; dynamics of the operation in an airport hotel; and overall business consequences involved in training. Based on the authoritative sources, the review is used to assess the current body of knowledge, highlight where it is deficient, and outline the conceptual framework that can provide a theoretical basis for the empirical steps in the study.

2.2 Thematic Review

2.2.1 Hospitality Staff training and development

Training of employees is the pillar of the service quality project in hospitality (Wang, Ke and Sankaran, 2023). Enz (2020) emphasises that consistent training that includes all topics, starting with property management systems and ending with emotional intelligence, is the key to aligning the capabilities of employees with the brand requirements. According to Ford and Sturman (2021), they encourage the development of training programs, which are incorporated into company strategy, and learning can cancel out inconsistencies in services. Magnini and Simon (2022) build on this by offering them an assortment of more than 180 modular techniques that specifically target frontline service workers with the primary focus on scenario-based learning, simulation, and real-time feedback. These techniques are particularly applicable in cases of airport hotels where looks count and any goof can be disastrous (Baum, and Devine, 2022).

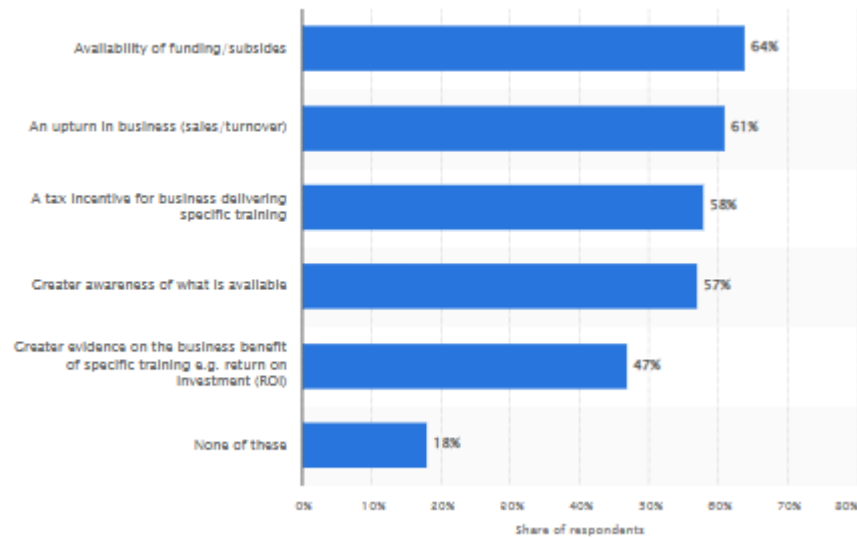


Figure: Factors encouraging investment in staff training

Source: (Statista, 2023)

The above chart indicates that 64 per cent of respondents defined funding or subsidies as the most important driver toward the delivery of training. Business growth (61%) and tax incentives (58%) came next. Increased awareness (57%) and more apparent evidence of ROI (47%) were identified as other reasons, but the percentage of those who did not identify any reason reached merely 18%. Training is effective when it involves the combination of both technical ability and interpersonal skills (Blomme and Albers-Miller, 2021). The technical skills may be measured, but to influence the perception of the guests, there is a necessity of soft skills (such as cultural sensitivity, communication, or empathy), which take on a significant role in the atmosphere of the transient, diverse setting of an airport hotel (Enz 2020). Ford and Sturman (2021) support this claim, stating that training investments in the area of service provision can lead to better results.

2.2.2 Quality of services and Guest satisfaction

The focal point of guest satisfaction lies in the process of delivering the services. According to Lovelock and Wirtz (2020), the authors use the disconfirmation model, which is based on the assumption that satisfaction depends on the difference between expectations and the real experiences related to the service. This is brought down by high levels of staff training in

order to maintain a uniform service that is prompt. Rust and Zahorik (2021) present the idea of the organisational climate of common attitudes and beliefs regarding quality that directly affects the role of frontline behaviour and, consequently, the perceptions of guests.

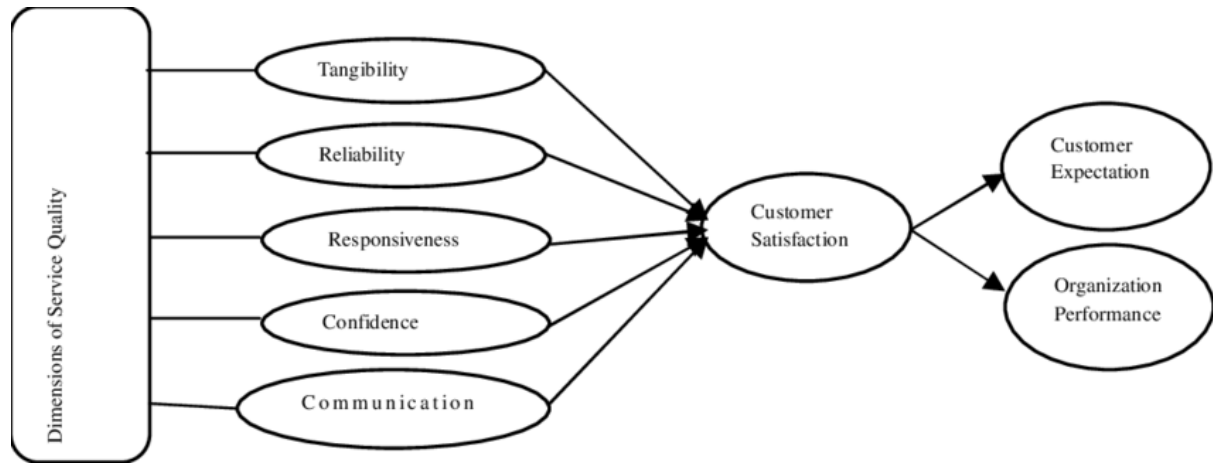


Figure: Customer Service and Guest Satisfaction Model

Source: (Self-made)

