Innovative Student Trainee Motivation

The research area of employee motivation is an important field of management and has been the focus of both managers and researchers alike. Despite this, little to none research has been conducted on the specific area of student trainee motivation. Student trainees often suffer from low levels of motivation, resulting in sub optimal levels of performance and dissatisfaction with the vocational training. In this book, the fields of organizational behavior and motivational theory are critically analyzed with a special focus on Herzberg’s Dual Structure Theory of Employee Motivation. Based on Herzberg’s 5 Motivators, 13 innovative motivational methods are identified and ranked by student trainees based on their personal preference. Based on the analysis of the questionnaires, innovative recommendations are provided on how to improve the motivation levels of student trainees. This book also aims to contribute to the general body of knowledge by deriving an innovative student trainee motivation model with a general relevance for managers of other training hotels and training establishments as well as for faculty in hospitality and tourism.

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Innovative Recommendations on how to improve the motivation levels of student trainees

Social Sciences Series
Innovative Student Trainee Motivation

A Case Study of student trainee motivation at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein

Mihir Ignatius Nayak, MA
Acknowledgements

This book would not have been possible without the help and guidance of a number of people, whom I would like to thank below:

Mr Leo Woerndl, Director of the Salzburg Tourism Schools, without whose help, advice and guidance, this book would never have been written. Mr Woerndl was full of helpful suggestions and ideas whenever I needed them, yet allowed me to pursue my own thought process.

Ms Claudia Wachter, Assistant to the Director at the Grand Park Hotel, who helped me out greatly with my primary research by handing out the questionnaires to the student trainees at the Grand Park Hotel and collecting them after they were filled out. This saved me a great deal of time and expenditure and enabled me to complete my research in the limited time available. Ms Wachter also took time off from her busy schedule to discuss Trainee Motivation in an expert interview.

Ms Eva Brucker, Programme Leader at the IMT Master Programme at the University of Applied Sciences Salzburg, for all her assistance in coordination of this book.

Maanika Nayak, my Sister, to whom I went to when I was in doubt, and who always had a reassuring word and practical suggestions to the problems and issues that cropped up during the writing of this book.

Last but not least, Lalit and Laura Nayak, my Parents, for financing my education through the years and for their continued love and support.
Abstract

The research area of employee motivation has always been given an important place in the field of management and has been the focus of both managers and researchers alike. Despite this fact, there has been little to none research conducted on the specific area of student trainee motivation.

The Grand Park Hotel is the training hotel of the Salzburg Tourism School in Bad Hofgastein. As part of their curriculum, students attending the Salzburg Tourism School must complete a compulsory hotel internship at the Grand Park Hotel. However, student trainees often suffer from low levels of motivation, thus resulting in sub optimal levels of performance and dissatisfaction with the vocational training provided at the Grand Park Hotel.

The aim of this book is to improve the motivation levels of the student trainees at the Grand Park Hotel. First, the fields of organizational behavior and motivational theory are critically analyzed in the literature review with a special focus on Herzberg’s Dual Structure Theory of Employee Motivation. Interviews are conducted with experts in the field of employee motivation who have a connection to the Grand Park Hotel in order to identify innovative motivational methods or strategies specific to student trainees at the Grand Park Hotel. Based on Herzberg’s 5 Motivators, 13 innovative motivational methods are identified. Student questionnaires are distributed to student trainees at the Grand Park Hotel to rank these innovative student trainee motivational methods based on their personal preference. The results of the student trainee questionnaire research are collected and analyzed. Based on this analysis, the management of the Grand Park Hotel is provided with innovative recommendations on how to improve the motivation levels of their student trainees.
This research also aims to contribute to the general body of knowledge by deriving an innovative student trainee motivation model that will have general relevance for managers of other training hotels and training establishments as well as for faculty in hospitality and tourism. However, while all efforts have been made to ensure generalisability, any research findings relate directly only to the student trainees of the Grand Park Hotel at the time that the research was conducted. Further research is required to determine the general validity of the innovative student trainee motivational model.
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1. Introduction

1.1 Research Area:

Innovation in Tourism

1.2 Title:

Innovative Student Trainee Motivation: A case study of student trainee motivation at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein

1.3 Description of Research Field / Problem Statement / Rationale:

The research area of employee motivation has always been given an important place in the field of management (Dash et al, 2008) and has been the major focus of both managers as well as researchers (Guha, 2010). With greater emphasis being placed on employee motivation, a certain set of researchers have tried to build on existing theories of employee motivation at work and focused on adapting these existing theories to cope with the realities of the contemporary workplace (Steers et al, 2004). While there has been a focus in research circles on employee trainee motivation (Orpen, 1999; Dysvik and Kuvaas, 2008; Scaduto et al, 2008; Kopp, 1988; Burke and Hutchins, 2007; Bell and Ford, 2007; Baldwin and Ford, 1988), little to none research has been conducted on the specific area of student trainee motivation.

When researching the reasons for employee motivation in the 1950s and the 1960s, Frederick Herzberg came across in his research a dichotomy that still manages to baffle
both managers and researchers alike: the factors that motivate employees and make employees satisfied are completely different from the factors that demotivate employees and make employees dissatisfied. When asked what demotivated them, employees were quick to name a variety of environmental factors. It was clear that if managed badly, environmental factors could play a major role in demotivating employees. However, when Herzberg delved deeper during the course of his research, he found that the same environmental factors, even if managed excellently, failed to motivate the employees; they served to merely ensure that the employees were not demotivated. Herzberg (1966, p. 56) states that “the two feelings (job satisfaction and job dissatisfaction) are not opposites of each other. The opposite of job satisfaction is not job dissatisfaction but, rather, no job satisfaction; and similarly, the opposite of dissatisfaction is not job satisfaction, but no job dissatisfaction”. Instead, Herzberg identified a new set of intrinsic motivating factors or motivators or that helped effectively motivate employees at their workplace.

The Grand Park Hotel is the training hotel of the Salzburg Tourism School in Bad Hofgastein and is owned and financially supported by the Salzburg Chamber of Commerce. As part of their curriculum, students attending the Salzburg Tourism School in Bad Hofgastein must work for 60 hours per semester at the Grand Park Hotel. This training takes place in all the departments of the hotel and as a result, student trainees gain a complete picture of the functioning of a hotel during their training period.

According to Moorhead and Griffin (1998), one of the primary tasks of management is to motivate the employees of an organization to the best of their ability. Guha (2010) further states that motivated employees provide maximum benefit to the company where they work. However, student trainees completing their compulsory hotel internship at the Grand Park Hotel often suffer from low levels of motivation, thus resulting in sub
optimal levels of performance as well as dissatisfaction with the vocational training provided at the Grand Park Hotel.

The fields of organizational behavior and motivational theory must be critically analyzed in order to come up with an innovative trainee motivational model to improve the motivational levels of the student trainees at the Grand Park Hotel.

1.4 Research Question:

What innovative student trainee motivational methods can be used to improve the motivational levels of student trainees at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein?

1.5 Aim:

To improve the motivation levels of student trainees at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein

1.5.1 Objectives:

- To identify innovative motivational factors specific to student trainees at the Grand Park Hotel
- To derive an innovative student trainee motivation model that can be used to improve the motivation levels of the student trainees at the Grand Park Hotel
- To provide the management of the Grand Park Hotel with innovative recommendations on how to improve the motivation levels of student trainees at the Grand Park Hotel
1.6 Originality and Contribution to Knowledge:

According to the sociologist Norbert Elias (1986, p.20 cited in Veal 2006, p.2), the aim of research is to “make known something previously unknown to human beings. It is to advance human knowledge”.

Despite the fact that the Salzburg Tourism School, the Grand Park Hotel and the University of Applied Sciences in Salzburg are all run by the Salzburg Chamber of Commerce, little research has been undertaken into issues related to the Salzburg Tourism School or the Grand Park Hotel in specific. There also exists little research into student trainee motivation at the Grand Park Hotel.

The originality of this research lies in the fact that this will be the first research undertaken into student trainee motivation at the Grand Park Hotel. According to Otley and Berry (1994), the utilization of a case study strategy helps generate fresh information and knowledge about the phenomenon (in this case, the Grand Park Hotel) where there was little existing knowledge previously.

This Book aims to explore, using existing theories of organizational behavior and employee motivation theories as its base, new and innovative methods by which student trainee motivational levels can be increased.

The purpose of hospitality and tourism research, according to Taylor and Edgar (1996), is to discover and understand existing patterns of behavior and phenomena within the tourism industry, to identify improved management methods and to provide faculty with theory to teach future students.
The intended result of this research is an innovative student trainee motivation model that can be used to improve the motivation levels of the student trainees at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein.

This research also aims to contribute to the general body of knowledge by using the innovative trainee motivation model to draw general conclusions and have a general relevance for managers other training hotels and tourism establishments as well as hospitality and tourism faculty. However as Veal (2006) cautions, while certain efforts can be taken to ensure generalisability, any research findings relate directly only to the subjects involved, when and where the research was undertaken. Further research is necessary, using the innovative trainee motivational model, to determine the level of generalisability of the model.

Nevertheless, the 3 principal purposes of Taylor and Edgar (1996) are largely fulfilled.

1.7 Philosophy of Science Statement:

Having myself studied at the Salzburg Tourism School in Bad Hofgastein and worked at the Grand Park Hotel for 4 years as part of my studies, I have a personal connection to the Grand Park Hotel and the topic of my research.

My classmates and I often suffered from low motivational levels with regards to the training at the Grand Park Hotel. Hence, when I got the chance to conduct research into student trainee motivation at the Grand Park Hotel, I jumped at the opportunity. Many authors (including Altinay and Paraskevas, 2008 and Okumus et al, 2007) believe that gaining access to business organizations is one of the most significant problems faced by
researchers and students alike and that a large amount of time and effort is spent in negotiating this access. In my past experience with my bachelor thesis research, getting replies from businesses and organizations, especially when one is a student, is the toughest part of research. Hence, the promise that degree candidates who decide to pursue one of the topics related to the Grand Park Hotel could count on the support of the Salzburg Tourism School in their work played an influencing role in the choice of topic. In addition, the chance to work with Mr Leonhard Woerndl, a true legend at the University of Applied Sciences, was an opportunity too good to miss.

