

**The Influence of Trainees' Learning Styles, Training Program Design and Work Environment for Service Quality and Organizational Effectiveness :**

**The case study of Hotels in Bangkok**

**อิทธิพลของรูปแบบการเรียนรู้ การออกแบบหลักสูตรการฝึกอบรมและสิ่งแวดล้อมในการทำงานซึ่งส่งผลต่อคุณภาพการบริการและประสิทธิผลขององค์กร :  
กรณีศึกษาโรงแรมในกรุงเทพมหานคร**

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**บทคัดย่อ**

การฝึกอบรมและพัฒนาบุคลากรในแต่ละองค์กรมีความสำคัญอย่างยิ่ง เนื่องจากส่งผลกระทบต่อ ความรู้ ทักษะและความสามารถของผู้ปฏิบัติ โดยเฉพาะต่อผู้ทำงานด้านบริการ ซึ่งเป็นธุรกิจสำคัญที่สร้างชื่อเสียงและรายได้ให้กับประเทศไทย งานวิจัยชิ้นนี้จึงต้องการทดสอบหลักสูตรการฝึกอบรมเชิงกลยุทธ์ว่าควรออกแบบให้สอดคล้องกับรูปแบบการเรียนรู้ของผู้เรียนหรือไม่ อย่างไร เช่นเดียวกับที่ความต้องการพิสูจน์ความสัมพันธ์แบบถ่ายทอดระหว่างปัจจัยนำเข้าด้านการฝึกอบรมซึ่งได้แก่รูปแบบการเรียนรู้ การออกแบบการฝึกอบรมและสิ่งแวดล้อมในการทำงานไปยังคุณภาพการบริการและประสิทธิผลขององค์กรตามลำดับ วิธีการศึกษาใช้เทคนิควิจัยเชิงปริมาณเพื่อหาความสัมพันธ์ของตัวแปรด้วยสถิติ การทดสอบค่าที (T-Test) การวิเคราะห์สหสัมพันธ์ (Correlation Analysis) และการวิเคราะห์การถดถอยพหุคูณ

(Multiple Regression) โดยได้รับแบบสอบถามจำนวน 565 ชุดคืนมาซึ่งทำการทดสอบกับพนักงานโรงแรมในเขตกรุงเทพมหานครระหว่างเดือนเมษายนจนถึงกลางเดือนพฤษภาคม 2558

ผลการศึกษาจากพบว่า ผู้ตอบแบบสอบถามส่วนใหญ่เป็นเพศหญิงคิดเป็นร้อยละ 58.8 และเป็นผู้ที่ทำงานในแผนกต้อนรับส่วนหน้า (26.9%) ครึ่งหนึ่งผู้ตอบแบบสอบถามมีอายุต่ำกว่า 30 ปี และส่วนใหญ่เป็นผู้มีรูปแบบการเรียนรู้แบบ Theorist ซึ่งเป็นกลุ่มผู้เรียนที่ชอบวิเคราะห์ เชื่อมโยงและผสมผสานข้อมูลต่าง ๆ จากการสังเกตและจากข้อเท็จจริง การทดสอบสมมติฐานพบว่า ไม่มีความแตกต่างทางสถิติของการออกแบบการฝึกอบรมให้สอดคล้อง (Matching Approach) หรือบูรณาการ (Mixed Approach) ซึ่งส่งผลต่อคุณภาพการบริการและประสิทธิผลขององค์กร ตัวแบบปัจจัยนำเข้าซึ่งประกอบด้วย รูปแบบการเรียนรู้ การออกแบบการฝึกอบรมและสิ่งแวดล้อมการทำงานต่างมีความสัมพันธ์และส่งผลต่อคุณภาพการบริการและประสิทธิผลขององค์กร นอกจากนี้ยังยืนยันว่า คุณภาพการบริการมีอิทธิพลต่อความพึงพอใจของพนักงานโรงแรม ความพึงพอใจของลูกค้าและผลประกอบการด้านการเงินของโรงแรม โดยที่ หากพนักงานหรือลูกค้ามีความพึงพอใจเกิดขึ้น จะส่งผลถึงผลประกอบการด้านการเงินของโรงแรมเช่นเดียวกัน