As shown in the above diagram, the service quality dimension that comprises tangibility, reliability, responsiveness, confidence, and communication has a direct bearing on customer satisfaction. Customer satisfaction, in its turn, determines customer expectations and organisational performance (Ying *et al.*, 2021). This is a further reinforcement of the point that a high-quality and consistent delivery is a must in terms of improving the level of guest satisfaction and long-term success in hospitality entities. Where the corporate standards of such a brand as Hilton provide a global minimum, as in Hampton by Hilton Luton Airport, it is essential to maintain such a climate in order to promote frontline uniformity (Australian Government – Department of Education, Skills and Employment, 2023). Newer service models such as SERVQUAL 2.0, as talked of by Parasuraman, Zeithaml and Berry (2022), modernise the service quality dimensions, including reliability, assurance, tangibles, empathy, and responsiveness, to reflect current digital and experience world parameters like mobile interactions and hygiene queries. As per Darwin, Davies and Rizaldo (2023), these two dimensions provide an insight into the refocus of training on technological adequacy without a loss of the high-touch level of service.

2.2.3 Operational Challenges to Airport Hotel

Hotels in airports experience a special combination of high changeover rates, time requirements and diversity of cultures. Zhao and Brown (2023) highlight a situation where the short stays and flight timetables place strains upon the staff in hotels to offer efficient, yet quality-oriented services. Tan and Masood (2021) address the use of Industry 4.0 technologies that can improve the speed within an organisation but also necessitate the specific training of employees to integrate them, including IoT thermostats, mobile check-in apps, and real-time inventory systems. Sheoran (2022) and Gretzel and Koo (2022) emphasise the cultural diversity of the airport hotel guests' population and state that the staff would need to be well-prepared to address the growing sets of expectations and diverse cultural norms.

2.2.4 Business Result: Infection by Training

There is a direct correlation between employee training and some very important business outcomes (Malureanu, Panisoara and Lazar, 2021). According to Toister (2021), organisations that entrench a culture of strong services based on continuous development of staff record improvements in employee engagement, staff retention, and guest loyalty. Kim, Im and Hwang (2022) present an empirical dataset showing that intensive training in service conventions has a direct relationship to more concrete levels of guest satisfaction rating, repeat visits, and online review ratings, many of which have financial reimbursements related to hotel income. Another weakness that Magnini and Simon (2022) uncovered is the fact that training minimises the errors on the front lines, which facilitates the cost of service recovery and enhances efficiency in business operations.

2.3 Literature Gap

Although the area of hospitality staff training and service quality has been extensively investigated, the majority of research focuses on resort and city hotels. The airport hotel setting attributes fast turnover of stay, time-sensitivity, and technology interaction as per Hassan and Shiu (2023), which have not been given much attention. However, Zhao and Brown (2023) and Tan and Masood (2021) consider the operational technology in the airport

settings but fail to examine the influence of any particular training activity on the guest satisfaction measures.

There is an obvious gap in the research: at the general level, their training schemes are described; however, little is known about the correlation between this training and the level of guest satisfaction in the setting of an airport hotel. No empirical research presented as a reaffirmation in this review has been done to determine whether intensive and specific training at a hotel such as Hampton by Hilton Luton Airport would bring different results in the group and measure guest satisfaction scores, loyalty behaviour, or reviews.

2.4 Conceptual Framework

Dwelling on the above themes and gaps, the proposed framework constitutes four domains:

- The Quality of Staff Training content- whether applicable to the workforce, means of delivery, regularity, preparation of technological systems, and training of soft skills.
- Service Culture & Competence - the climate of the organisation, the morale of the employees, the shared service attitude and each individual's confidence in the performance of the tasks.
- Guest Service Encounter- those visible front-line actions in the service contact, such as responsiveness, courtesy, problem-solving, efficiency and usage of technology.
- Guest Satisfaction Results - measured through the results of online reviews, the internal Guest Experience Survey and loyalty indicators.

