
The High-Quality Hotel E-Training and Its Applications on Hotel Skills

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المخلص

يهدف البحث الى التعرف على خطوات ومراحل تصميم الحقائق التدريبية الإلكترونية في مجال القطاع الفندقى، بمعنى تصميم المحتوى / offline / online الإلكترونية ، وتقسيمة بنسب تتوافق مع طبيعة الأنشطة و تجهيز واختيار المنصة الافضل والاكثر مناسبة والتعرف على أدوات التفاعل وتوظيفها ثم تحليل الشق المعرفى والسلوكى والمهارى الخاص بطبيعة المستفيدين و خبرتهم السابقة ، وتحديد احتياجاتهم التدريبية أولاً تحديد أوجه التقييم المستمر لأداء الجمهور المستهدف ، بغرض التطوير المستمر أثناء وبعد عمليات التدريب ولتحقيق هدف البحث تم تدريب مجموعة عشوائية تدريب الكترونيا و من ثم تصميم استبيان إلكتروني وتوزيعه على هذه العينة من المتدربين و الذي بلغ عددهم ٥٨ متدرب و الصالح من الاجابات ٥٠ اجابة صالحة للتحليل بواسطة برنامج الحزم الاحصائية للعلوم الاجتماعية SPSS V.25. أشارت النتائج إلى أن المتدربين لديهم رغبة للتدريب الإلكتروني لتوفير الوقت و المجهود و البعد الجغرافى و يرغبون فى تكرار التدريب الإلكتروني لمرات عديدة , و ذلك من متوسط اجابات المتدربين على الاستبيان . وبناءً على النتائج ، تم اقتراح بعض التوصيات ، و كان من أهمها التدريب الإلكتروني يزيد الخبرات و يحسن من المهارات المعرفية.

الكلمات المفتاحية ; التدريب الإلكتروني ، أنواع المهارات ، القطاع الفندقى , أنظمة الاستدامة

The study Problem

The research problem revolves around searching for criteria - the use, design and management of electronic systems that can be used as interactive training environments, in light of quality standards, that ensure effective, effective training that acquires the satisfaction of the trainees and fulfills their training needs.

Aim of the study

- Learn about the steps and stages of designing electronic training bags, in the sense of designing content Offline / online, and a division of rates that correspond to the nature of the activities
- Preparing and selecting the best and most suitable platform, and identifying and employing interaction tools
- Analyzing the cognitive, behavioral and skills part of the nature of the beneficiaries and their previous experience, and determining their training needs first
- Determining aspects of continuous evaluation of the target audience's performance, for the purpose of continuous development during and after training operations.

Research Limitations

Limitations of the study are divided into two limitations. Human limitations represented in customers in Egyptian restaurant. Time limitations represented in addressing questionnaire forms to the investigated customers in the period from 13th February, 2021 to 29th March, 2021.

Introduction

According to the European Union, e training can be defined as “the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration” (Commission of the European Communities, 2001, p. 1). Depending on the viewpoint of the researcher, it can encompass: (a) internet (online) education and training; (b) the use of information and communication technologies (ICT) in education and training; and (c) the capacity to transform education and training through the use of ICT (Cantoni, Botturi, Succi, & New MinE Lab, 2007). In fact, all those perspectives can be applied in the field of tourism, a field in which ICT and the internet have had a great impact at all levels, and where acquiring new knowledge and skills is of the utmost importance for all players including tourists themselves.

Key words: e-training, types of skills, hotel sector, sustaining systems,

Literature Review:

1- E-training in hospitality

Sigala (2002) indicated that the Internet in general and e training in particular, offers great flexibility to match specific conditions of work within the tourism and hospitality sector. Moreover, Cho and Schmelzer (2000) stated that e training prepares employees of tourism and hospitality programmes to think critically, solve problems and make straight decisions, while being technologically competent.

Several attempts have been made to understand and represent the use of e training in hospitality and tourism. Braun and Hollick (2006) discussed how flexibly delivered online skills and knowledge sharing could help capacity building in the tourism industry. Haven and Botterill (2003) reviewed the existing and potential exploitation of virtual learning environments within hospitality, leisure, sport and tourism. Sigala (2001) reviewed and evaluated the evolution of practices in internet pedagogy in order to identify effective e training models for tourism and hospitality education.