**คำสำคัญ :** รูปแบบการเรียนรู้ การออกแบบการฝึกอบรม สิ่งแวดล้อมในการทำงาน  
คุณภาพการบริการและประสิทธิผลขององค์กร

### Abstract

This research are aimed to specify whether instructional design should accommodate the learning preferences as well as to be proved the transitive relation between applying either mixed or matching training design with learning styles and work environment that defined as the training input factors to the training outcomes, which consist of service quality and organizational effectiveness. The quantitative method will be employed to investigate the relationship and the influence as the cause and effect. Five hundred and sixty five (565) questionnaires are back from all Hoteliers in Bangkok that distributed from April to the mid of May 2015. To measure and hypothesize the research; T-Test, Correlation Analysis and Multiple Regression are applied accordingly.

The descriptive statistic results showed that the majority of the informants are female (58.8%) and working in Front Office department (26.9%). Mostly of them are less than 30 years old (50%). To consider the most learning styles preferences of populations are Theorist, who tends to analyze and synthesize step by step and need concepts and facts in order to tidy things. According to the inferential statistic, there is no significant difference between adopting matching and mixed training design approach, which influencing the service quality and organizational effectiveness. Other hypotheses that tested are confirmed that Training input factors which are trainee learning styles, training program design and work environment are positively influence the service quality and organizational effectiveness. There are transitive correlation between service quality and organizational effectiveness in 3 dimensions, which Service Quality positive influences on employee satisfaction, customer satisfaction and firms' financial results. Moreover, either employee satisfaction or customer satisfaction led to firms' financial result.

**Keywords** : learning styles, training program design, work environment, service quality, organizational effectiveness

## 1. Introduction

Service Industry or Hospitality business has been top five ranked as the most important contributor to the economy of Thailand. It represented 47 % GDP and 37 % of Thai labor force and employed 12 million people. However, most of these workforces have never received formal services training (MAI BBC, 2007). Only limited numbers of university or school levels are focused on service skills training during their graduate programs. To compare with those whom are services staff in the vocational level are highly demand but limited training programs are provided. Thus, service industries are facing a critical problem in identifying qualified service staff for this huge and growing market. Hotel operators see the most important foundation to providing their customer is the service quality, which can be represented as the service-oriented attitude and behavior of their staff. While there are 160,000 job seekers in Thailand, who intend to work in the service sector, the results of improper or ineffective training lead to the turnover rates that reaching up to 60% (p.1). On the other hands, applicants or new employees who do not have required skills to do so will have no way to access these employers. The hospitality business will value these people if they are properly trained. Besides, it hardly predicts the candidates we select that fit with the firm. There is a questionable that what are the quantities or how many training hours or places that are suitably conducted? The over-training that irrelevant will cause their expenditures, while insufficient programs lead low or poor performance. Moreover, as workers are adult learners and have their own learning styles preferences individually, to design the training programs properly are both a science and an art approaches.

Moreover, the training programs, which conducted nowadays are traditional and focused the trainer-directed training approach (Zainal, 2005). The concept of trainer-centered may not be properly, be restricted the amount of interaction from the trainee which lead to the limitation of training effectiveness. While the most

effective type of strategic learning or training should be interactively involve the individual learner (Haywood, 1992 cited in Zainal, 2005). So, individual learning style affect the desirable outcomes of training, which ‘matching’ or ‘mixed’ training design approaches to trainees’ preference will be focused in the study. The concept of customization (tailor-made) or standardization will be seen and answered from the participants, who will value the methods that can enhance the ability for performing tasks, solving the problems and being a head of the competitors. To know how ‘instructional or courseware system’ should be designed by the result of this study will be benefit for public and private education providers such as colleges and universities. They can feed the competence student go through service labor market effectively. While hotel and tourism firms can ensure and enlarge one’s knowledge fostering the career and moreover using the highly skill of these workforce satisfy the customer and generate revenues into Thailand.

### **Literature review of the study**

The training will not be achieved its goal, unless the knowledge, skill and abilities or competency are not carried back into their workplace. Likewise, Baldwin and Ford (1988) suggested that only 10% of training outcomes are transferred back to the job. By the time formal or informal training are conducted, knowledge, skills, abilities, attitudes or other desirable characteristics will be applied or “transferred” from the training situation into performance situation (Goldstein and Ford, 2002). However, the competency that gains from the training may not be carried back effectively for application into the job unless ‘factors’ that support each other are fit. Many academicians have focused and studied in transfer of training (Baldwin and Ford, 1988; Axtell, Maitlis, & Yearta, 1997; Subedi, 2004). The concept are consists of 3 elements as the training input factors, which are trainee characteristics, training design and work environment.