I always believed that the Grand Park Hotel had far greater potential that it was able to achieve during my time there. The USP of the Grand Park Hotel is its students but unfortunately this fact has not been highlighted enough. It is my sincere hope and desire that this research work of mine will have a positive effect on the organizational success of the Grand Park Hotel. Research in general has often been criticized by industry as having little or no relevance to the real world. By conducting this research, I aim to deflect this criticism by aiming to provide solutions to a current organizational issue in the real world, that of student trainee motivation at the Grand Park Hotel.

I also feel that this is a small way of repaying the Salzburg Tourism School for the excellent vocational training it has provided me during my years in Bad Hofgastein.
2. Literature Review:

According to Uwe Kleinbeck (cited in Brandstaetter and Otto, 2009), organizations face great difficulties in supporting and motivating employees since they lack knowledge about the terms and conditions under which people perform. Pinder (1998) further goes on to state that since many organizations are unaware of the basic requirements of employee motivation, they are unable to offer their employees suitable work conditions that would encourage them to work with happiness and engagement and complete their assigned tasks.

2.1. Definition

The term motivation is originally derived from the Latin word ‘movere’ which means to move. Motivation is defined as “those psychological processes that cause the arousal, direction and persistence of voluntary actions” (Kreinter and Kinicki 2008, p.210), “characterized by a certain level of willingness on the part of the employee to increase their effort, to the extent that this exertion also satisfies a predefined need or desire they hold” (Beardwell and Claydon 2007, p. 491) and “the processes that account for an individual’s intensity, direction and persistence of effort toward attaining a goal”. (Robbins 2005, p.170). The key elements of Robbins (2005) definition are intensity, direction and persistence. Intensity refers to the amount an individual tries or exerts effort. However, unless this effort is in the right direction (according to set organizational goals and objectives), there will be no positive effect on performance. Last but not least, the persistence or duration of time that an individual or employee can sustain this motivation is key to whether long term goals and performance can be achieved or not. Pinder (1998) holds that work motivation is a set of forces both within
and without the individual that initiates work related behaviour and determines its form, intensity and duration. Thus motivation can also be understood as a psychological process that results from the interaction of an individual and his working environment (Beardwell and Claydon, 2007). According to this definition, motivation in the workplace will differ from person to person and from environment to environment.

2.2. Main approaches to motivational theory

According to Beardwell and Claydon (2007), there are 2 main approaches to motivational theory: content and process theory.

Content theory (also known as need theory) focuses on the motivational factors of an individual that affect direct behavior, such as “instincts, needs, satisfaction” (Kreitner and Kinicki 2008, p.210). Beardwell and Claydon (2007) believe that such theories regard motivation as the product of those motivational factors that compel an individual to act with the aim of satisfying his or her needs. Content theories include Maslow’s hierarchy of needs, Alderfer’s ERG theory, Herzberg’s motivator – hygiene theory and McClelland’s learned needs or three needs theory. However, these theories do not explain how motivation is influenced by the interaction of the employee with his work environment (Kreitner and Kinicki, 2008). This limitation led to the creation of the process theory approach to motivation.

The other major approach to motivation theory falls under process theories of motivation. The process theories focus mainly on “explaining the process by which environmental factors and cognitions influence employee motivation” (Kreitner and Kinicki 2008, p.210). Process theories also aim to describe “how personal factors and environmental factors interact and influence each other to produce certain kinds of
behavior” (Osland et al. 2007, p.109). Process theories of motivation are based on early cognitive theories that believed that conscious human decision making is the basis for employee behavior (Beardwell and Claydon, 2007). Process theories include expectancy theory, equity theory, goal setting theory and reinforcement theory.

2.3 Content Theories

As mentioned above, content theories are mainly based on the notion that employee motivation and employee behavior are influenced by an employee’s needs. Needs are defined by Kreitner and Kinicki (2008, p.211) as “physiological or psychological deficiencies that arouse behavior”. Needs are influenced both by the external environment, which in the case of the employee is the workplace, and may vary over time. The general concept of the content (or need) theories of motivation is that satisfied needs do not serve as motivators and only unsatisfied or unmet needs work as motivators for individuals in the workplace.

2.3.1 Maslow’s Hierarchy of Needs Theory

Maslow’s Hierarchy of Needs theory is one of the best known of all the content theories, and indeed, of all the motivational theories in existence today. Maslow proposed that motivation is a function of five levels of needs (Kreitner and Kinicki, 2008) and that these needs are arranged in a hierarchy or pyramid of importance. In Maslow’s theory, he identifies five levels of needs which are constructed as a pyramid or hierarchy with the basic needs at the bottom of the pyramid and the more complex needs higher up. As an individual satisfies a need, he or she moves higher up the pyramid. According to Beardwell and Claydon (2007, p. 493), “a satisfied need is not a motivator”. This is key to understanding Maslow’s theory of motivation. An employee can only be motivated by
satisfying a need level on the pyramid that is not being currently satisfied. As a need is satisfied, the individual or employee moves higher and higher up the pyramid. This escalation up Maslow’s pyramid continues until a previously satisfied lower level need becomes deficient again and the individual or employee returns to the lower level on the pyramid (Moorhead and Griffin, 2010).

Maslow’s Hierarchy of Needs Model (adapted from Moorhead and Griffin, 2010)

Physiological needs form the base of the pyramid. They include food, water, clothing and sex. According to Moorhead and Griffin (2010), physiological needs are the easiest to satisfy. An organization can satisfy employees’ physiological needs through payment of salaries and wages i.e. a financial reward (Beardwell and Claydon, 2007) as well as toilet facilities, proper working conditions, water dispensers and proper ventilation and light (Moorhead and Griffin, 2010). The next level on the pyramid consists of safety and security needs such as shelter and the freedom from worry and anxiety. An organization can satisfy employee security needs by providing job continuity and a pension system
that ensures employees needs after retirement are taken care of (Moorhead and Griffin, 2010).

Social needs such as friendship, belonging, the need for love, affection and the need to be accepted by one’s colleagues are on the next level. In the workplace, employees develop friendships with their co-workers that provide a basis for social interaction and satisfy their social needs. Moorhead and Griffin (2010) recommend to managers to satisfy employees’ social needs by improving interaction between employees and creating a sense of group identity within a department. Organizations can also help satisfy employees’ social needs by encouraging employees to mingle with each other at parties and celebrations and regular get-togethers after work. Level four on Maslow’s Hierarchy of needs are esteem needs such as desires for respect and recognition. An organization can help satisfy employees’ esteem needs by regular feedback sessions where the employee is praised for good work, programmes and awards such as Employee of the Month as well as promotions. Job titles, offices, merit pay and rewards and other forms of recognition are also helpful according to Moorhead and Griffin (2010). The highest level of Maslow’s pyramid is that of self-actualization and this is the most difficult to understand and satisfy for an organization (Moorhead and Griffin, 2010). These needs broadly encompass the realization of an employee’s full potential. An organization can help employees’ by offering job that challenges the aptitude of employees and yet at the same time is not too challenging to demoralize the employee.

Maslow’s theory is popular among management researchers due to its simple appeal, intuitive sense, clear message and the fact that it was the first among the original theories of motivation. An organization must identify the level at which employees find themselves and satisfy the next need on the pyramid. However, despite it’s simple and uncomplicated appeal and ease of application in an organizational scenario, Maslow’s theory has received little attention among researchers, according to Beardwell and
Claydon (2007). Moorhead and Griffin (2010) state that existing research shows that Maslow’s theory does not have general validity and applicability in other countries for e.g. Greece, Japan, India, Mexico, Peru, Canada, Thailand, Turkey and Puerto Rico. Other deficiencies include the fact that all 5 levels of needs are not present in every person, the actual hierarchy of needs does not always conform to Maslow’s pyramid and that needs are more unstable, variable and complex that Maslow’s model proposes (Moorhead and Griffin, 2010). Hence, Moorhead and Griffin (2010) recommend that Maslow’s model be treated only as a general framework for categorizing needs instead.

2.3.2 ERG Theory

The ERG Theory by Yale psychologist Clayton Alderfer is based on Maslow’s hierarchy of needs but further extends and refines Maslow’s concept (Moorhead and Griffin, 2010). Alderfer reworked Maslow’s need hierarchy theory and aligned it more closely with existing empirical research results (Robbins, 2005). However, where Maslow has five levels of needs, Alderfer groups the needs into three categories – Existence, Relatedness and Growth (hence the name ERG). Alderfer’s Existence needs correspond to Maslow’s physiological and safety needs, his Relatedness needs correspond to Maslow’s social and esteem needs and his Growth needs correspond to Maslow’s esteem and self-actualization needs. However, the main difference between Alderfer’s and Maslow’s theories is that the ERG theory does not assume that needs are related to each other in a pyramid style hierarchy but that more than one need may be activated and satisfied concurrently (Kreitner and Kinicki 2008, Moorhead and Griffin 2010). In other words, while Maslow claims that basic needs must be satisfied before an individual can move up the needs pyramid, Alderfer does not believe that this must be case. According to the ERG theory, the opposite might also be the result. If an employee is able to meet the highest needs such as esteem and self-actualization, the person will
then focus on the lower level needs such as Existence needs. The ERG theory also contains an important “frustration-regression component. That is, frustration of higher order needs can influence the desire for lower order needs” (Kreitner and Kinicki 2008, p.213). For example, employees may demand higher pay if their interpersonal or prestige needs are not being fulfilled. According to Kreitner and Kinicki (2008), managers must keep in mind that employee demands for certain needs to be fulfilled or met may have their causes in other needs. For example, employees may try and compensate a poor work environment by requesting higher pay or increased benefits. In such a case, the fact is that it is not the pay that is the problem but the poor work environment. According to Robbins (2005), several empirical studies have supported the ERG theory, although there is evidence that it does not work in some organizations. Cultural differences, such as the evidence demonstrating that people in different cultures rate different needs as ‘higher’ or more important is also consistent with the ERG theory. Hence, it can be concluded that the ERG theory represents a more valid version of Maslow’s theory (Robbins, 2005).