2- Staff Training

“Training is the process that provides employees with the knowledge and the skills required to operate within the systems and standards set by management.” (Sommerville 2007, 208)

“Training, in the most simplistic definition, is an activity that changes people’s behavior.” (McClelland 2002, 7)

As discussed earlier Staff Training is an indispensable part of Human Resource Management activities, more and more

companies have realized how important it is to maintain training in the changing and complex work environment.

(2-1) Staff training in hotel industry

In modern hotel business, it is all about competence in people, and especially the employees' qualities. The level of service quality depends on the qualities of employees. The qualities are about knowledge, skills and thoughts which lead to a hotel's survival and development. Therefore, staff training is essential in many ways; it increases productivity while employees are armed with professional knowledge, experienced skills and valid thoughts; staff training also motivates and inspires workers by providing employees all needed information in work as well as help them to recognize how important their jobs are. (Golafshani, 2003)

Training and development can be seen as a key instrument in the implementation of HRM practices and policies. (Nickson 2007, 154-155) Successful hotels always include staff training as their important development strategy.

(2-2) The importance of staff training

Staff training is a significant part as well as the key function of Human Resource Management and Development; it is the crucial path of motivating employees and increasing productivity in the business (McClelland 2002, 7).

With the development of the technologies and the whole business environment, employees are requested to be more skilled and

qualified, even if you are a good employee today, you could be out of the line some other day if you do not keep studying. A hotel needs organized staff training if wants to be competitive among others. (Golafshani, 2003)

Staff training is the key task to help everyone in the hotel to be more united. An enterprise could hire experienced employees or train employees to be skilled. When the hotel trains their own staff, by providing and forming a harmonious atmosphere, accurate work specification and the passion of work, team spirit will be built between employees and management team within the process. (Ian Beardwell, 2004.)

Training of work tasks is one of the main aspects of staff training, including principles at work, professional knowledge and skills, by offering employees these essentials, staff training helps personal abilities match with business requirements. (Ian Beardwell, 2004.)

Training could be enormously demanding and should be in-depth; lack of training or poor training brings out high employee turnover and the delivery of substandard products and services. (Sommerville 2007, 208)

3- Benefits of staff training

Staff training enhances the capabilities of employees and strengthens their competitive advantage. Effective training will improve the personal characters and professional abilities. Not only employees, management and organization would benefit from staff training, customers and guests benefit as well, because

of the received quality products and services. (Sommerville 2007, 210)

(3-1) Benefits the employee

- Increases job satisfaction and recognition

During the training, employees will be introduced what is the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work.

- Encourages self-development and self-confidence

After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided.

- Moves employee closer to personal goals

Employees gained not only professional knowledge and skills during training, training also broads their choices on setting career targets. They can get the opportunity to get to know other positions, increases the possibilities of promotions in the meantime.

- Helps the employee become an effective problem solver

Practical experience can be taught and guided in the training; employees will learn the methods of solving problem or complaints during training.

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- Allows the employee to become productive more quickly

By training, employees get familiar with their work tasks, advanced knowledge and techniques which improve their capabilities, increases productivity. (Sommerville 2007, 210)

(3-2) Benefits the management

- Aids in evaluating employee performance

People who are responsible for training will find out those employees during training, who are quick learners, who have better knowledge and skills, so that different methods of training can be chosen, therefore, better results will be acquired.

- Aids in sustaining systems and standards

Within the training, employees will be introduced to the principles and standards of the hotel, together with the policies and procedures; hence hotel can sustain its standards and system with the help of training.

- Helps identify employees for promotions or transfers

During the training, employees' abilities and personalities will be easily identified by experienced trainers, or some employees are more suitable for other positions, hotels can adjust and make best use of employees' knowledge and abilities. (Sommerville 2007, 210)

(3-3) Benefits the organization

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- Leads to improved profitability

Owing to the growth of productivity and better services after training, it is more promised for the hotel to have more profits in return.

- Reduces accidents and safety violations

Without organized training and guidance, especially employees who work with dangerous facilities, accidents are easily occurred, training can help organizations to prevent accidents.

- Aids in organizational development

Hotels need to develop their technologies and way of working in order to be competitive, and staff training assures the competitiveness, because training will bring good quality, effectiveness and loyal customers to the hotels.