## 1.1 Learning Styles

Educational theorists have explained how the individual learn differently or simply said that each individual have different preferences in the ways they like to learn (Rushby, 2008). The models of learning refer to styles for a particular way of everyone. It does not mean that a person cannot learn using other learning styles. Meanwhile, they prefer one (or more) ways of learning over others. Some people do not have a dominant style or can flex their learning style. These fortunate people can learn easily in any style. In addition, we should stress that learning styles are not inherently ‘good’ or ‘bad.’ They are just different (p.14). Therefore, in the ways are most effective in helping them to learn, a number of theories can be classified into different groups as learners. Among the many frameworks or models, several have achieved a stable and durable status due to continuing investigation and use of the measurement instruments in experimental and educational situations (Khalsa, 2013). The popularized models are such as Kolb (1984) and Honey and Mumford (1986). And the model in this research is brought from Honey and Mumford, who categorized learning preferences under four characteristics of learning styles are Activist, Reflector, Theorist and Pragmatist.

## 1.2 Training Design

### 1.2.1 ‘Match’ with the learner preference

Witkin et al (1977) proposed ‘Matching Hypothesis’ that learning (training) will be more effective if learners work with training materials that have been designed to take account of their preferred learning styles. Where materials are matched to learning styles then learners will learn better and more quickly. If there is a mismatch, learning will be less effective and efficient, and the learners will learn less well. Effective instruction generally requires that instructors determine how students learn and tailor their instructional methods to match their learning preferences (Glaser & Bassok, 1989). So, many research proponents

(Van Zwanenberg, Wilkinson, & Anderson 2000 cited in Khalsa, 2013) have argued for accommodating learning styles into instructional products. It was ‘matching’ concept that learners will perform better if their learning style is matched to the instructional style, whether an actual teacher or a distance learning delivery system (Richmond and Cummings, 2005). Learners seem to be more satisfied with their learning when they are able to choose the type of interaction with content that suited their style. And learners, whom perform tasks outside of their preferred style, and this resulted in an increased willingness to go beyond their comfort zone. Rushby (2008) spelled out that training approaches, which take these styles into account are more likely to be effective because learners will find them more comfortable and find it easier to learn. Poon et al. (2000) examined whether matching training methods to learning styles would enhance cross-cultural training outcomes. The findings suggest that the effectiveness of a training method foster a positive cross-cultural attitudes and trainee reaction does indeed depend in part on trainees’ preferred mode of learning.

### **1.2.2 ‘Mix’ with other methods**

The group of academician, who criticized the concept of matching learning style, is perceived that it has focused too narrowly on experiments that try to match instruction to a specific each style. Learners stereotyped as having one particular learning style may find themselves locked into one kind of learning experience, discouraging experimentation with other learning approaches (Zheng, Flygare, & Dahl 2009). Rather, all learners’ will likely benefit, over time, by being exposed to and using a varied toolbox of cognitive strategies to access content knowledge. Dick, Carey, and Carey (2009) model did not include specific mention of learning styles. While an important part of the design process is Learner Analysis, this is usually taken to mean general learner knowledge base, experience, age and attitudes rather than specific learning styles. Learning in different types

of problem spaces (Jonassen and Hung 2008) may require different approaches to the task depending on how well-structured the problem is or ‘what works’. Rushby (2008) surveyed from 246 participants in rail industry suggest that Training style should vary to accommodate different learning styles. Not only for later scholars, who studied and preferred the ‘flexibly stable’ of mixed approach of training design, from the literature review there are also found the former theorists, who pay greater attention to personal factors and also the effects of design on how learners choose to avoid particular learning strategies (Coffield et al, 2004). As same as the research from Kolb et al. (2001) showed that the evidence for the predictive ability of Kolb’s Learning Style Inventory (LSI) for learner outcomes is mixed

### **1.3 Work Environment**

Many literatures supported the evidence of significant relationship between environmental characteristics and training effectiveness (Elangovan & Karakowsky, 1999; Facticeau et al., 1995; Tracey at al., 2001). Schneider et al (1998) argued that crucial climate refers to employee perceptions of practices, procedures and behaviors that get rewarded and supported are required to perform job effectively. When the practices that are likely to facilitate the accomplishment of the goal of customer satisfaction have been identified, their status in organizations can be evaluated and changes can be made in the way they function (Schneider, 1990). Ram et al (2011) examined the study in retailed outlet in India. The findings indicated that work environment influences service climate, which in turn influences employee job satisfaction, employee engagement, and customer satisfaction. Similarly, Masoud and Hmeidan (2013) stated their study that work environment such as training, empowerment, motivation, supportive management and service technology significantly predict frontline employees’ service recovery performance.