2.3.3 Motivator Hygiene Theory

The Motivator – hygiene theory by Frederick Herzberg is similar to Maslow’s hierarchy of needs but has a greater focus on how employees are motivated in the workplace. It is also known as the “two factor theory” and more recently as the “dual structure theory” (Moorhead and Griffin, 2010). The dual structure model propounds that “job performance is determined by worker’s motivation which, in turn, is a function of worker’s satisfaction and dissatisfaction arising from factors associated with the job” (Shipley and Kiely 1986, p.9).
Herzberg interviewed around 200 accountants and engineers in Pittsburgh. He asked them to recollect moments at work when they felt especially satisfied and motivation and moments when they felt especially dissatisfied and unmotivated. The responses were collected and later subjected to content analysis (a qualitative research methodology where words and phrases are analyzed and categorized). On the conclusion of his research, Herzberg found that completely different sets of factors were associated with dissatisfaction or demotivation and the seemingly opposite terms of high satisfaction and high motivation. For example, a respondent who listed “poor pay” as a source of demotivation and dissatisfaction did not list “high pay” as a source of great satisfaction or motivation. Instead, respondents associated completely different sets of factors with satisfaction and motivation such as recognition and achievement (Moorhead and Griffin, 2010).

Based on his research, Herzberg identified 2 kinds of factors in the workplace i.e. Motivators and Hygiene factors. Hygiene factors include money, working conditions, job security, company policies, quality of supervision and interpersonal relations in the workplace while Motivators include factors such as a ‘sense of achievement’, ‘opportunity for personal growth’, ‘a sense of having done a job well’, ‘having responsibility’ and ‘achieving recognition for your work’ (Beardwell and Claydon, 2007). The hygiene factors correspond to Maslow’s physiological, security and social needs while the motivators correspond to Maslow’s esteem and self-actualization needs. However, Herzberg argues that meeting the hygiene factors (the lower levels of Maslow’s pyramid) do not motivate employees but instead merely prevent them from being dissatisfied. The key to understanding Herzberg’s motivator – hygiene theory is to understand the main premise that satisfaction is not the opposite of dissatisfaction. Herzberg concludes that “the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction; and similarly the opposite of job dissatisfaction is not job satisfaction but no dissatisfaction” (Kreitner and Kinicki 2008, p.217). According to
Herzberg, there exists a satisfaction continuum with a zero midpoint where dissatisfaction and satisfaction are both equal to zero. At this point, there is no dissatisfaction but there is no motivation either, even though sufficient needs (so called hygiene factors) have been fulfilled. Organizations must strive to go beyond satisfying hygiene factors and aim to satisfy motivating factors according to Herzberg.

Only once the Motivators (higher levels of Maslow’s pyramid) were being met would an employee be motivated. The implication for organizations is clear. Beardwell and Claydon (2007) state that by meeting lower level employee needs, the organization is only preventing employees from becoming dissatisfied and is not motivating employees to exert an extra effort to achieve peak performance. Employees in an organization can only be motivated if the organization focuses on motivator factors such as allowing employees to take on additional responsibility, gain recognition and progress in their careers.

According to Moorhead and Griffin (2010), Herzberg, unlike many of his contemporary researchers, described explicitly how managers and organizations could and should apply his theory. Herzberg recommended a two stage process. Firstly, the organization should try to eliminate situations that cause dissatisfaction to the employee and reach a state of no dissatisfaction. Methods to do so would include increasing pay to market levels and reassure employees about job security. Here, according to Herzberg, “trying to further improve motivation factors through hygiene factors is a waste of time” (Moorhead and Griffin 2010, p.91). Instead, an organization must now concentrate on motivation factors. For example, organization opportunities for achievement, recognition, respect, responsibility and career growth should be increased. Herzberg also developed a technique called “job enrichment” for structuring organizational tasks. It is suggested that this “unusual attempt to application” (Moorhead and Griffin 2010, p.91)
might explain the widespread popularity of the theory among management in organizations and the fact that it is practiced in a majority of organizations.

Due to its widespread popularity, researchers have scrutinized the dual structure theory closely and the results have been contradictory with the model receiving both widespread support as well as criticism from researchers and practitioners alike (Blum and Naylor, 1984). The initial study and follow up studies close thereafter supported the basic theory. Recent research conducted by Brislin et al (2005) and DeShields et al (2005) have also supported Herzberg’s theory. Crompton (2003) used Herzberg’s theory successfully when researching travelers’ satisfaction while Chyung and Vachon (2005) have successfully employed Herzberg’s Dual Structure Model while researching student satisfaction, thus demonstrating and illustrating the wide applicability of Herzberg’s Dual Structure Theory. In general, Moorhead and Griffin (2010) state that research that uses the same methodology of the original study (content analysis methodology) support the theory.

That said, however, not all research based on Herzberg’s Dual Structure Model has been confirmatory. Researchers Park (1988) and Al-Mekhlafie (1991) only managed to find partial support for the motivator-hygiene model while Williams (1992) and Timmreck (2001) came up with mixed results in their respective researches using US samples. In the Thai building industry, Ruthankoon and Ogunlana (2003) again only found partial support for Herzberg’s model. Sledge et al (2008) attribute the differences in the research outcomes to the different occupations and cultures of the research subjects. Thomas and Au (2002) and Galang (2004) emphasize the importance of studying the concept of Herzberg’s Dual Structure Model cross culturally in order to assist companies to better manage and operate in a global market. Trainee motivation studies conducted in New Zealand and Panama show different motivator and hygiene factors than the original US study. In a research conducted on hotel employees in the Caribbean, the researchers
identified as primary motivational factors higher wages, working conditions, and appreciation for their work (Charles and Marshall, 1992).

Also subsequent research has shown that factors such as pay can be classified as both hygiene factors and motivator factors in different studies and the categorization of a factor depends on the individual and the workplace (Moorhead and Griffin, 2010).

In addition, the methodology itself has been criticized and research that uses different methodology does not support Herzberg’s theory. Hence, the theory can be described as “method bound” i.e. the validity of the theory using other methodology is not proven (Moorhead and Griffin, 2010). Other criticisms of the theory (Moorhead and Griffin, 2010) are that the original sample of accountants and engineers are not representative of the entire population of the workforce, the theory does not account for individual differences. Another major objection to Herzberg’s research methodology is from Blum and Naylor (1984) who state that according to the natural tendency of human beings and human behavior, when a person (in this case an employee) is asked about the causes of a satisfying work experience, he or she would usually attribute the causes of these to his or her own accomplishments and achievements (i.e. intrinsic motivators) while when a person or employee is asked about the causes of a dissatisfying work experience, he or she is more likely to blame outside or extrinsic factors rather than themselves. Thus, it is believed that the findings of Herzberg’s research can simply be attributed to this tendency of human beings (Blum and Naylor, 1994).

Robbins (2005, p.175) sums up the following criticisms of Herzberg’s theory:

1. The procedure that Herzberg used is limited by its methodology.
2. The reliability of Herzberg’s methodology is questioned. The methodology includes making interpretations, so researchers may contaminate the findings by interpreting one response in one manner and another response in another manner
3. No overall measure of satisfaction was used.
4. The theory is inconsistent with previous research.
5. The two factor theory ignores situational variables
6. Herzberg assumed a relationship between satisfaction and productivity, but the methodology used in his research only looked at satisfaction and not at productivity. In order to make such research relevant, a strong assumption between satisfaction and productivity is necessary.

Nevertheless, irrespective of empirical criticisms, Herzberg’s theory is highly popular among organizations and has been widely read by management. According to Robbins (2005), the popularity over the past 40 years of vertical expansion of jobs that enabled employees to enjoy greater responsibility in both planning and controlling their tasks can be largely attributed to Herzberg’s study of motivation.

Hence, Moorhead and Griffin (2010) believe that although the dual structure theory is no longer held in high esteem by organizational behavior researchers - the field of organizational behavior has adopted more complex and valid conceptualizations of motivation - the Dual Structure theory of employee motivation continues to hold an important place in motivational research, due its direct applicability to organizations and its popularity among management.

2.3.4 McClelland’s Learned Needs Theory

McClelland’s Learned Needs Theory states that individuals learn needs from their culture. The three primary needs are the need for affiliation, the need for power and the need for achievement (Beardwell and Claydon, 2007). When one of these needs is strong in a person, then that need must be satisfied in order to motivate that person.
McClelland’s learned needs theory is sufficiently repetitive of Maslow’s theory to not be considered further in this book research.

2.4 Criticisms of Content Theories

Beardwell and Claydon (2007) raise two criticisms of content theories. Firstly, they state that the content theories usually have a single factor – be it money, physiological needs or social needs – that are said to motivate behavior. However, the authors believe that the reality is that there is a far more complicated relationship between the different factors of motivation that are difficult to separate. Secondly, content theories aim to identify standard motivational strategies that can be applied in each and every context or situation. Beardwell and Claydon (2007, p. 495) criticize that there can be no “off the shelf one size fits all response” to the subject of employee motivation.

However, the content theories do provide researchers with a strong theoretical basis from which to conduct further research into organization specific situations.

2.5 Process Theories

Process theories go one step further than content theories by explaining the “process by which various trainee factors influence motivation” (Kreitner and Kinicki 2008, p.217).