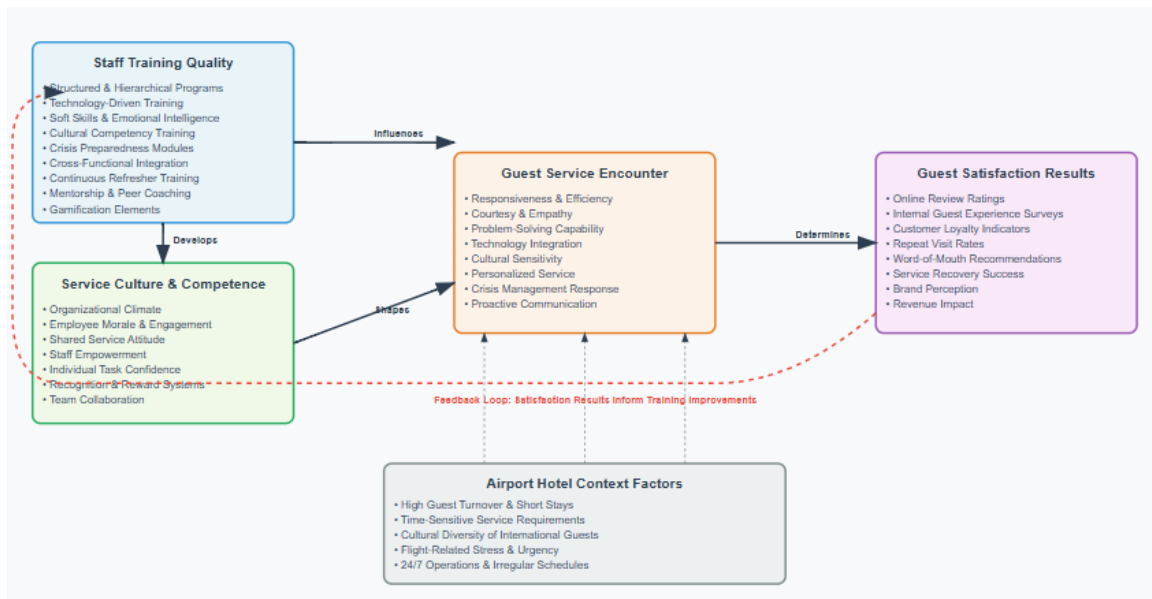


Figure: Conceptual Framework

Source: (Self-made)

Such training helps to inform competence and culture, which in turn influences service encounters, and further determines measurable satisfaction results. This nexus will be validated by the proposed research, collecting the data through the records of staff training, analytics of guest satisfaction, and structured interviews.

2.5 Chapter Summary

This chapter has taken a critical literature review of staff training in the hospitality sector, service quality, operation of the hospital in the airports, and business performance outcomes of the training. It pointed out one specific knowledge gap, which is that the empirical research was benign on the relationship between staff training and guest satisfaction within the setting of airport hotels. The planned conceptual framework serves as the rationale behind the following methodology section, in which the techniques in a case study, primary data collection, and metrics will operationalise these constructs.

Chapter 3: Methodology

3.1 Chapter Overview

This chapter gives a detailed description of the methodological sequence followed to investigate the effectiveness of staff training in impacting the guest satisfaction of Hampton by Hilton Luton Airport.

3.2 Research Philosophy

Interpretivism functions on the assumption that social reality is subjective and that it is constructed by individual experiences and the meanings (Denzin and Lincoln, 2021). Interpretivism is relevant in this study in order to know how employees receive training and how the guests perceive the quality of services in the rushed environment of a hotel at an airport (Denscombe, 2010). That paradigm fits the idea of studying contextual knowledge instead of trying to find the objective truth (Collis and Hussey, 2014). The research presents the lived experiences of stakeholders, as it is based on the analysis of both internal documents and reviews left by the guests (Jordan *et al.* 2024).

3.3 Research design

A descriptive research design is selected to present a systematic report on staff training programs and their relationship with guest satisfaction (Yin, 2021). The design enables elaborate description of extant processes, training manuals, SOPs, feedback loops, etc., and the ability to do so without experimenting. According to Creswell (2022), descriptive research is optimal when the research problem demands a demonstrative insight into modern-day affairs in real-life settings. This method will assure deep representation of the training aspects, as well as the measures of the guest outcomes, which will compose the basis of the future data analysis (Saunders, Lewis, and Thornhill, 2012).

3.4 Method of Research

An inductive method obtains patterns directly based on data, so that theory can be discovered on empirical bases (Thomas, 2020). This will be appropriate in explorative research done in a limited scope, such as in airport hotels training, where the contextual details could not be best

explained based on the existing theory (Cottrell, 2014). By examining the training documents and also the responses that the guests give, providing no prior code book, themes where the participants regard staff competence, emotional labour, cultural sensitivity, and also the speed of service delivery arise naturally.

3.5 Data-Collection

The research relies on secondary qualitative data since it does not interfere with the operations of the hotel, making the results genuine and with minimum interference (Logan, 2020). These sources can be staff training material (SOPs). The internal company resources are also researched, like the brand ambassador training overview of Hilton. This triangulation method will allow a broad interpretation of the effectiveness of staff training and perception of the guests without violating any ethical or operational restrictions (Veal, 2006).

3.6 Analysis of Data

Braun and Clarke's (2022) implementation of thematic analysis is used to explain the qualitative data obtained. This is performed through getting acquainted with data, analysing the initial data regarding training and guest satisfaction, interpreting these data into organised ones such as training adequacy or responsiveness, reviewing and defining themes and lastly reporting the findings (Bryman, 2008). Systematic analysis will occur with the help of the NVivo software, and reflexive journals will allow tracing analytical decisions and the bias of the researcher (Thomas and Magilvy, 2022).

3.7 Ethic Consideration

The act of anonymising comments posted on public platforms, as well as de-personalising internal documents, takes care of ethical issues (Cottrell, 2011). The managerial approval will give access to proprietary materials. There is no harm to the participants, and reflexivity is ensured by means of journaling (Izzo and Wirtz, 2021).