Summarily, the work environment that support ‘climate for service’ of hotel staff might different than other type of firms. Indeed, tangible benefits such as reward, resources, technologies, policies and procedures are important and can be encouraged the positive behavior of them. However, intangible benefits such as ‘empowered’ and ‘support from colleague, supervisor and/or management’ can enhance and sustain their service delivery provided to the guest. Moreover, regarding to high demand of guest need is varied at all times; empowerment is being a ‘trust’ tool for staff that they have got a designated authority to flexi and provide solution by their own

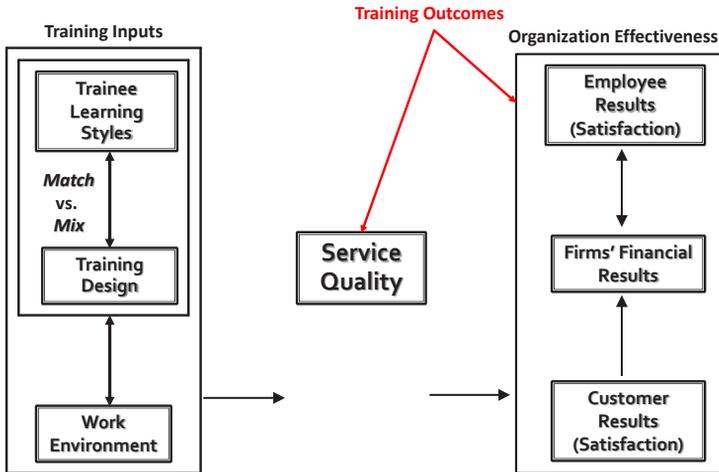
#### **1.4 Service Quality**

Thai cultural practices affect service performance and first impression. As recognized among foreigner, the “Land of Smiles” refer the facial expression is so often visible. However, the quality of customer service in Thailand is not judged only physical appearance of Hotel staff. It is frequently blocked by infrastructure deficiencies, including onerous government intervention and poorly educated service workers (Witkowski and Wolfinbarger, 2001). The way that staff say ‘yes’ without understanding the guest need or because of English efficacy as well as smile in the serious situation, cause misunderstanding to the western customers, who expect getting right solution from them. However, some liberalization of financial markets, growing inbound tourism, foreign competition, and imported technological and managerial know-how has raised service standards (Ratanakomut 1995). For measuring the service quality in this research, the researcher had brought Zeithaml et al (1990) named “SERVQUAL” which are distributed five constructed dimensions as Tangibles, Reliability, Responsiveness, Assurance and Empathy.

### 1.5 Organization Effectiveness

To name the Organizational Effectiveness can be identified by various dimensions based on time such as short, intermediate or long run. The researcher intends to specify 3 areas of variable measuring the organizational effectiveness which are employee satisfaction, customer satisfaction and financial results, which measured by short run (Gibson et al, 1972, 1973; Child 1974, 1975 cited in Steers, 1977). To evaluate the hotel performance by 3 bases, can be easily and regularly perceived by satisfaction of working staff and customer who have experience in service provided. And profitability can also be measured and observed by product, services and income rather than the other criteria underneath the long run period. Moreover, three mentioned aspects are reasonable from literature review, interrelation and favorite not only among hotels' brands but also through the research paper about hospitality (Kim and Han, 2013; Timmerman, 2013; Wang et al., 2012; Chand, 2010; Yee et al., 2008).

Since the literature and relevant studies have been reviewed as above factors thoroughly, the relationships of Training Inputs have mutually correlated with the Training Outcomes. Firstly, Learning Styles have related to Service Quality and Organizational Effectiveness. Secondly, Training Design have related to Service Quality and Organizational Effectiveness. Lastly, Work Environment have related to Service Quality and Organizational Effectiveness. In other words all first three training input factors are lead to Service Quality and subsequently pass through desirable training outcomes that are Organizational Effectiveness (Employee, Customer and Financial Result). The following conceptual framework is shown as below figure 1.