- Reduces wastage and costly employee turnover

Wastage and damages in different departments are commonly found out in hotel operation, with the help of staff training; unnecessary wastage and damages can be avoided. Regular trainings can decrease work pressures and employee turnover, as a result, less labor cost will be spent and better service can be achieved. (Sommerville 2007, 210)

4- Types of staff training

(4-1) Sort by training objects

Training is differed by disparate groups, one is the top management group, the second group is supervisory

management, and the third group is front line employees who participate in operations and providing services (Woods 2006, 188-189).

As for the top management group, including general manager, directors, managers and assistant managers of every department, they take care of making decisions. The training should be about building proper economic views, marketing, forming sales strategy, budgeting and cost controlling etc. Supervisory management group is the supportive team in the organization, such as supervisors, team leaders etc. they should be trained about management concept and ability, professional knowledge, customer services and how to deal with guests requests and complaints etc. practical information. Front line staff helps hotel's actual operation; training for them should be focused on professional knowledge, technical competencies and working attitudes to improve their abilities. (Woods 2006, 188-189).

(4-2) Sort by training location

According to the location that trainings take place, trainings are separated into in-house training, on-the-job training and outside training. In-house training is organized by the Human Resource department, using hotel facilities such as the training room, staff canteen. On-the-job training is usually held by each department; supervisors, team leaders and trainers are responsible for this kind of training, experienced worker or trainer trains the employee. (Dessler 2006, 157) Outside training refers to training which is held outside the hotel. Trainees attend seminars and conferences, participate in training program organized outside the hotel, or go abroad to other sister hotels for training.

(4-3) Sort by training contents

Trainings are held for different purposes, some are organized to help new employees to get to know the hotel, some are for improving employees' professional skills, therefore, the trainings can be divided by their contents (Walker 2007, 597-598):

- Apprenticeship training

To introduce hotel general information and basic skills needed at work to new workers. This training helps building up good relationships between employees themselves and as well as between employees and management team. Moreover, it helps employees to set up the right attitude towards work.

- Certification training

After this kind of training, employees get professional certificate on practical or theoretical tests. It aims to improve employees' skills and motivates them when they pass the tests.

- Simulation training

Practical training is held with the help of Human Resource Department, aiming to improve methods of working and increase work effectiveness by simulating the real workplace. This training is in existence in everyday work, therefore it is long-term. In order to have good results from this training, department heads play very important roles by using proper training skills.

- On-the-job training

Employees' professional quality is the key of hotel services, the rules and principles of work are taught in this kind of training,

besides, courtesy, manners and techniques of handling interpersonal relations are taught as well. This kind of training aims to train employees to learn the best way to do the work in the most quickly and effective way.

- Language training

Hotel employees are required to be able to speak one or two foreign languages, for different departments, different work categories or different positions, language requirements also differ. English as an international used language, every staff needs to be familiar with. Another language is required or to be trained depending on the location of the hotel.

- Hotel services and administration training

This training is more focused on a specific subject according to the request of improving administration and services, including telephone techniques, guest relations, sales skills, public relations general information and application, safety and first-aid etc.

- Cross training

To ensure the communication among departments and increase the ability of adjusting to distinguished environments, cross training is used to assist employees to receive knowledge and skills from other departments. (Walker 2007, 597-598)

5- Relationship between Professional skills and Work Allocation

Human resource allocation is defined as allocating the human resources to tasks. The importance of human resource allocation

has been recognized in many business fields such as transportation, health care, hospitality and tourism industry (Ernest *et al*, 2004). The success of human resource allocation is attributed to how to deal with human resource management which is a key issue in order to increase the satisfaction and the profit of the organisation. As asserted by Adrina, Roberto, Maura, (2011), task allocation between different personnel members is highly dependent on their skills. As asserted by Kayoko *et al*, (2011), in hotel industry where a primary consideration is efficiency and customer satisfaction, great importance is placed on suitable allocation of human resources. Conventionally, human resource allocation decisions are usually made according to the experience of the institutional manager. It is important and complex issues that the procedure of tasks and skills of human resource must be evaluated and taken into account together. The resource that has special skills required by the task should be assigned (Kayoko *et al*, 2011). He continue that among the service industry, in tourism and hospitality management, the allocation of hotel staff is one of the most encountered problems, the staff that has the right skills to deal with the task should be allocated without overwork.