2.5.1 Vroom’s Theory of Expectancy

Vroom’s theory of expectancy was developed in the early 1960’s by Victor Vroom who suggested that individuals are likely to consider 3 factors in deciding how much effort to put into their work. These 3 factors are Valence (the extent to which the outcome is
attractive), Instrumentality (the degree to which a certain level of performance will result in the certain achievement of predetermined goals) and Expectancy (the degree to which employee effort would lead to a certain level of performance). This theory is also known as Vroom’s VIE Theory. According to this theory, all three factors (Valence, Instrumentality and Expectancy) must be present if an employee is to be motivated. If any one of these factors are not present (i.e. its value is 0), the employee will lack motivation.

Simply put, the basic premise of the VIE theory is that employee motivation depends on how much employees want something and how likely they think they are going to get it (Moorhead and Griffin, 2010).

The Vroom theory of expectation faces many criticisms. Firstly, Porter and Law conducted research (cited in Beardwell and Claydon, 2007) that resulted in the claim that increase in effort does not necessarily lead to increased performance, especially if the employee does not have the required skills and abilities. Secondly, the Vroom theory is extremely difficult to measure since effort cannot be quantified or clearly specified (Beardwell and Claydon, 2007). Thirdly, the measures used to assess expectancy; instrumentality and valence are of questionable validity (Kreitner and Kinicki, 2008).

Nonetheless, in the final analysis, Vroom’s theory has many important practical implications for an organization. Beardwell and Claydon (2007) suggest that managers must attempt to convince their employees that increased effort will improve performance and that performance will lead to rewards. Kreitner and Kinicki (2008) advise management to help employees achieve performance goals by offering support, coaching and training on the job.
2.5.2 Equity Theory

Kreitner and Kinicki (2008, p.217) define the equity theory as a “model of motivation that explains how people strive for fairness and justice in social exchanges or give-and-take relationships”. Belonging to the process theory approach of motivation, the equity theory describes the process by which an employee is motivated to perform in the workplace based on whether he receives a perceived adequate reward to compensate for his performance. According to the equity theory of motivation, employees will be motivated to put in effort depending on whether the rewards are fair compared to their coworkers. This is because employees assess fairness relatively in comparison with others in similar situations. If an employee feels that he or she is being unfairly treated, there are six basic options open to an employee – change efforts (decrease performance or work fewer hours, coming to work later and leaving earlier), try and change rewards (ask for a raise or a promotion), change perceptions of self (reduce perceived performance quantity or quality), change perceptions of the employee in comparison (acknowledge that the other employee has more experience or works more), change the employee in comparison (compare oneself with another employee with greater similarity in experience or work effort) or leave the job (Adams, 1965 cited in Rollinson, 2002).

According to Beardwell and Claydon (2007), the equity theory of motivation has many implications for managers and organizations. Firstly, since employees will make comparisons, organizations must ensure that similar jobs and tasks must have similar rewards and recognition. Secondly, managers must also ensure that the performance management and reward system of an organization basis and the rationale behind rewards must be open and clear to all employees. This will help reduce employee perceptions of inequality in an organization.
Kreitner and Kinicki (2008) suggest 9 important practical implications of the equity theory for management. First, the best way to manage job performance is to understand the cognitive processes by which employees analyze fairness and justice. Second, research conducted on the equity theory emphasizes the need for management to put aside their perceptions of what is fair and equitable and rely solely on employee perceptions of fairness and organizational justice. Moreover, managers can also explain the rationale behind their decisions, thus improving perceptions of justice in an organization. Third, research shows that employees’ perception of procedural justice improves if employees themselves have an opportunity to influence the procedural decision-making process. Fourth, employees should be allowed to appeal decisions that affect their welfare. Employees have an enhanced sense of justice if they are aware that it is possible to appeal decisions taken by management. Fifth, employees are more positive towards organizational change if their opinions are taken into account. They then feel that change has been implemented fairly. Sixth, management can improve group work and cooperation if all the group members are being treated equitably. Seventh, by treating employees equitably and fairly, companies can avoid litigation and damage to the public image of the organization due to negative PR and coverage of the court case. Eighth, employees’ perceptions of fairness in an organization are influenced by the actions of senior management. If senior management does not practice what they preach, this will diminish the perceptions of justice in an organization, irrespective of whether or not, the employees themselves are being treated equitably. Finally, employee performance, employee commitment and job satisfaction all depend significantly on the perceived justice climate in an organization.

According to Moorhead and Griffin (2010), although most research on the equity theory has focused narrowly on only one ratio – between pay and quality and quantity of work output – study findings usually support the basic premise of the theory. Other criticisms include the finding that some people are more sensitive to others when it comes to
inequality and the likelihood of differences in the importance of equality between different nations and different cultures (Moorhead and Griffin, 2010).

2.5.3 Goal Setting Theory

In this Goal setting theory approach (Locke and Latham, 1984), the premise is relatively simple and straightforward: an employee with higher goals will perform better than an employee with lower goals and an employee with a clear goal definition will perform better than an employee with unclear or vague goals. Put differently, Locke and Latham (1984) found a direct correlation between goal precision difficulty and employee motivation and performance. An exception, however, are performance goals that are deemed too difficult for the employee to achieve, given the employee’s abilities. Further the theory states that appropriate employee feedback and reward has a motivating effect on the employee.

According to Kreitner and Kinicki (2008), the simple act of setting a goal sets in motion a motivational process that leads to sustained and improved performance towards the achievement of the set goal. According to Moorhead and Griffin (2010), goals provide a useful framework for the management of motivation. Locke (cited in Moorhead and Griffin, 2010) assumes that employee behavior is the direct result of conscious individual goals and actions. Goal setting involves “setting a clear objective and ensuring that every participant is aware of what is expected from him or her, if this objective is to be achieved” (Osland et al. 2007, p.109).

The goal based theory of motivation emphasizes the importance of feedback in order to increase the sense of achievement, increase the sense of personal responsibility, reduce
uncertainty and improve performance. The emphasis on feedback and reward forms an important part of the goal based theory.

According to Kreitner and Kinicki (2008), the process of setting goals has 4 motivational mechanisms:

1. Goals direct attention – Setting a goal automatically directs employees’ attention towards goal relevant activities and away from goal irrelevant activities. This results in more profitable employee activity in an organization.
2. Goals regulate effort – Goals also cause employees to increase their efforts to achieve the goal.
3. Goals increase persistence – The level of persistence in an organization is in direct proportion to the difficulty of the goal. Goals motivate employees to overcome hurdles and obstacles that might come in the way of the goal.
4. Goals foster Strategies – Goals also encourage employees and organizations to come up with strategies and action plans that describe in detail how the goal is to be achieved. Thinking about the strategy of achieving a goal also enables employees to identify potential difficulties in advance.

Research conducted into the goal theory has resulted in 4 practical insights for organizations (Kreitner and Kinicki, 2008):

1. Specific goals lead to higher performance – The clearer and more specific the goals, the greater the motivation for employees to perform better in the workplace.
2. Feedback enhances the effect of specific goals – Feedback enables employees to determine whether they are on track to achieving specific goals or not. Goals inform employees about the targets they have achieved and the targets they must still achieve in order to reach the set goal. Feedback must be timely i.e. provided at every step of the way.
3. Participative, assigned and self set goals are all equally effective – Research conducted shows that participative, assigned and self set goals are equally effective in motivating employees and increasing performance.

4. Goal commitment and incentives affect goal outcomes – Goal commitment is defined as the “extent to which an individual is personally committed to achieving a goal” (Kreitner and Kinicki 2008, p.229). It follows logically that the greater the goal commitment of an employee, the better chance the employee has to achieve the set goals. Goal commitment can be enhanced by the strategic use of monetary and non monetary incentives.

2.5.4 Reinforcement Theory

Reinforcement theory, developed by the behaviorist B.F. Skinner, postulates that motivated behavior results on the basis of so called ‘reinforcers’ (hence the name reinforcement), which are “outcomes resulting from the behavior that makes it more likely the behavior will occur again” (Beardwell and Claydon 2007, p. 498). The reinforcement theory is based on Thorndike’s law of effect that states that “behavior with favourable consequences tends to be repeated, while behavior with unfavourable consequences tends to disappear” (Kreitner and Kinicki 2008, p.262). Thorndike’s law was a major departure from the prevailing belief that the time that behavior is the product of intrinsic instincts.

Skinner believed that it was useless to examine behavior in terms of unobservable intrinsic factors such as needs, attitudes or thought processes (Kreitner and Kinicki, 2008). In essence, both Thorndike and Skinner state that behavior that is rewarded (i.e. a positive outcome resulting from behavior such as acknowledgement or praise) is likely to be repeated by an employee while behavior that is not rewarded or goes unnoticed
will not be repeated. This theory places great importance on positive feedback and praise as a means of inspiring motivational behavior.

In the workplace, Osland et al. (2007) cites the example of highly productive employees who are ‘rewarded’ with more work that other employees have not yet been able to complete. The productive employees rightly perceive this extra work as a ‘punishment’ while other employees are perceived as being ‘rewarded’ for their poor performance by being given less to do. Highly productive employees will thus reduce their performance and do less work than before or taken longer to complete their tasks since they do feel that hard working behavior is not properly rewarded in the organization. This is based on the idea of operant conditioning, developed by B.F. Skinner, which is defined by Osland et al. (2007, p.111) as “the idea that people will continue behavior that is rewarded and suppress behavior that does not lead to desired consequences”. The desired consequences of better performance in the case of highly productive employees might be praise and acknowledgement, the chance to go home early, take a longer or an extra break or eventually a raise and/or a promotion.

2.6 Criticism of Process Theories

According to Beardwell and Claydon (2007), process theories are criticized for taking an overly rational view of decision making. These process theories assume that human decision making is rational and conscious whereas in reality, it is often unconscious and irrational. Also, employees do not have access to the possible results in advance of their behavior, thus further weakening the premise that rewards and results motivate human action or decision making.
2.7.1 Theory X and Theory Y

Douglas McGregor proposed two distinct views that management had of employees or in this case, trainees.