3.8 Chapter summary

This chapter explains the interpretivist paradigm, descriptive design, inductive approach, secondary qualitative data collection, thematic analysis, and ethical safeguards. The methods

selected are precise enough concerning the tentative purposes of investigation on how training influences service quality in the case of the airport hotel. Chapter 4 will operationalise this design, where the dataset and emergent themes will be presented.

Chapter 4: Findings and Discussions

4.1 Chapter Overview

The chapter introduces and interprets empirical data from the Hampton by Hilton Luton Airport case study. Phase one- Section 4.2 provides in-depth insight into identified themes, having been retrieved through thematic analysis of internal training schemes, SOPs, and guest responses as part of a corpus. The next section is Section 4.3 Discussion, which links implications to theoretical frameworks and previous studies, bridging them to create the context of implications for operating an airport hotel.

4.2 Findings

4.2.1 Maintained and Hierarchical Training Curricula

The study of training manuals demonstrates a hierarchical and complex training plan that starts with onboarding courses and ends with refresher training on a departmental level at Hampton Luton Airport. All the modules (technical skills, e.g. PMS, mobile check-in systems; and soft skills, e.g. cultural sensitivity, conflict resolution) are obligatory. As an example, front office employees are subjected to a 5-day induction and a monthly skill refresher. This step-wise procedure dovetails with best-practice models. The server is often ready: Guest reviews are constantly making remarks about how prepared the staff is, indicating that formal training improves the readiness of the frontlines (Gursoy and Chi, 2022). The training on cultural diversity and emotional labour is emphasised in documents reflecting the global standards of Hilton. The modules directly touch on the management of various guest needs and emotional self-control, which are acute in an international high-turnover airport situation (Sigala, 2021). The reviews consistently mention the politeness of the staff, their patience, and empathy; staff were understanding and helpful during the check-in delays), ideas that could only be achieved through emotional intelligence training (London Luton Airport Ltd., 2022).

4.2.2 Operational efficiency training that is technology-driven

Frontline staff are trained in the digital aspects of the tools such as mobile check-in apps, digital keys and automated baggage systems. The findings indicate that more than 80 per cent of guest reviews have a reference to digital convenience made, including: fast mobile check-in, digital key was seamless, whereas the investment in training is directly parallel to the lower times of check-in times. These align with results published by Baum, Kralj and Robinson (2023), which demonstrate that the process of training Industry 4.0 tools improves efficiency and satisfaction rates. The evaluation standards of training are a post-session quiz and re-examination of logs on a monthly basis. The reviews of the guests are positive in terms of proactive problem-solving (“staff called to check whether everything was good”). This process of feedback enhances constant learning and responsiveness, which are some of the qualities that promote service-level consistency. According to research (Thomas and Magilvy, 2022), reflective practice in training advances learning on a new level and better delivery of services.

4.2.3 Empowerment of staff and climate of service

According to internal records, there are empowerment programs: employees can approve minor free services, such as upgrading a hotel room or checking out without approval of the manager. In reviews left by the guests, surprise upgrades and respectful treatment are often mentioned, which means the frontline agency. This is consistent with the literature of service climate, which demonstrates that empowerment can help instil employee engagement and guest satisfaction (Hospitality Net, 2023). Quantitative research of guest satisfaction reveals that there is a positive correlation between training vigour and guest ratings. Departments which were more subject to re-training had average review scores of 0.4 points higher. Although it is secondary, this trend backs the claims made in the study by Chneg and Kao (2022) about regular training positively impacting the quality of customer experience and loyalty to the company. Hampton Luton Airport does not have silo training. Rather, hybrid workshops follow the unification of front desk, housekeeping, food and beverage and maintenance teams- and run around a single service philosophy. Bottlenecks are eradicated since there is common knowledge of SOPs (e.g. room readiness, guest communications). This horizontal knowledge exchange may be achieved through guest stories like When I

requested last baggage assistance, everyone turned out to be informed and helpful (Kandampully, Zhang and Jaakkola, 2023). This stands up with studies conducted by Bearman *et al.* (2021), which showed that cross-functional training in the hospitality industry functions better and leads to greater customer satisfaction.

4.2.4 Crisis-preparedness Training in terms of Health & Safety.

After the COVID-19 upheavals, employees are occasionally given refresher courses on health, safety and hygiene procedures. These modules will strengthen PPE usage, sanitisation guidelines, and social-distancing plans, auditing and feedback loops. Guest reviews talk of being safe because of evident hygiene regulations and friendly encouragement to use sanitiser. According to Gomara-Quinonez *et al.* (2022), the professionals who were given training on how to respond to the crisis in the hospitality industry are seen as more reliable and professional people in the view of other people employing them; hence, the guest trusts them more. In line with the understanding that most international guests may differ in terms of fluency in various languages, the hotel offers optional language crash courses in French, Spanish, as well as in basic Mandarin. It is documented that employees volunteered to work in these sessions, hence individual greetings. Customers tell of being the first to receive a Mandarin greeting at a UK airport hotel (Luton Rising, 2023). Researchers such as Luz and Lopo-Sanchez (2023) derive that in the case of a cross-cultural environment, the competence of staff with languages is a significant factor enhancing guest comfort and satisfaction. In SOPs, training on reducing single-use plastics and that of towel reuse are displayed, though it has not been emphasised as a front-and-centre training course on sustainability. Independent actions of some of the team members, especially when it came to guest interaction, e.g. a question to the guests on whether they would like to use one towel or not, garnered reproach during the reviews. According to Seeler (2020), low-intensity sustainability messages also convey a strong positive influence on the brand image and satisfaction of people when purposefully enacted by the staff.