**Figure 1 :** the conceptual framework

Therefore, based upon the literature review, the researcher has proposed and framed to test the hypotheses in the alternate format from the research objectives as below;

**Objective 1 :** To examine the differences of applying ‘matching’ training design that related to trainees’ learning styles and ‘mixed’ training design approach on service quality.

**Hypothesis 1a :** There is significant difference between applying ‘matching’ training design with trainees’ learning styles and ‘mixed’ training design approach, which influencing the service quality.

**Objective 2 :** To investigate the trainees’ learning styles, training design and work environment that affect the training outcomes.

**Hypothesis 2a :** The cooperation among trainee’s learning styles, training design and work environment positively influence the service quality.

**Hypothesis 2b** : The cooperation among trainee's learning styles, training design and work environment positively influence the organizational effectiveness.

**Objective 3** : To explore the service quality that influences the organizational effectiveness.

**Hypothesis 3a** : Service quality positively influences on employee results (satisfaction).

**Hypothesis 3b** : Service quality positively influences on firms' financial results.

**Hypothesis 3c** : Service quality positively influences on customer results (satisfaction).

**Objective 4** : To study the mutually relationship between employee satisfaction and the firms' financial result.

**Hypothesis 4** : There is a statistically significant positive relationship between Employee satisfaction and Firms' financial results.

**Objective 5** : To study the customer satisfaction that influences the firms' financial results.

**Hypothesis 5** : Customer satisfaction has a positive influence on firms' financial results.

## 2. Research Methodology

The units of analysis in this study are hotels in Bangkok, which comprise 294 hotels by the survey from Statistical Forecasting Bureau, National Statistical Office (2011). The unit of data collection is the hotel employee that calculated based on Yamane's formula (Yamane, 1967) as 397 hotels' working employees. The process of sampling techniques based on probability proportional to size is drawing the sample fixed. The researcher categorizes the sample into 3 groups, which are small, medium and large scales of hotel base on NSO criteria

and by using quota sampling. Three levels are classified; department head as the 1st group of sampling, supervisor and assistant department head are the 2nd group and last group is intermediated skill staff. The 100 percent proportion of sampling is divided into 10: 20: 70 respectively and came up as below;

**Table 1 :** The result of sample size calculation of Bangkok hotel employee

Hotels	Sample size of Department head (persons)	Sample size of Supervisor and Assistant department head (persons)	Sample size of Intermediate skilled staff (persons)	Sample size of each hotel group (persons)
Small (Below 60 rooms)	4	8	31	43
Medium (60 – 149 rooms)	8	15	53	76
Large (Over 150 rooms)	28	56	194	278
Total (persons)	40	79	278	397

To administer the survey, the study with 3 levels of respondents (operation staff, supervisor and department head or above) had been surveyed during March – April 2013. Commonly for each questionnaires’ items, respondents are asked to rate on each item on a seven-point Likert-type scales anchored at 1 = “totally disagree” and 7 = “totally agree”. Prior to launch the questionnaires, 7 Experts in hotels would analyze and test for the Content Validity. The applicable items have content validity ratio (CVR) equivalent or greater than 0.75 (Lawshe, 1975, p.568). The statistical package for social sciences (SPSS) was used to analyze all the data. The study applies four statistical techniques to analyze and interpret the data including descriptive is used in to assess the data to know what preferences of hoteliers’ learning styles are and how many of each

characteristics; Activist, Reflector, Theorist and Pragmatist, when characterized based on Honey and Mumford (2000). For Inferential statistic, the researcher applied independent sample t-test, Correlation Analysis and Multiple Regression Analysis.

### 3. Results and Findings

Hypothesis 1 : There is significant difference between applying matching and mixed training design approach, which influencing the Service Quality. By using ANOVA test, there is no significant difference between applying matching and mixed training design approach, which influences the service quality (the significant is greater than 0.05).