Under Theory X, the four assumptions held by management are (Robbins 2005, p.172):
1. Employees inherently dislike work and, whenever possible, will attempt to avoid it
2. Since employees dislike work, they must be coerced, controlled or threatened with punishment to achieve goals
3. Employees will avoid responsibilities and seek formal direction whenever possible
4. Most workers place security above all factors associated with work and will display little ambition

In contrast to this highly negative view of employees, McGregor proposed a Theory Y with four positive assumptions (Robbins 2005, p.172):
1. Employees can view work as being as natural as rest or play
2. Individuals will exercise self direction and self control if they are committed to the objectives of the organization
3. The average employee can learn to accept, even seek, responsibility
4. The ability to make innovative decisions is widely dispersed throughout the population and is not necessarily the sole province of those in management

McGregor proposed approaches such as participative decision making, responsibility and challenge in job design that would increase employee motivation, based on his...
model of Theory X and Theory Y. However, according to Robbins (2005), there is little or no empirical evidence that asserts that either theory is valid.

Especially in the case of trainees, Douglas McGregor’s theory X and theory Y plays an important role. According to Porter et al (2006), theory X assumes that people are naturally lazy and uninterested in their work. Employees will get away with doing as little as possible unless forced to put in greater effort. Employees also suffer from low motivation according to this theory. Theory Y assumes that people respond better when treated as adults who want responsibility and will become high performing employees provided they are given knowledge, skill, opportunity and trusted to achieve their goals.

**2.7.2 Self fulfilling prophecy and McGregor**

The self fulfilling prophecy is another concept that relates to McGregor’s Theory X and Theory Y. According to Osland et al (2007, p.13), the self fulfilling prophecy is a “phenomenon that occurs when people perform in accordance with a rater’s expectations of them”. Thus, in the case of the trainee, management’s expectations for a trainee or trainees in general cause management to treat trainees differently and trainees respond with behavior that is in accordance with management’s initial expectations. For example, if management believes that trainees are lazy and demotivated and incapable of taking responsibility, then trainees will respond by behaving lazy, demotivated and incapable of taking responsibility. This attitude will confirm the manager’s initial suspicions, thus creating what is known as a self fulfilling prophecy. This also results in a vicious circle of negative expectations and negative behavior from which neither the manager nor the trainee is able to escape.
On the other hand, studies show that new employees who are entrusted with challenging jobs from the start are more likely to show high performance in their later careers (Osland et al, 2007). These new employees are known in management jargon as ‘high achievers’ or ‘fast trackers’ or ‘high potentials’. Many organizations (such as McDonalds, Hilton, Hyatt, Marriott and even banks such as the Sparkasse in Austria) have instituted so called ‘management trainee’ programmes where few trainees are especially chosen for their ‘high potential’ and provided with experiences and opportunities in the workplace that will prepare them to take over a leadership role in middle management after a certain period of time (usually 1 1/2 to 2 years). Although these programmes are increasingly gaining in popularity, Osland et al (2007) suggest that the byproduct of such programmes maybe be resentment and complaints by those who have not been chosen for the management trainee programmes. These employees might feel that they too would and could shine if given the same opportunities as well as special treatment that are given to management trainees.

According to Osland et al (2007), the practical implication of the self fulfilling prophecy is that employees and trainees who are expected to do well are more likely to actually perform better than those who are not, even though there might be no other difference between them. Additionally, supervisors and managers with high expectations of their employees have a better chance of their employees living up to and even exceeding their expectations.

2.8 Limitations of Employee Motivational Theories

According to Robbins (2005), care must be taken when applying motivational theories to cultures other than where they originated. Most motivational theories were developed in the United States by American researchers based on research conducted on
Americans. As a result, most of these theories might not be valid in countries outside the United States, since the characteristics displayed in the theories such as importance of goals, low power distance and rational and individual thought are typical American characteristics. Maslow’s hierarchy of needs, the need for achievement, the equity theory and other theories must be further researched in country specific empirical studies to claim validity.

However, Robbins (2005) cautions against concluding that there are no cross cultural consistencies. For example, “interesting work” as a motivating factor can be seen across almost all cultures. Similarly, empirical studies show that motivators such as growth, achievement and responsibility are highly rated in cultures outside the United States as well.

Hence it can be concluded that there exists a certain degree of universal validity among the existing American theories of motivation.

2.9 Financial Rewards and Motivation

One of the most hotly debated topics among both researchers and management alike is the extent to which financial rewards or money/pay is a motivator for employees in organizations.

According to Nelson (2002), although most people believe that money is the top motivator, he claims that his experience and research show that money is not the main reason for people to work. “If you want to motivate your employees, increase productivity and boost morale, forget the cash”, says Bob Nelson, author of *1001 Ways to Reward your Employees* (Hayes 1994, p. 40). Although money does have a motivational value, especially if there is a foreseeable upcoming expenditure, once an
employee or student trainee is able to meet cover that expenditure, other factors have a
greater significance for employee motivation such as “Feeling we are making a
contribution, Having a manager that tells us when we do a good job, Having the respect
of our peers and colleagues, Being involved and informed about what is going on in the
company and Having meaningful, interesting work” (Nelson 2002, p.12). Salaries or
wages alone are not sufficient to motivate employees or student trainees. While salaries
will ensure that employees do the work they are paid to do, it will not ensure that they
do great work or go beyond what they are required to do. Nelson (2002) agrees with
Herzberg when he claims that ensuring employees do their best work requires the use of
so called “motivators”, motivating factors that include challenging work, praise and
recognition as well as personal growth and development opportunities.

According to Kreitner and Kinicki (2008), research has show negative consequences
when goal achievement is linked to individual monetary incentives. Empirical research
shows that goal based bonus incentives resulted in employees showing greater
preference toward easy goals and lower commitment towards difficult goals. Employees
were hesitant to commit to monetary incentives tied to higher goals. This research shows
some of the dangers of relying on monetary bonus rewards to achieve organizational
goals.

Kreitner and Kinicki (2008) offer 8 reasons why extrinsic rewards fail to motivate
employees:

1. Too much emphasis on monetary rewards
2. Rewards lack an “appreciation effect”
3. Extensive benefits become entitlements
4. Counterproductive behavior is also rewarded
5. Delay between performance and rewards
6. One-size-fits-all rewards
8. One shot rewards with short-lived motivational impact
9. Concurrent occurrence of demotivating practices such as layoffs, across the board cuts and excessive executive compensation

As a result, organizations and researchers are now searching for more effective extrinsic non monetary, reward practices. Kreitner and Kinicki (2008) suggest the following non-monetary solutions:

- Tie praise, recognition and non cash rewards to specific results
- Base incentives on objective performance data
- Reward teamwork and cooperation wherever possible
- Build rewards around participative structures such as suggestion systems or problem solving teams
- Actively sell the plan to supervisors and middle level managers who might view employee participation as a threat to their traditional notion of authority
- Selectively use creative noncash rewards to create buzz and excitement

Arnold (1988) suggests inexpensive ways to intrinsically motivate employees in the workplace with the following recommendations:

- Greet employees and acknowledge their presence in a welcoming manner
- Give compliments – either oral or written – to employees who have completed tasks satisfactorily
- Give employees off for perfect or near perfect attendance
- Provide suggestion boxes and give away prizes for innovative ideas
- Offer flexible working hours if appropriate – employees who are able to decide when to come and when to go value this the most
- Promote from within the company whenever possible
- Listen to employees’ problems
• Listen to employees’ advice
• Ask for advice from employees
• Use tact when giving bad news
• Compliment whenever and wherever possible – employees are eager for praise
• Share responsibility and delegate when appropriate
• Publicize achievements of employees
• Recognize, praise, reward
• Give employees as much freedom about their work as possible – this enables employees to take care of their needs of personal responsibility, personal productivity and personal development
• Rewards that are intrinsic to the work itself will motivate employees the most

“Research shows time and time again that what employees want most is for their manager to tell them face to face they’re doing a good job,” says Nelson. “Unfortunately, they most often hear from their boss when they’ve made a mistake” (Hayes 1994, p. 40). Nelson (cited in Hayes, 1994) recommends the following guidelines to motivate and reward employees:

• Match the reward to the person – The management should think about what matters most to the employee. Monetary rewards don’t necessarily count. Nelson suggests being creative yet personalized when offering rewards to employees.
• Match the reward to the achievement – The greater the achievement or the task completed, the greater should be the reward.
• Be timely and specific – In order to be effective, positive feedback and praise must be timely and specific. Positive feedback after weeks or months has little motivational value for the employee concerned.

In addition, Hayes (1994, p. 40) suggests the following innovative yet common sense ideas to motivate employees:
“Call a person into your office just to say ‘good job’. Don’t discuss any other issue.

Call your staff together to read aloud a customer letter of praise

Wash the employees car in the parking lot

Create a Hall of Fame wall with photos of outstanding employees

When paychecks go out, write a note of recognition on the envelope

Arrange for an outstanding employee to have lunch with the boss

Play games together. A company softball, golf or bowling league creates great camaraderie.

Hand out lottery tickets or movie passes when you ‘catch’ an employee providing great service

Greet employees by the sweetest sound they know – their name”!

Confirming the importance of non monetary motivation in the workplace, a study of 1800 American employees showed the following non monetary methods ranked as being more important than pay as a motivating factor: work life balance, organizational direction, opportunities for personal growth, the opportunity to challenge and change organizational processes and culture, satisfaction from everyday work and employee participation in organizational change (Osland et al., 2007).

Traditional belief has been that employees are likely to ‘over-report’ the importance of financial rewards in any employee motivation survey (Beardwell and Claydon, 2007). However, research conducted by Rynes et al (2004) shows that in reality, the opposite is true. Non financial motivators are equally important for employee motivation. The most important non monetary motivators of employee performance according to Woodruffe (2006) are:
• Career advancement - Employees look for opportunities to advance their careers and the extent to which their current job / work situation is helping them to do so will determine the level of motivation in the workplace.