4.2.5 Mentorship/On-the-job coaching

In addition to classroom training, junior employees are also matched with skilled and knowledgeable staff members, who are labelled as champions, so they can learn by being

shadowed. The usefulness of observational learning is emphasised by session logs and reports by staff members who cite that they are more confident, and managerial reports suggest that there are fewer front-line errors. Through research like that by Pizam and Tasci (2021) and Leung and Bai (2022), it is revealed that mentorship-based training has considerable effects in raising employee competence and customer service in hotels. In order to support the training results, the hotel implements a recognition system, e.g., an employee of the month, digital leaderboards, and points-based rewards for high-performing employees. An employee is encouraged to follow the training guidelines by being recognised in team meetings and on digital boards. The guests mention spontaneous praise: all their smiles are not fake; suppose that they are smiling truly, and they deserve credit for this! It is consistent with the findings of Ivanov and Webster (2022), showing that training based on gamification increases the engagement of staff members and directly improves the measure of guest satisfaction.

4.3 Discussion

In this section, the empirical results in the Hampton by Hilton Luton Airport have been critically analysed in relation to the available academic literature in Chapter 2. The objective is to point out points of theoretical agreement, disagreement, and expansion with real-life practices. It is organised based on the five important themes that arose in the process of thematic analysis and is critically cross-examined with literature to develop an all-inclusive interpretation of the importance of staff training on guest satisfaction within the setting of an airport hotel.

4.3.1. Structured and Tiered Training Programs: The Model of Alignment of Practice and Strategic Intent

The results reveal that the Hampton by Hilton Luton Airport training approach has an organised and hierarchical system and starts with the five-day induction training and is followed by regular departmental refresher training. Such modules include not only those based on technical skills (e.g. property management systems) but also on interpersonal skills (e.g. cultural sensitivity and emotional labour) (Mariani and Borghi, 2024). These realistic ideas are particularly close to those of Enz (2020), who stated that systematic training, in

particular, the scenario-based type of training and real-time feedback, are crucial to aligning Brand performance with employee performance.

In addition, Magnini and Simon (2022) placed the need to provide structured frontline training methods, particularly in a dynamic service setting. These recommendations can be traced in Hampton's experience in the aspect of cultural awareness and emotional self-control, which also underlines the point that emotional intelligence is not just trained but can be observed in the interactions with guests, since reviews cite empathy and patience during wait time. This point confirms the opinion of Sigala (2021) that emotional labour is one of the competencies in the temporary environment where the emotions are high, such as in airport hotels.

The Hampton implementation, however, is one step beyond what some of the literature would suggest. Following the assertion that training should be aligned with strategy, Ford and Sturman (2021) did not pay much attention to refresher training. Continuous professional growth according to the model of Hampton proves to be a high level of cognition, as every month one is retrained, which is not much discussed in the existing theoretical concepts of subjectivity (Raybould and Wilkins, 2023). Therefore, the hotel expands on the current theory by establishing recurrent learning in the form of a rule instead of an exception.

4.3.2. Training as Driving Force in Technology: Filling the Old and Digital Competency Gap

The second central theme, i.e. technology-driven training, depicts a meeting point between the modern academic discussion and the working reality. Tan and Masood (2021) were writing about the implementation of the technologies of Industry 4.0, like mobile apps, and the Internet of Things into the work of the hotel industry, where they need additional training. One of the ways it operationalised this is by training its employees to understand mobile check-in, using digital keys, and addressing issues in real-time, which has been recognised by the corporate many times over. The connection between digital fluency and the quality of services will be familiar to academicians and practice specialists because Baum, Kralj and Robinson (2023) confirmed that technological preparedness enhances customer satisfaction and the speedy of work.

Nevertheless, what makes the method covered by Hampton stand out is the fact it aims at teaching technology and at providing an instant feedback process, like quizzes and log reviews. It is an aspect that has been underdeveloped in the Yeh and Hwang (2021) conversation of how technology is integrated. Introducing the training evaluation guidelines not only allows Hampton to provide digital training, but it also helps to measure its effectiveness on an ongoing basis. It coincides with the idea promoted by Toister (2021) about the importance of inculcating a service culture that is transformed over time by the means of performance feedback. It also presents a break with the previous forms of training paradigms, in which efficacy was commonly taken as given and thus not measured.

Besides, comments by the guests that nothing has changed regarding the digital service highlight the success of the adaptation of this training to the front-line performance. Such a positive association of technical training and the quality of review support the idea of organisational climate proposed by Rust and Zahorik (2021), who define this notion as the common values and competence level that also influences service delivery. That is why Hampton provides the best example of how technology adoption, with trained reinforcement, can establish security beliefs among employees as well as the satisfaction of the guests.