Hypothesis 2a : There is a positive influence from training input factor to the service quality. There is a significant positive correlation between the independent (training input factors) and dependent variable (service quality) at the 0.05 level of significance. Hypothesis 2b: There is a positive influence from training input factor to the organizational effectiveness. To apply Anova test for training input factors on organizational effectiveness, it asserts that there is a positive relationship between each dimension of training input factors and organizational effectiveness.

Hypothesis 3a: There is a positive influence from service quality to employee satisfaction. Similarly, there is a positive associate between service quality and employee satisfaction at the 0.05 level of significance. Hypothesis 3b: There is a positive influence from service quality to firms' financial results. Likewise, there is an interaction at the 0.05 level of significance between Service Quality and Firms' Financial Results. This further supported the research's 3b hypothesis. Hypothesis 3c: There is a positive influence from service quality to customer satisfaction. The hypothesis's result testing indicated that the customer satisfaction is significantly influenced by the service quality at the 0.05 level. Therefore, the alternative hypothesis is accepted.

Hypothesis 4 : There is a statistically significant positive relationship between employee satisfaction and firms' financial results.

Hypothesis 5 : There is a positively influence from customer satisfaction on firms' financial results.

**Table 1** : Coefficients of Employee and Customer Satisfaction on Financial result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.369	.164		8.346	.000
EmSat	.117	.031	.128	3.736	.000
CusSat	.671	.033	.691	20.219	.000

To consider table 1, both of independent variables are significant at the .05, while the Beta value of EmSat is 0.128 and CusSat is 0.691. It implies that Customer Satisfaction is a factor that has more influence on the Firms' Financial Results than Employee Satisfaction.

**5. Discussion**

**5.1 Trainees' Learning Styles**

The researcher makes use one of the most common models of learning style, Honey and Mumford (2006), who separate four different learning preferences as above mentioned. To analyze why the activists style are less perceived than another styles, the activists involve themselves fully in new experience, they open minded and enthusiastic about anything new (Valley, 1997). Unlike another 3 learning preferences determined by Honey and Mumford, activists focus on doing things. They had rarely read the instructions prior. Considering the styles of hotelier, they encounter daily work in different situations. Because

of dissimilar guests and prospects that unpredictably happen, to solve and satisfy guest in not just ‘behave’ suddenly without the caution. They had rather watch and observe the other (Reflector). We have been listening that the hotel staff will not make a decision until information is collected thoroughly. On the other hands, they have to ask and consult the superior staff prior. Or to seek a perfection as well as approach problems step by step (Theorist). The hotel staffs are groomed orderly. And standard of procedures are written, implemented and followed. Besides, when staffs have got experiences, they can bring those practical problem-solving and decision-making skills confidently (Pragmatist). As a trainer, we have to understand learning methodologies as an opportunity and challenging. To know trainees’ learning styles, we create how to apply them strategically. Not only the instructional courseware role to recognize attendees’ learning preferences when working with people, but it also help to catalyst every factors such as the competence of staff, team and organizational profitability.

## 5.2 Training Program Design

To apply and conduct training programs in service sector is not just to build and maintain hard skills for working correctly. Moreover, the attitude is also important. By using multiple comparison, there is no significant statistical different between applying mixed and matching training design approach that affect both of service quality and organizational effectiveness. Concluding from the testing results, the instructional courseware design may not just only consider in ‘mixed’ or ‘matching’ approaches but also inquire other factors further such as categorize the training program in stage of planning by investigate whether trainees or attendees have previous knowledge and practice. So, the training manager can differentiate the courses into beginner, intermediate and advance, which can deploy learning methods or activities align to each types of attendees (not just base on their learning preferences). As some evidence or issue showing that nowadays some firms have

conducted the similar programs repeatedly even if many of their staff had joined them before. Therefore, training design in this sense is not just refer about how to create things in the performing stage of trainer effectively such as content, activities, presentation and logistics but it has also created the powerful training programs since the planning stage. Because there is no ‘one-size fits all approach’ or there is not right or wrong between applying mixed vs matching training design approaches.

### **5.3 Work Environment**

Work environments’ literatures showed that perceptions of employees about their work environment could be modeled in 2 dimensions; a concern of themselves and a concern for customers (Burke et al, 1992 cited in Ram et al, 2011). Not just HR who is directly response for building up the good atmosphere workplace, but all stakeholders in firm must help other creating it. Especially for entrant staff as a new generation in the organization, they need a culture of empowerment. The autonomy can groom a pride and self-esteem. This study is harmonized with the research of Srivastana (2008) by examined the effect of perceived work environment, which divided into 2 major categories; physical and psycho-social on employees’ job behavior and organizational effectiveness. The results concluded that psycho-social environment in work-place expert more impact on employees’ job behavior and organizational effectiveness than the physical dimension does.