• Autonomy – Employees like to be given sufficient freedom to decide the best manner of doing their jobs and achieving their goals or targets independently

• Respect – Employees are more motivated if they feel that they are being respected by their managers and treated in a civilized manner

• Employer commitment – Related to career advancement, employees like to feel that their employers are genuinely concerned not only with financials and performance but also with employees, their careers and their well being

• Pleasant working environment – A pleasant working environment without any conflicts and infighting can be a major motivator for employees

• Contact with senior management – Related to respect, employees would like to have contact with and be recognized by senior management for their efforts

• Positive feedback – In an organization, negative feedback is usually dispensed freely. However, employees are also motivated greatly by positive feedback in the case of impressive performance

• Support and advice – Employees require support and advice and are more motivated in organizations that provide support and advice in difficult situations

• Challenge – Employees need to be challenged by targets and goals. However, these targets and goals must be achievable and the employees must have the right tools and abilities to achieve these challenging goals

• Trust – Employees who feel that they are trusted (e.g. to achieve a goal, to complete a task etc) will be more motivated and loyal to an organization. This point is related to autonomy and employee commitment

• Employer image – Employees want and need to be proud of the organization they work for. If not, employee motivation can suffer.
In some cases, however, not only will monetary rewards not have the desired positive effect, it might also result in having a negative effect on employee motivation. The cognitive evaluation theory proposes that the introduction of extrinsic rewards such as pay or financial benefits for work effort that was previously intrinsically rewarding due to the inherent motivation associated with the effort, results in decreasing overall motivation (Robbins, 2005). Originally, motivation theorists assumed that intrinsic motivators such as achievement, responsibility and respect were independent of extrinsic motivation factors such as high pay or financial benefits and bonuses. However, the cognitive evaluation theory disproves this assumption.

It is argued that when extrinsic rewards are used by management to reward improved performance or effort, the intrinsic rewards or interest of an employee doing a particular task or achieving a goal are reduced as a result. This is because the original lack of extrinsic reward creates a shift in the trainee from an external causation to an internal causation as to why the trainee is still motivated to complete the task. For example, if a trainee is paid at a training hotel, the trainee perceives that any motivation caused or arising during the training period must be attributed to the pay he or she receives i.e. the causation is extrinsic or external. However, if a trainee does not receive any financial compensation for his work during the training period and is still motivated to complete his tasks with a high level of motivation, then the trainee attributes this to his intrinsic motivation, since the lack of extrinsic motivators mandates no other reason.

Although further research is required to completely prove the general validity of the cognitive evaluation theory, according to Robbins (2005) evidence shows that there is indeed interdependence between extrinsic and intrinsic rewards.


2.10 Trends in Employee motivation Theory

In order to be able to identify innovative trends in Employee motivation theory, it is first necessary to define exactly what ‘innovation’ itself is. Despite the increased attention of researchers on the field of innovation, there does not yet exist a consensus on the definition of innovation, according to Goswami and Mathew (2005). Goswami and Mathew (2005) further claim that the biggest hurdle in understanding innovation is this lack of consensus on its basic definition. “Innovation is a widely used concept and the term is variously defined to reflect the particular requirement and characteristic of a specific study” (Damanpour and Evan 1984, p. 393).

It was Schumpeter who first identified the following five types of innovation:

1. Introduction of a new product or a qualitative change in an existing product
2. Process innovation new to an industry
3. Opening of a new market
4. Development of new sources of supply for raw material
5. Other inputs and changes in the industrial organization.

Innovation has been defined by various authors as the degree to which new changes are intentionally implemented in an organization (Mohr, 1969), a new idea or practice that has been adopted by an organization (Zaltman et al., 1973), the creation, development and adaptation of a new idea in an organization (Damanpour, 1991) or a policy, structure, method, product or market opportunity perceived by the manager of an organization to be new (Nohria and Gulati, 1996).

In the field of Employee motivation Theory, old theories and models retain their popularity among managers and in organizations due to their inherent logical appeal, despite the fact that they are rarely substantiated in empirical research (Robbins, 2005).
In spite of this, many new and innovative trends in Employee motivation Theory have emerged over the past decade.

2.10.1 Team and Group Based Work

Beardwell and Claydon (2007) have seen an increase in team and group based work in organizations over the past 20 years as well as the increased use of mentoring and coaching as strategies aimed at enhancing employee motivation levels. In a study conducted by Cordery et al (1991 cited in Beardwell and Claydon, 2007), semi autonomous teams reported higher levels of freedom in their work, which was linked to both intrinsic job satisfaction as well as extrinsic satisfaction and employee motivation. Thus it was concluded that semi autonomous or autonomous work groups have a higher level of employee motivation when compared to traditionally organized work groups. In a related study, Crown and Rosse (1995 cited in Beardwell and Claydon, 2007) found that groups where group members received individual goals were less motivated than groups with common group goals. Thus Beardwell and Claydon (2007) conclude that group goals lead to cooperative strategies and higher levels of motivation while individual goals led to competitive strategies that interfered with group performance and overall levels of employee motivation.

2.10.2 Mentoring

Another innovative concept in Employee motivation Theory that has been used frequently to increase employee motivational levels in the workplace is mentoring. Results from a research study conducted by Orpen (1997 cited in Beardwell and Claydon, 2007) showed a direct correlation between the relationship between mentors and mentees and the motivational level of mentees. As a result, mentees who were in a close working relationship with their mentors were more motivated to work harder in the
organization. Mentees were motivated when they felt that they were liked & respected by their mentors.

2.10.3 Employee Participation

Kreitner and Kinicki (2008) claim that employee participation in the workplace, known under the management style of Participative Management, is an innovative method of increasing employee motivation, satisfaction and loyalty. Kreitner and Kinicki (2008, p. 444) define participative management as “the process whereby employees play a direct role in (1) setting goals, (2) making decisions, (3) solving problems and (4) making changes in the organization.” Hence, although participative management includes asking employees for their ideas and opinions, it goes far beyond that. It is claimed that participative management increases employee motivation because it enables employees to fulfill 3 needs i.e. autonomy, meaningfulness of work and interpersonal contact. Satisfaction of these needs increases an employee’s feelings of acceptance and commitment, challenge and satisfaction, leading to both increased innovation as well as employee satisfaction.

However, Kreitner and Kinicki (2008) point out that the participative style of management might not work in certain situations. 3 factors that influence the level of success of the participative style of management include the design of work, the level of trust between the top management as well as the employees’ competence levels and willingness to participate. If, for example, the design of work is such that individual employees do not have an overview of the entire organizational process, there is mutual mistrust between top management and employees or if employees are not competent enough or willing to participate in organizational decision making, then the process of participative management is certain to fail. In order to succeed, organizations must take into consideration the 3 factors of design of work, level of trust and employee satisfaction.
competence and willingness while designing a participative management model for employees.

2.10.4 Job Rotation

Especially for student trainees, job rotation can be a highly useful motivational tool. Job rotation involves moving employees/trainees from one specialized job/department to another during the course of their training. Job rotation results in enhanced interest, motivation as well as a broader perspective of the organization or the sector. Other advantages include increased flexibility for student trainees in their future careers.

2.11 Employee motivation in the Hospitality Industry

The hospitality industry has been the focus of many employee motivation and job satisfaction studies with the aim of identifying non monetary employee motivational factors that are valid in the hospitality industry. In a research conducted on more than 4,000 hotel workers, Barsky and Nash (2004) concluded that employee motivation was caused by the emotions of the employees and their beliefs about their company. When researching employee motivation among a specific target group of Turkish managers in 5 star hotels, Aksu and Aktas (2005) concluded that despite the long hours at work, low wages and poor peer support (all hygiene factors according to Herzberg), the Turkish managers were motivated by the nature of the work itself, achievement and recognition (motivators according to Herzberg) that came from working and managing a 5 star hotel. In research conducted on the topic of employee motivation among hotel employees in Taiwan, Hwang and Chi (2005) found that respect and recognition had a positive relation to employee motivation as well as employee performance.

In research conducted by Feiertag (2005a) at Servico, a hotel management company with over 60 hotel properties, sales employees listed acknowledgement, appreciation,
achievement, being kept informed about what’s going on and management support, followed by Herzberg’s hygiene factors of good pay, job security and better working conditions. Feiertag (2005a) suggests that in order to improve employee motivation in the hospitality industry, employees must be treated right - with great respect and appreciation for their work, employee accomplishments must be acknowledged, employees need to be clearly told what is expected of them, they must be told what is going on in the company and they must be involved in important decisions of the company. According to Feiertag (2005a, p.12), “Motivation is about how bosses (managers, supervisors, company officials) treat employees and provide them with opportunities to do a better job. Feiertag (2005b) further goes on to claim that it is his so called ‘three R’s’ that play an important role in the motivation of hospitality employees. According to the author (ibid), it is not the big things that motivate employees in the hospitality industry but the small things such as saying thank you, a friendly pat on the back, a small gift or the recognition when an employee has done a job well by announcing this in a meeting with the other staff. This, according to the author, is the first R – recognition. The second R stands for rewards which the author equates with an incentive program. Feiertag (2005b) suggests either monetary incentives or rewards given on a monthly or a quarterly basis or non monetary innovative rewards such as gifts, taking extra time off from work, invitations for a complimentary dinner or meal or free nights at a sister hotel property. However, the author (ibid) warns that rewards or incentives programmes are often too complicated and recommends a simpler way of computing employee rewards and incentives that is clearer to the employees. The third R stands for retention. The more successful an employee, the greater is the incentive for him or her to continue in the job as the rewards continue to come in. This encourages an employee to stay in the same hotel or hotel company and not switch to a competitor the moment another job offer comes his way.
According to Jha (2004), delegation also plays a key role in motivating employees in the hospitality industry. Companies in the hospitality industry need to realize that employees (as well as student trainees) who are in daily contact with the guests in a hotel require a certain amount of delegation if they are able to perform their jobs adequately. Yukl and Fu (1999) concluded in their research that increased delegation was associated with the following factors: Competence of the employee, sharing of managers’ objectives by the employee, relationship of the departmental head or supervisor with the employee and the status of the lower-level person. In the case of the student trainee, all these factors work against him or her. The factor of Competence of the employee is based heavily on the perception of the departmental head or supervisor. In the case of the student trainee, the departmental head or supervisor usually perceives the competence of the student trainee to be low, due to a lack of experience. Rarely does the departmental head or supervisor take into account the ability and willingness of the student trainee to learn. The sharing of manager’s objectives by the student trainee rarely happens due to a hesitance on the part of the manager to share the objectives of the organization or hotel company. Since the student trainee spends little time at the hotel, there is no proper relationship of the departmental head with the student trainee. Finally, the status of the lower level person (in this case, the student trainee) is extremely low. Thus, the student trainee has little to none chance of increased delegation. However, Jha (2004) reiterates that delegation has the power to enrich the subordinates’ job, increase their intrinsic motivation, and provide them opportunities for development of their skills. Thus, the innovative motivational concept of delegation to student trainees in the hospitality industry must not be neglected by management.