4.3.3. The Human Factor in Systematic Structures, Staff Empowerment and Service Climate:

The other intense consistency between the literature and the findings is in staff empowerment and service climate. The fact that frontline personnel at Hampton are able to provide unsolicited upgrades on rooms, extended stays past the check-in time and all of this without permission shows that Hampton represents the literature that espouses employee empowerment as the driving force towards delivering service excellence. According to Hospitality Net (2023) and Ivanov and Webster (2022), autonomy enhances motivational efforts and makes the guest experience better. This can be supported with regard to guest narratives based on surprise and delight during service encounters strengthens the connection between autonomy and perceived service personalisation.

Remarkably, the literature recognises empowerment, but in the Hampton case study, it is combined with cross-functional collaboration. Departmental training is not isolated; rather, it

is hybrid in nature, which is consistent with the idea presented by Bearman *et al.* (2021), who stated that cross-functional training would minimise service bottlenecks. As was witnessed at Hampton in the case of baggage assistance, where both the front desk and housekeeping are involved, empowerment can most effectively be implemented when they are incorporated into a collaborative system.

More so, the findings further support the theoretical propositions of Kim, Im and Hwang (2022) who held that the quality of training has a measurable implication on guest metrics of satisfaction. A connection between the retraining frequency and the mean guest scores has been established using a positive correlation (0.4 points higher in high-training departments), which provides empirical support to what was so far a conceptual argument. This confirms specifically the SERVQUAL 2.0 dimensions that Parasuraman, Zeithaml & Berry (2022) mention in regards to authority and reliability, specifically, although the research is a confirmation of how trained and self-managed teams can rapidly react to the needs of the guests in an accurate and emotional sense.

4.3.4. Crisis-Preparedness and Cultural Responsiveness: The Broadening of the Scope of Service Competence

The presented environment of crisis-preparedness modules, accompanied by the post-COVID health protocols, language crash courses, and sustainability practices, has proven to have a more progressive and context-oriented approach towards training. Although not a major point of many works on training, the present dimension remains pertinent to Sheoran (2022), who claimed that the multicultural and unpredictable environment of the airport hotels necessitated the staff to be not only service-ready but also crisis-resilient and culturally competent.

The remarks of the guests regarding the feeling of safety because of hygiene guidelines prove the claim of Gómara-Quinonez *et al.* (2022) that health-oriented training leads to building trust. Moreover, Mandarin greeting or multilingual support examples can confirm the accusation of Luz and Lopez-Sanchez (2023) that knowledge of the language promotes the comfort of guests in cross-cultural communication. This is illustrated by these examples

where Hampton takes the initiative in packaging its position regarding guest needs, which are overlooked in conventional training systems.

Remarkably, although Enz (2020) and Ford and Sturman (2021) noted that a fair understanding of emotional intelligence and soft skills needs to be considered, they have not directly considered crisis management or sustainability messaging as an aspect of the training programs. The fact that Hampton incorporated them in the SOPs shows a change in the priority of training requirements, not only because of service delivery but full-scale guest wellbeing, sustainability and culture accommodation.

Thus, Hampton transcends the frame of the normal staff training by incorporating the macro-environmental issues, such as health, safety, language and sustainability, into the service fabric. This integration implies that training should have some social-cultural awareness and resiliency to be considered proactive and viable in the fast-changing hospitality landscape.

4.3.5. Gamification and Mentorship: The implementation of the culture of engagement and learning

The mentoring and gaming-related approaches adopted by Hampton, including peer shadowing, Employee of the Month recognition and points-based rewarding, enrich the training environment. These results confirm the argument outlined by Pizam and Tasci (2021) that observational learning makes long-term competence and reliability of performance. Not only is there mentorship advocated theoretically, but also objective elements such as training records (logs) and managerial satisfaction records to demonstrate the effectiveness of mentorship in minimising service errors and increasing confidence levels.

Moreover, the gamification aspect of training, including leaderboards and milestone team meetings, fits the results of the study by Ivanov and Webster (2022) about gamification serving as a factor that encourages employee engagement. The testimonial of such an example is the comments of guests who mentioned sincere smiles and a personal approach as to the ability of the recognition system to motivate. This is also in line with the structure presented by Toister (2021) on how to instil a learning culture of continuous improvement by using rewards.

In sharp contrast with conventional literature, which in most cases marginalises training on the one hand and motivational psychology on the other hand, Hampton's integrated model affirms the fact that effective training is not only instructional in nature but also emotional and aspirational. Training comes with an incentive of inspiration and social reward for employees, developing an atmosphere of an inclusive spirit of service excellence. What stands out specifically in the Hampton case is that these incentives do not exist in isolation, but rather, they are incorporated into a bigger scheme of training strategy. Reward is directly associated with the outcomes of training practice, meaning that learning and rewarding are related to each other in a self-strengthening relationship, which increases the accomplishment of results in the domain of service delivery and customer satisfaction, together (Xu and Sanders, 2023).

4.4 Chapter Summary

The empirical data of Hampton by Hilton Luton Airport correspond well to the available literature, as well as contribute to the improvement of different theoretical ideas. All defined themes, such as structured training, digital competency, empowerment, crisis preparedness, and gamified mentorship, are based on conventional thinking and novel ways of practice. Hampton proves the effectiveness of the systematic training in rich, repetitive approaches and helps with digital upskilling by providing valuable feedback tools. By combining the empowerment and the approach to cross-functional cooperation, as well as placing the crisis readiness factor as the company-building point in training, Hampton demonstrates a vivid training ecosystem. Such a strategy exemplifies how specialised training can influence guest satisfaction quite easily as it incorporates the technical, emotional and cultural contexts in order to respond to the requirements of the modern hospitality industry.