### **5.4 Service Quality**

All of perspectives of service quality are found to be positively correlated while one of those factors that are ‘empathy’ shows negative relationship with service quality and with satisfaction of customers. So, this dimension cannot easily win customer’s heart. While to evaluate by the quality of services in terms of tangible, interaction and results can make good judgement and powerful for guest perception that experience during actual awareness for services they get. To firmly

tell that delivering service is not just satisfy the customer but firms are expecting to win beyond their guest expectation. 'Quality' is entitled to guarantee that the service is maintained in all unexpected conditions. Wang et al. (2012) researched and proposed model having the service quality as a mediating variable or effect on the training and customer satisfaction.

### **5.5 Organizational Effectiveness**

Despite that the staff satisfaction is significantly linked to service quality and to customer satisfaction respectively, and the latter one will affect the firms' financial result as a satisfaction-quality-profit cycle. Anyhow, other than training that complete individual on retention or improvement, organizational performance can be influenced by many other factors that are thoroughly away from the training, such as brand, its identity and economic element. It could be difficult to separate the effect of training from other factors (Leung, 2006). Meantime, the measurement should be thought those influences when measuring the effect of training on improvement in organizational performance. Furthermore, to measure the growth of organizational performance may require a longitudinal study as well as the statistical of attendance, their cooperation from supervisors vs. colleagues, and the supportive from top management.

## **6. Conclusion and Discussion**

Training is one of the indirect key components that classify the star of the hotel. The most expensive or luxury hotels have high standard of procedures than moderate ones because of they ensure the customer delight or get attitudinal loyalty. Apparently, it significantly and positively affects to the hotel performances in terms of customer delight, staff engagement and financial results respectively. However, learning will valueless and not benefit unless the transfer of knowledge is get nowhere (Holton, et al, 1997). So, it merely referred that learning is just a means, not an ends of organizations expected goal. Refer to the concept of training

transfer, it is defined as a level of how individual can apply skill and knowledge he gained from the training to a workplace (Baldwin and Ford, 1988). Even though, the training is regarded as an investment, there is no guarantee that it will give a positive and equitable return to the organizations. On the other hands, firms has prepared fund increasingly to ensure that training programs can be implemented as well as expect that the training will give positive effects to the organizations.

For researcher aspect, face-to-face learning has been instructed as a traditional training way and accepted for long time. This approach has been discussed as one coin has two sides, while e-learning concept is vogue. Web-based learning that turns up and find as a public favor is being another choice of learning approach rather than traditional learning. To explore the transfer of training must be highlighted all tools that utilized throughout the organization. The technology training can break the limitation of individual characteristics that have long been found as the influential factors on training effectiveness such as age, educational background, and work experience. The useful of IT training can be defined as the mechanics of an individual to try out any new programs or courses that they are willing to learn at anywhere and anytime. Beneficially, it overcomes the constraint of unskilled trainer. So, to just only focus on the dimension of training effectiveness evaluated or based on learning preferences (or trainee side), the communication skill or how to pass the knowledge into trainee (trainer side) are also highly considered. The related of training effectiveness literature aimed at the training design, content and evaluation. So, the measurement of training effectiveness as well as organizational effectiveness should be considered in multidimensional. Formerly, the majority of HR, Training and related researches almost take into these accounts; measuring learning, assessing application to the job, business results. In areas of ‘cost’ factors, these issues should parallel considered, which are money spent and time and effort used that lost an opportunity cost, when is not perform current tasks.

To recommend from the research result and interpretation, future paper may review or rethink about macro dimensions. Firstly, from individual level, new research may focus on bigger aspect such as into group and/or organizational development such as group problem solving. Secondly, non-classroom training programs should be considered i.e. job assignment, feedback and mentoring, coaching, etc. that link to the service quality and organizational effectiveness. Lastly, the dependent variable or criterion as organizational effective should be broaden into varied groups not just only customer and employee satisfaction, but views from any other in the stakeholder such as owner, supplier and community satisfaction can be also investigated all around.

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