Closely related to the concept of delegation is the concept of empowerment in the hospitality industry. Despite the fact that the concept of empowerment has been increasingly focused upon in management research, Styhre (2004) believes that the practical implications of employee empowerment remain unclear. Empowerment is
defined by Michailova (2002) as the degree to which employees are encouraged to make certain decisions without consulting their supervisors. Forrester (2002) defines empowerment as the freedom and ability to make decisions and commitments while Yagil (2006) calls empowerment a fundamental motivational process by which an individual experiences a sense of enablement. The policy of empowerment allows employees to perform their tasks and duties with a certain amount of autonomy, thus leading to greater cognitions of self worth and self determination (Aryee and Chen 2006), concepts that are directly related to Herzberg’s motivator of responsibility.

2.11.1 Innovative Motivational Methods in the Hospitality Industry

The success of an organization in the hospitality industry depends on the people who make the guest experience special – the employees. In his research into the hospitality industry, Thomas (2006) has come up with innovative recommendations how to motivate and keep employees happy:

1. **Reward** – While the main motive for employees working in the hospitality industry is to earn money, Thomas (2006) suggests offering other incentives in addition to the base pay such as medical benefits and insurance. An innovative suggestion, the author suggests is that employees tips be insured by insurance companies, just as a business would insure itself for business interruption due to fire etc. This ensures that employees receive their tips even when the business is forced to close for a certain period of time and motivates the employees, giving them another reason to continue when the business reopens. Restaurants (and other hospitality businesses) can also provide extra liability insurance coverage to top chefs and managers beyond their personal home and automobile coverage. By doing so, the author (ibid) believes that employees will feel valued and thus be more motivated.
2. **Educate** – Using online training and development programmes on a variety of topics such as food safety, management training and so on enables hospitality employees to take a personal interest in the business. By enabling employees to improve their personal growth and learning (a motivator according to Herzberg), such education, training and development programmes ensure employee loyalty and motivation.

3. **Recognize** – The most cost effective and yet the most ignored method of employee motivation is through employee recognition and employee appreciation. “More than anything else, employees want to be valued for a job well done by those they hold in high esteem” (Thomas 2006, p. 24). There are many easy yet ways to acknowledge excellent employee performance – public statements of thanks and praise in front of the employee’s co workers, company wide recognition programmes such as employee of the month with rewards such as paid days off or gift certificates etc. According to Thomas (2006), an investment in employee motivation is an investment in the successful future of the business.

“Many restaurant operators wrongly assume that employees respond only to money, but it’s important to remember that employees want the same things you want— to be appreciated, to be listened to and to be respected” according to Hess and Goetz (2009, p.16). In order to keep up employee morale, build employee loyalty and improve employee motivation in the restaurant and hospitality business, Hess and Goetz (2009) recommend the following innovative hospitality motivational methods:

- **Say “Thank you!” to employees** – Saying “Thank you” to employees when they’ve done a job well will go a long way in improving employee morale and motivation.

- **Give employees inexpensive bonuses** – Management can show their appreciation with gift certificate to other restaurants (even sister restaurants or other hospitality
businesses within the same hotel company or chain), free tickets to a show or sporting event or alternatively, even giving employees paid days off during a period of low occupancy or business.

- **Provide employees with free meals** – Offering employees free or discounted meals help keep up employee morale and employee motivation and is another way of saying thank you.

- **Award employees!** – The authors recommend presenting the award to the concerned employee in front of all of the other employees while telling the other employees what exactly the awarded employee has done to deserve the award. The awarded employee will appreciate the recognition and the appreciation of his peers and colleagues.

- **Write employees a thank-you note** - Taking the time to write a short thank-you note to a hardworking employee is always well worth it, according to the authors. In order to make the recognition more effective, a specific: “Thank you for staying late last Thursday” is far more effective than a vague “Thanks for all your hard work!”

- **Help employees improve themselves** – Employees appreciate it when the management is willing to invest in their personal growth and learning. This can be easily done by paying for classes at a local community college or enrolling the employee in a professional seminar on a topic that interests them.

- **Help employees get healthy** - Providing employees with a membership to the local fitness centre or gym can have multiple benefits - A group deal at the local gym means that the cost won’t be very high and in addition, employees will have more energy to work harder and will fall sick less often, thus helping to save on health insurance.

- **Ask employees what they’d like to improve** – If the management asks employees about what they would like to change or improve, employees will often suggest
changes or improvements that will help them do their jobs better, thus making the organization more effective. In addition, employees will feel like they are a part of the restaurant or hospitality business. However, the authors caution that management must show employees that their suggestions are valued and being taken seriously by acting as quickly as possible on the suggestions and improvements made by the employees.

If you walk around Disneyworld or any Walt Disney Resort or amusement park, it is not uncommon to see animated characters, managers, supervisors, executives and hourly staff all bending down to pick up litter and throw it into the nearest garbage bin. Such behavior is not motivated by special monetary compensation, bonuses or even a monitoring system. Disney employees ensure that Disneyworld or a Walt Disney Resort remains free from litter due to their intrinsic motivation, claims Strelecky (2004). The author (ibid) recommends 5 innovative steps to motivate employees in the hospitality industry:

1. **Clearly articulate Goals and Reasons** – Most often, the reason why employees do not accomplish things is not that they are demotivated by that they are uninformed. Strelecky (2004) recommends taking time to explain to all employees exactly what is to be accomplished as well as why the goals need to be met. For example, explaining to waiters that if they were to recommend a bottle of wine to diners, the average restaurant bill would go up and so would their tips, then waiters would be more motivated to suggest a bottle of wine to every diner.

2. **Involve employees in finding solutions** – According to Strelecky (2004), employees are more motivated to succeed at something if they choose to do it themselves. The author recommends that employees should be involved in deciding the goals that need to be achieved. Involving employees in creating the process to achieve these set goals further motivates employees.
3. **Explain the rules of the game** – According to the author (ibid), employees are often given a certain task to complete but are not completely and fully informed of the rules or parameters governing the said tasks. This can be highly demotivating and must be avoided at all costs.

4. **Link employees’ personal goals with those of the organization** – Highly successful motivators are able to link employee personal goals and the raison d’être of their working to the goals of the organization. According to the author (ibid), managers that are able to link employees’ personal goals to those of the organization never have to worry about motivating employees as they are motivated sufficiently by knowing that by achieving the goals of the organization, employees at the same time are achieving their own personal life goals.

5. **Move negative employees off the team** – Negative employees have a negative effect on the morale and motivation of the entire team. The author (ibid) recommends moving off negative employees off the team and replacing them with positive, motivated employees.

**2.11.2 Innovative examples of Employee motivation in the Hospitality industry**

Bill Munck, the author, is a vice president and market manager for Marriott International, which is based in Washington, D.C. and is responsible for 14 Marriott hotels in the New England region. In an article written for the Harvard Business Review, Bill Munck explains the innovative way in which Marriott managed to motivate its employees and managers by reducing the importance of ‘face time’ in the hospitality industry. According to Munck (2001), Marriott (like most other hotel companies in the industry) had a concept of ‘face time’ i.e. the more hours you work, the better. However, after the implementation of the Marriott Management Flexibility pilot programme, less attention was paid to the hours a Marriott employee worked and more emphasis was placed on the tasks and duties accomplished. Previously, employees used to hang around
the hotel even when they didn’t need to be there, doing unnecessary jobs to pass the
time. The message from Munck (2001, p. 129) and his management team at the Marriott
to the employees was this: “Do whatever it takes to get your job done, but be flexible in
how you do it”. One of the most important things that Munck and his team learned from
the innovative Marriott Management Flexibility pilot programme was that employees
could be as productive – and in some cases, even more productive – by working fewer
hours. According to Munck (2001), when employees are working fewer hours (and
know that they will be allowed to leave earlier if they finish earlier), they’re extra
motivated to get things done and do not waste any time in completing their tasks and
duties. An additional advantage, a side effect if you will, of the innovative Marriott
Management Flexibility pilot programme was that management should not dictate to
their employees that they should do things that do not make any sense. Instead,
management must realize that employees who are doing their jobs on a daily basis
usually know best how to do their tasks most efficiently. Munck (2001, p.131)
acknowledges that “it’s very easy for any company to slip into bad habits of doing
something just because that’s the way it’s always been done”. Instead, asking listening
to employees during weekly meetings often brings up suggestions for revising an
inefficient or outdated policy, thus leading to a culture of openness and innovation in a
company.