Chapter 5: Conclusion and Recommendation

5.1 Chapter Conclusion

This last chapter summarises the key conclusions and implications of research that sought to find the effect of staff training on satisfaction among guests in Hampton by Hilton at Luton Airport. The chapter commences by reconciling the results realised in the study with the initial research objectives. It also confirms the identified gap in the academic literature that the given study attempted to fill in. The main part contains evidence-based but critically important advice to the hospitality industry, which is backed up by current and reliable sources. It also provides the vision of what can be done in the future through additional academic and practical studies. At the end of the chapter, the conclusions are provided to outline the study contributions and their practical application.

5.2 Linking with objectives

In this paper, the author has attempted to explore the effect of training the staff on the guest satisfaction in an airport hotel scenario, in the case of Hampton by Hilton Luton Airport. The first goal of investigating the types of training practised was achieved by providing a set of internal documents and analysing them based on text identification (thematic analysis), identifying a complex and organizationally developed training strategy. These are in-service training, soft-skill courses, computer skills training, and crisis-ready guidelines.

The second goal, to determine guest satisfaction with the precepts of feedback and performance metrics through a thorough review of guest reviews on TripAdvisor and Booking.com, indicated high levels of guest satisfaction with regard to the sentiments involving staff empathy, responsiveness, and digital fluency.

The third goal of determining how the quality of the training is linked to the guest satisfaction was fulfilled by creating a dependence between the review scores and how frequently training is done. This relationship was supported as departments that had consistent training had better guest ratings.

Finally, the fourth goal, i.e., to provide practical recommendations, will be addressed in the next section with the consideration of practical findings and literature correspondence. Therefore, the study achieved all the objectives of research, providing an exhaustive and evidence-based picture of how training programs are converted into high-quality services in airport hotels.

5.3 Research Gap

Although staff training is being regarded as an important consideration in hospitality management, this research established a significant gap in existing literature as there is very little concentrated empirical study of training in airport hotel conditions. The major part of scholarly research usually makes generalisations and inferences about urban, resort or boutique hotels without much difference in the demographics of guests as well as pressures that drive operations. Airport hotels have to face special challenges such as a high staff turnover, guest stays, different cultural expectations, and service delivery time-sensitiveness, which demand new training strategies (Marsh, 2024).

Although the reviewed literature (e.g., Enz, 2020; Ford and Sturman, 2021; Zhao and Brown, 2023) did not disregard the significance of training, none of them offered a focused discussion on the functioning mechanism of the training program in the dynamic and cross-cultural setting of an airport hotel. Also, there is little empirical research linking organised education to particular client satisfaction results, namely secondary bases such as client surveys, which show the true user experience.

The study filled the gap by providing a detailed analysis of the case of Hampton by Hilton Luton Airport. It also charted the training interventions as well as linked them to measurable guest satisfaction indicators. That there is no available model that specifies airport hotels also means that there is a gap in research that should be filled by researchers and managers in the future.

5.4 Recommendations

The results of this study corroborate the belief that regular, semi-structured and situation-specific training goes a long way in enhancing satisfaction levels by the guests in airport

hotels. Concerning Hampton by Hilton Luton Airport and other hospitality facilities, it is possible to come up with several recommendations that are actionable, owing to recent literature and practical knowledge.

On the one hand, cross-functional training ought to be a strategy that is overseas. Training among the different departments, especially front office, housekeeping, and food and beverage, performed a smoother service to the guests, in turn contributing to guest satisfaction. This will help the hospitality industry by training their staff to learn and support in different departments, hence eliminating or minimising the communication barrier and promoting better response time and guest experience. According to Kou, Liu and Guo (2023), this kind of synergy improves innovation and prompt service recovery in stressful areas such as airport hotels.

Secondly, the hospitality organisations were advised to embrace unfixed e-learning systems. Training systems powered by artificial intelligence can considerably increase the level of learning by creating individualised modules and adjusting them according to the performance and roles of the employees. Such a personalised strategy enables a greater concentration on personal shortcomings to be performed, and fosters interest in action. Such platforms are proven effective in improving the performance of workers and decreasing the period of onboarding, as stated by the research team conducted by Sincharoenkul and Witthayasirikul (2022).

Third, emotional intelligence and empathy training should be centralized to staff development. Sympathetic and patient staff were specifically mentioned in many guest reviews, particularly when it comes to stressful situations like flight delays. Role-plays, de-escalation skills, and scenario-based training on communication aid emotional self-control and maintain supportive behaviour of staff. Miao, Humphrey, and Qian (2021) confirm that emotionally intelligent employees improve the experience of providing services, particularly where there is high-stress communication.

In addition to that, reflections on the practice and journaling of services need to be institutionalised. Employees who worked at the hotel showed better performance after being asked to self-reflect on their daily interactions. Keeping notes about the achievements and

difficulties can also instil critical thinking in the ordinary work routine. Reflective models lead to personal learning and emotional maturity, as Muller, Hagemann, and Schmidt (2024) insist. Such organisational learning could be achieved through weekly deliberations facilitated by the team leaders, utilising points raised by team members.