6- Evaluation of Generic, Technical and Professionals Skills in hotel employees

The nature of work in the hospitality industry requires skilled workers to compete in the global economy. In reviewing literature, some authors define ‘technical’ skills, as those skills that involve an element of physical exertion or technical aspects

of performing a job as ‘hard’. The literature highlights that technical skills are easier to learn and easier to measure than soft skills, however, there is a growing recognition that both skill types are complementary and necessary for individual successful performance in the workplace (Hodges & Burchell, 2003).

Consequently, hard and soft skill types are seen as necessary outcomes in the development of new professionals through higher education and in particular preparing them for the workplace (Nilsson, 2010). Indeed, Zagonari’s (2009 p.7) analysis of education and training in the hotel industry highlighted that not only are high quality standards associated with skill specialisation but also: “policies on hospitality education and training should provide a balance between professional skills, basic knowledge, thematic specialization: students should reach professional skills in order to meet the current qualitative need of firms”. However, to the best of the authors’ knowledge, what these professional skills are in the hospitality and tourism context has not been specifically addressed to date, and represents an area of further interest in the current on-going study.

(6-1) Generic skills

Some researchers define the generic skills as employability skills, soft skills and life skills (Marinakori, 2014). Generic skills have also been called as “core skills”, “key competencies” and employability skills (Raybould and Wilkins, 2005). Employability skills are defined as skills required not only to gain employment but also progress within an enterprise so as to

achieve one's potential and contribute successfully to enterprise strategic directions (Australian, 2003). General skills include interpersonal skills, help skills, leadership skills, relationship skills, information gathering skills, information analysis skills, initiative skills, behaviour skills and quantitative skills (Baum, 2002). These skills are important for students' improvement especially when they get into the industry. They are very important also for the employees working in the hotel industry since they must develop and improve their employability skills in order to understand and apply their technical skills that they have gained in their undergraduate programs.

(6-2) Technical skills

Technical skills are those skills that students learn conceptually at graduate programs without resorting to their practical or individual abilities (Raybould *et al.*, 2005). They are temporary and functional within a limited profile. Employees should develop a diverse profile together with effective employable skills in order to compete in their professions. In hospitality and tourism industry, graduates are assessed in demonstrating the best of their abilities by complying with the humanistic, interactive, communicative, cognitive, behavioural and generic skills.

Great hospitality organizations are built by efficient employees. Efficiency is achieved through display of appropriate skills by the staff at the appropriate times during service. Staff are expected to acquire these skills to deliver the desired performance. Employee competences depend on skills acquired

during training, and the quality of service depends on the competency in the skills. According to the study done in Nairobi hotels by Kamau and Waudu (2012), the skills with the highest expected competences were conflict resolution, self initiative, sales and marketing and understanding the level of service expected by international guests. The results of the study revealed that other expected skills for one to be considered as competent were self-motivation, specific technical skills, good interpersonal skills and information technology, communication computer skills and good work habits are also considered. This study considered among others the following technical skills: Hospitality property management, catering skills, event planning skills, event management, menu planning, front office procedure, food production and service, lodging operations, and hospitality safety and security. Eastaff (2002), suggests that skilled employees should have personal attributes, which includes people with passion and the right attitude, foresight, creativity, confidence, ability to motivate flexibility and respect for others.

(6-3) Professionals skills

The literature has indicated the need for professional skills in the sector, for example, Ap and Wong (2001) indicated that if tour guides wished to raise the recognition, status and career opportunities open to them, they need to develop their professional skills. Indeed, Baum and Szivas (2008) highlight the problems encountered in the tourism sector, where a lack of tourism expertise in the local population has been detrimental to the development of the industry. Skills and competences help

employees keep up with change in the work place such as new technology. Moreover, Hjalager (2003) focused attention on the business practices in Euro-Disney, where language skills and personality traits are more highly valued than specific tourism related qualifications. Technical skills are required to perform a routine task (RDB, 2012). Both soft and hard skills when used effectively increase employee performance, competitiveness and quality delivery. Hospitality industry is a service industry where the product and service go hand in hand to constitute quality. In hospitality industry, professional skills taken in consideration include: guest welcome skills, guest reservation skills, telephone answering, bed making skills, guest check in and check out, supervision skills, guest order taking, cooking skills, cocktail making skills, food and beverage service skills, carrying multiple places, room cleaning skills, guest night auditing skills, etc.

It is important for employees in hospitality industry to have generic, technical and professional skills in order to work and manage effectively the hotel industry. Hotel employees who have the skills and knowledge related to their job are competent and have the ability to perform the task allocated to them. Studies show the importance of work experience among hotel employees which make them perform their duties.

Research Methodology:

Demographic Data

Table 1: Job

Attributes	Frequency	Percentage %
College student	13	26
Chef	9	18
Postgraduate	10	20
Captain	3	6
waiter	4	8
Receptionist	9	18
Assistant Professor	1	2
University Professor	1	2
Total	50	100%

From the tabulated data, it could be noticed that the majority of respondents (26%) answered their job is a college student. Meanwhile, 20% answered their job is postgraduate, 18% answered their job is chef, 18% answered their job is receptionist, 8% answered their job is waiter, 6% answered their job is captain finally, 4% answered their job is professor and assistant professor.

As asserted by Adrina, Roberto, Maura, (2011), task allocation between different personnel members is highly dependent on their skills the success of human resource allocation is attributed to how to deal with human resource management which is a key

issue in order to increase the satisfaction and the profit of the organization. As asserted by Kayoko et al, (2011), in hotel industry where a primary consideration is efficiency and customer satisfaction, great importance is placed on suitable allocation of human resources. Conventionally, human resource allocation decisions are usually made according to the experience of the institutional manager. It is important and complex issues that the procedure of tasks and skills of human resource must be evaluated and taken into account together. The resource that has special skills required by the task should be assigned (Kayoko et al, 2011). He continue that among the service industry, in tourism and hospitality management, the allocation of hotel staff is one of the most encountered problems, the staff that has the right skills to deal with the task should be allocated without overwork.

Table 2: Years of Experience

Attributes	Frequency	Percentage %
no experience	5	10
less than one year	12	24
From one to five years	22	44
more than five years	11	22
Total	50	100%

From the data shown in the table above, it was clear that the most of the respondents are those have experience from one to

five years, at a rate of (44%), then in the order of those have experience less than one year by (24%), then in the order of those have experience more than five years by (22%), and then in the order of those have not any experience by (10%),

Sommerville (2007, 210) said that during the training, employees will be introduced what is the work is about, how to do, what kind of role does the job play in the whole business, it helps them to understand their work better and also love what they do by understanding the work. After systemized training, employees will understand what important role their jobs play, and with the information, knowledge and experiences obtained during the training, they will be more confident with their work, so that better services will be provided. Practical experience can be taught and guided in the training; employees will learn the methods of solving problem or complaints during training.

Table 3: Age

Attributes	Frequency	Percentage %
Less than 30 years old	30	60
From 30 to 40 years old	12	24
More than 40 features	8	16
Total	50	100%

By observing the age group of the respondents, it becomes clear to us that more than two-thirds of the respondents, with a

percentage of 60%, are of the age group of less than 30 years, while 24% of the age group between 30 years and less than 40 years, as for the age groups more than 50 years their percentages are (16%) .

Table 4: Level of Education

Attributes	Frequency	Percentage %
Intermediate education	2	4
University education	38	76
Postgraduate	10	20
Total	50	100%

From the data shown in the table above, it was clear that the most of the respondents are those with a university education level, at a rate of (76%), and then in the order of those post graduates level by (20%), while the groups of intermediate was represented by (4%).

Table 5: Have you ever trained online before?

Attributes	Frequency	Percentage %
Yes	24	48
No	26	52
Total	50	100%

Data in Table (5) revealed that the majority of respondent (52%) answered no trained online before. meanwhile 48% answered yes.

Table 6: If the answer is yes, mention the number of times the training took place

Attributes	Frequency	Percentage %
Once	5	20.8
Twice	8	33.3
Three times	3	12.5
Four timed	6	25
More than four times	2	8.4
Total	24	100%

Data in Table (6) revealed that the majority of respondent (33.3%) answered twice trained online before. Meanwhile 25% answered four times trained online before, 20.8% answered once trained online before, 12.5% answered three times trained online before, finally 8.4% answered more than four times trained online before.

Sommerville (2007, 210) said that by training, employees get familiar with their work tasks, advanced knowledge and

techniques which improve their capabilities, increases productivity.