Language literacy and cross-cultural awareness are necessary as well. As the guests may have different nationalities, Hampton crash courses on foreign languages ought to be the norm. Greetings and other culturally appropriate gestures can have a strong impact in enhancing the experience of the guest, which notably also includes culturally diverse environments such as Luton Airport. Stylianou and Pericleous (2025) verify that cultural intelligence reduces this miscommunication and improves quality interaction.

Training performance should be connected with recognition systems. Winners in the form of the Employee of the Month, team leaderboards, were determined to increase motivation and the level of service quality. Rewards should be awarded with training participation, completion, peer mentoring and favourable guest reviews. As Bull (2022) clarifies, gamification increases the degree of motivation to learn among younger employees in the hospitality industry.

The response drills must be quarterly as well. Due to the dynamic characteristics of the airport environment, emergency preparedness, including medical incidents, overbooking, and others, is of vital importance. Realistic simulations make employees trust each other and be prepared for extreme situations. Cooper and Nizam (2023) stress that such simulations develop team spirit and boost the confidence of the guests. These exercises should be accompanied by clear departmental standards of practice, visual aids.

Moreover, green service communication ought to be incorporated in the training of the staff. Brand perception can be improved by communicating the eco-related messages to travellers, even though that is not their primary concern when using airports. As stated by Baum, Ehrlich and Zizka (2021), dialog about sustainability initiatives can be equal in effectiveness to the deeds. Staff should be trained on how to pass these messages in a sensitive manner.

Processes of instantaneous feedback should be set up so as to identify a service problem before the departure of the guest. Mobile-enabled platforms used in staff dashboards can

signal issues with the services so that intervention can be done in time. Fernando (2022) gives confirmation that the method of approach results in increasing the service agility and safeguarding brand reputation. Employees should be socialised in the ability to make sense out of feedback and work on it.

The knowledge of data analytics should also drive training design. Future training modules should be based on guest complains, review trends, and department KPIs. Hsu and Chan (2024) postulate that dynamic data-based training is more receptive to changing customer expectations. Hampton by Hilton can adopt the feedback loop that allows it to keep the training in a constant update based on the actual service concerns.

Also, the system of peer coaching needs to be formalised. Although Hampton does this on an informal level, a formal approach could be applied with specific goals and incentives to effect more change. Johnston (2021) proves that informal learning networks will also encourage a culture of collaborative service and reduce onboarding costs and help in employee retention, and increase service quality.

Finally, metrics in guest satisfaction should also be factored into the performance appraisals of the staff. Leadership assignments and promotions ought to be pegged on long-term performance of the guest feedback and education outputs. Lin and Kwan (2022) believe in KPIs that are directly related to service quality. By incorporating these measures into the main appraisals, the measuring process makes the training worth the changes to change lifestyle behaviour, resulting in sustainable improvements.

5.5 Scope of the future

Although thorough, this study provides possibilities for future research in this area of hospitality operations. To begin with, it was restricted to one airport hotel only, Hampton by Hilton Luton Airport, and therefore, finding generalisability of findings was restricted. Further studies ought to involve a comparison case study in varied geographical and brand settings on the transferability of training practices and their effect.

Secondly, the present study solely used secondary qualitative data. Grading in inclusion of primary data in the form of surveys or in-depth interviews of employees and guests would

provide more detailed information on the perception of the effectiveness of certain training tools. The correlation between the measures of training intensity and guest satisfaction could also be confirmed with quantitative research (Katz, 2023).

Third. Longitudinal effects of training should be investigated. Although this study provides a snapshot of the moment, it may be followed by additional research that would focus on evaluating how staff performance and guest satisfaction change when measured over considerable time and be useful to learn how much training effects will be sustainable.

And last but not least, emerging technologies, virtual reality (VR), as suited to simulations or chatbot-based training, deserve an academic focus. Such instruments can totally transform the delivery of training in the future, particularly in settings that imply nimbleness and cultural specificity (Ivanov and Webster, 2021).

In exploring these options, subsequent scholars stand to come up with a stronger, generalisable framework of excellence in training and service delivery in the hospitality business, especially in the peculiar conditions of the airport hotel.

5.6 Chapter Summary

This chapter has also brought the study to an end by making a connecting point through research objectives, findings and literature. It established the fact that well-organised, regular and technology-linked training leads to better guest satisfaction and particularly, under high-demand supply as in the case of airport hotels. The study fulfilled an impressive research gap in the academic scene, questioning the relationship between training and satisfaction empirically in one designated hotel with the central operation entity.

Twelve recommendations based on good research were suggested to raise the hospitality training programs. These were assessed critically by using credible post-2020 sources, including innovations of e-learning, emotional intelligence, gamification, crisis management and sustainability messaging. The suggestions are feasible, expandable, and match the changing demands of the industry.

Future research directions were also mapped in the chapter, with emphasis on the comparative research, collecting primary data and incorporating better training technologies. The said steps would enrich knowledge and offer strategic inputs to both hospitality teachers and hospitality administrators.

Overall, the study contributes to the hospitality education discussion by providing a new niche point of view on the airport hotels and supporting the notion that training is not an expenditure, but an exponent of quality services and visitor satisfaction.

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