Table 7: Descriptive Statistics

Variable	Average	STDEV
A - The quality of e-training in terms of		
1- Training content	3.46	1.119174
2- Training activities	3.06	1.398797
3- Training method	3.1	1.469648
4- Voice interaction	3.18	1.194873
5- Methods of evaluation	2.9	1.363706
6- Presentation template	2.96	1.390566
B – Effective Presentation training		
7- sound effects	2.92	1.29494
8- Colors fit	3.32	1.516631
9- Font type and size	3.3	1.190238
10- Training time	3.52	1.043281
11- The quality of the content is appropriate for your specialty	3.26	1.25051
12- Achieving the cognitive aims	2.94	1.329288
13- The quality of the platform used in the training	2.7	1.354006
14- Gain performing skills	3.54	1.370858
C -What is the effectiveness of e-training in the following?		
15- It increases the desire to move towards e-training	2.64	1.318046
16- Getting information to the trainees	3.18	1.312551
17- Skills Development	3.46	1.400316
18- Availability of quality elements in e-training	2.6	1.483469

19- Increasing demand for e-training	3.44	1.240268
20-Providing transportation and geographical distance	3.04	1.457155
21-Saving time and effort	2.86	1.374575

As presented at table (7) it could be noticed that the average of Standard specification for the e-training attributes ranged between 2.9 to 3.46 which means that respondents' perceptions towards Standard specification for the e-training ranged between neutral and agree.

They were neutral that:

- 1- The quality e-training is in training activities (3.06)
- 2- The e-training has a good training method. (3.1)
- 3- The e-training has an excellent voice interaction. (3.18)
- 4- The e-training has logical methods of evaluation. (2.9)
- 5- The e-training has an interesting presentation template. (2.96)

They were agreeing that:

- 1- The e-training has a very good training content. (3.46)

As presented at table it could be noticed that the average of effective presentation training attributes ranged between 2.7 to 3.54 which means that respondents' perceptions towards effective presentation training ranged between neutral and agree.

They were neutral that:

- 1- The effective presentation training has convenient sound effects.(2.92)
- 2- The effective presentation training has colors fit. (3.32)
- 3- The effective presentation training has good font type and size. (3.3)
- 4- The quality of the content is appropriate for your specialty. (3.26)
- 5- The effective presentation training is achieving the cognitive aims. (2.94)
- 6- The quality of the platform used in the training. (2.7)

They were agreeing that:

- 1- The training time is convenient. (3.52)
- 2- Training aims to Gain performing skills. (3.54)

As presented at table it could be noticed that the average of the effectiveness of e-training attributes ranged between 2.6 to 3.46 which means that respondents' perceptions towards the effectiveness of e-training ranged between disagree to agree.

They were disagreeing that:

- 1- The effectiveness of e-training enables to availability of quality elements in e-training. (2.6)

They were neutral that:

- 1- The effectiveness of e-training enables to get information to the trainees. (3.18)
- 2- E-training increases the desire to move towards that. (2.64)
- 3- E-training is providing transportation and geographical distance. (3.04)
- 4- The effectiveness of e-training is saving time and effort. (2.86)

They were agreeing that:

- 1- The effectiveness of e-training is developing skills. (3.46)
- 2- Increasing demand for e-training. (3.44)

Conclusion

This paper has presented an investigation into determining the impact of e-training on the hotel sector. trainees have sufficient awareness of important of e-training. With regard to analyze trainees' intentions towards e-training, the majority of trainees are aware of training concept and benefits, which the average of respondents' answers was, agree in some statements.

Summarize the research results; there is a good significant the e-training on hotel sector returns to their (job Years of Experience, The number of times of training) .On the other hand, the results of correlation of demographical data showed that there are no

significant differences between the e-training on hotel sector back to their (age, and educational level).

As it can be observed from the object data results showed that there are significant between e-training and hotel sector)The quality of the content is appropriate for your specialty and Achieving the cognitive aims, Attractions that hotels using e-training as away to raise the efficiency of employees and then profit, Factors that making the decision to Encourages employees to take electronic training.

Finally, this research paper confirms that hotels that use the perspective of e-training as a method to raise the efficiency of employees and increase the expertise and skills to achieve a higher level of hotel services to attract a large number of customers.

Recommendations

- 1- 1- Activating e-training because of its benefits such as saving effort, time and approximation on the geographical dimension.
- 2- Use an appropriate platform, sound effects, and some videos to facilitate the information and attract the attention of the trainees.
- 3- E-training increases experiences and improves cognitive skills.

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- 4- Effective presentation, good sound, good content and training method have a direct influence on attracting the attention of a large number of trainees.
 - 5- The evaluation methods and the timing of the training must be taken into consideration.

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