At Fairmont Hotels and Resorts, management has come up with a unique and innovative
new recognition programme for hotel employees to increase employee motivation
(McGregor, 2008). Fairmont recognizes that each employee has different motivational
needs. While cafeteria cook Florica Radu needed a new kitchen floor, front office
supervisor Jared Aucoin needed assistance in purchasing a Jeep and laundry employee
Lisandra Miravete wished to take her mother to London. Radu, Aucoin and Miravete are
the winners of the Fairmont Hotels and Resorts new recognition programme for their
hotel employees. Fairmont's new motivational strategy offers two staffers from each of
its 55 properties a 5,000 dollar reward. However, what is innovative about the new recognition programme is that the 5000 dollar reward is not paid out to the employees in cash. Instead, the Fairmont management comes up with a gift of that value, a gift that corresponds to the needs, wants and desires of the particular employee for e.g. a trip to London, home improvements such as Radu's or the financing of a new automobile. In the past, according to McGregor (2008), Fairmont Hotels and Resorts used to hand out holidays for two to any of its Fairmont hotels or resort properties as part of its recognition programme for employee motivation. However, that form of recognition is pretty common in the hospitality industry, especially in the case of big hotel chains such as Fairmont, Marriott, Hilton and Kempinski. That is the reason why Fairmont decided to take a new innovative route to recognize and motivate its employees. Explains Carolyn Clark, Fairmont's senior vice-president for human resources, "Our guests do not want service that's cookie-cutter. Just as we're trying to deliver individualized, personalized experiences for guests, we wanted to introduce a customized, personalized rewards program for employees, too" (McGregor 2008, p. 48). Providing customized, personalized rewards for employees signals to employees that they are valued individually. Instead of a one size fits all employee recognition and motivation programme, the management at Fairmont Hotels and Resorts is signaling to employees that it cares enough to take the time to ascertain employee wants and needs and then satisfy them individually. Such a personalized, customized rewards programme, if used correctly, can also have a positive effect on student trainee motivation.

When Sara Edwards joined the Savoy group as HR Director, her biggest challenge was the Claridges hotel. “We were constantly dealing with complaints, many of which were directly attributable to the lack of motivation in our staff” (Phillips 2003, p. 49). In order to change the demotivated culture at Claridges, Sara Edwards first created a mission statement in consultation with her employees. By doing so, she made her employees feel important and valued. Next, Sara Edwards made the managers do a 5 minute play about
their working lives. This, she says, helped their motivation by liberating them from the seriousness of their day to day jobs. In addition, all guest feedback, both positive and negative, is collected and passed on to the respective employees. The employees have been specially trained to elicit this feedback from the guests. Instead of telling her employees how much they are valued, Sara Edwards prefers to show them. At the end of 3 months, every employee is given a complimentary stay at the Claridges Hotel. And if one of the hotel employees does something special to help a guest staying at the Claridges Hotel, their name automatically gets included in the Going for Gold employee motivation programme. Prizes include a limousine ride home, a day off or even staying a night in the Claridges Penthouse Suite! (Phillips, 2003).

After 8 years in the same job, even the most motivated employee can lose his motivation. This was the problem that Michael Hojlo, the 25 year old general manager of Metrazur, the Charlie Palmer restaurant situated above the main concourse of New York’s Grand Central Terminal. “A lot of my staff had been here for eight years…”, Hojlo explains, “They’d reached a level of complacency. They were not trying to improve and they were letting things slack” (Strong 2008, p. 16). Hojlo first tried to motivate his employees by reading out restaurant reviews during the pre shift staff briefing. However, this method failed to achieve any results with most of the employees losing interest quickly. So Hojlo tried a new and innovative method of employee motivation by assigning his staff the task of dining out and writing a review of their experience. To further motivate his employees, Hojlo even offered a prize of a dinner for two at a sister restaurant, Charlie Palmer’s elegant Upper East Side restaurant Aureole. All Hojlo’s employees – from waiters to bartenders and cocktail servers – took part in the competition and according to Hojlo, experiencing the hospitality business from the other side helped motivate his employees to provide better service to their guests. “When they wrote their articles they started paying more attention to what was happening in the restaurant and they stopped letting things slide”, says Hojlo. “When
you’re a server, you forget how people feel when they sit down to dine. I think when you get the opportunity to look at it from the other side, the things you let slide don’t slide anymore” (Strong 2008, p. 16).

Chef David Myers, one of the first Michelin Guide star awardees and owner of Sona, Comme Ca and Boule Atelier restaurants, uses probably some of the most unorthodox and innovative employee motivational methods and techniques in the hospitality business. “There are certain ways to motivate teams that are above and beyond. The end result is performance at the highest level...When I was developing Sona (his first restaurant), I researched the best-performing teams in the world. Who were they? What were they doing? How did they become the best? Inevitably, what kept coming up was the military.” (Platus 2008, p. 48). That is why Chef Myers decided to use the same motivational techniques used by the military to motivate the employees at his Sona Restaurant. “We do Navy Seal training, the model training program the Seals created to weed out for their BUDS (Basic Underwater Demolition Seals). In the winter, we have a full day. It starts at 4 a.m., swimming in the ice-cold ocean. Each person has a swim buddy and we’re out there going through the Navy Seal hell week exercises. You get low-grade hypothermia while you are doing it. We have doctors there because it’s a brutal experience” (Platus 2008, p. 48). But, at the end of this extreme motivational training, the employees at the Sona restaurant become into a team where employees are ready to go and bat for their colleagues. Employees also learn about important concepts such as leading, winning and success. While the employees that last the first six weeks manage to pass the test, some of the employees are unable to take the strain of this extreme motivational training method. “We never have to fire anybody; they just quit!,” says Myers (Platus 2008, p. 48).
2.12 Other innovative Employee motivational methods

While there are many innovative examples of employee motivation in the hospitality industry, organizations in other industries have used innovative employee motivational methods to good effect, resulting in raised levels of employee motivation and employee morale in the workplace.

Rackspace Managed Hosting, a seven year old tech startup with annual sales of USD 139 million, provides one innovative example of non monetary extrinsic motivation. Graham Weston, 42, co-founder and CEO of Rackspace Managed Hosting does not believe in traditional monetary motivational methods. “If you gave somebody a USD 200 bonus, it wouldn’t mean very much”. Instead, he gives top performers in his organization the keys to one of his cars, a BMW M3 convertible to drive for a week. “When someone gets to drive my car for a week, they never forget it” Pofeldt (2006, p. 192). Such innovative motivational methods have helped Weston recognize and nurture the stars in his organization. He also offers top performers in the organization the use of a guest house he owns on the Comal River in New Braunfels, Texas. In addition to motivated staff, Weston claims that such innovative methods are “one of the biggest bargains in business” Pofeldt (2006, p. 192).

Claye (2001) provides another innovative example of boosting employee motivation – wacky events organized for a company’s employees. Futureshock, a readymade corporate incentive extravaganza run by the Concept Centre in Bedford organizes such wacky events such as an alien party where strange little green men welcome employees to the party that is held in what seems to be a crashed space pod. According to the manager Martin Neale, “One of the uses of an imaginative and offbeat evening is to give
the company a chance to do something memorable; it’s a shared, fun experience that can help promote loyalty” (Claye 2001, p. 34).

Patkin (2011, p. 40) claims that “you don’t need a single dime to make your people happy at work or to show them just how much you care about them and appreciate their efforts”. He offers the following 5 no cost innovative methods to motivate employees:

1. **Send “love” notes** – According to the author (ibid), positive reinforcement and sincere gratitude improve employee morale and motivate. The author recommends treating excellent performance from an employee as a gift and responding the same way that one would if one received a gift – writing a thank you note. Such thank you notes or “love” notes not only motivate employees but also encourage them to send “love” notes to their own subordinates. And the cost of a “love” note is only one sheet of paper and five minutes of the manager’s day.

2. **Distribute inspiration** – According to the author (ibid), it is the responsibility of every manager to buoy the team’s spirit. “If you run across a quotation or a story that inspires you, don’t keep it to yourself – pass it on to an employee, and perhaps, if appropriate, also mention that the quote or anecdote reminded you of him and his great attitude” says Patkin (2011, p. 42).

3. **Tell success stories** – According to the author (ibid), all employees love to be recognized and complimented. The author (ibid) suggests that if an employee in the organization has performed well, not only should the manager tell the employee but also share the story with the other employees in the firm who will then also want to earn the same recognition and respect.

4. **Identify stars** – Recognizing the achievements of high achievers or stars in the organization is the next step to telling success stories. The author (ibid) recommends the setting up of “employee of the week” or “employee of the month” awards and programmes to motivate employees. Again, this not only
helps motivate the employee but other employees in the organization who also want to earn the same recognition and respect.

5. Make it a family affair – The author (ibid) suggests involving family members when giving out praise and recognition. “For example, if an employee did something really tremendous, I would call his home,” Patkin shares. “Then I’d leave a voicemail like this one: Hi, (name of spouse and kids), this is Todd Patkin from Autopart International where your husband and dad works. I just wanted to tell you that your husband and dad is the most incredible, wonderful, amazing person in the whole world. He just broke the store’s all time sales record. Guys, this is incredible! So, please, kids, do me a favour. When your dad comes home tonight, everyone run up and give him a huge hug and tell him how proud you are of him and how great he is. And (name of spouse), I hope that you too will give him a big hug and a wonderful kiss to make sure he knows how much you love him and how much he is appreciated for all he’s doing for our company. Thanks, guys”. Such a reception at home will surely make the employee in question feel like he is both the luckiest and happiest guy in the world!

Thus, concludes Patkin (2011, p. 42), showing employees “love, appreciation and respect often trump money when it comes to building long term motivation and boosting employee morale and loyalty.
3. Research Methodology

3.1 Definition

Research is defined as “a process of planning, executing and investigating in order to find answers to our specific questions” (Ghauri and Gronhaug 2002, p.3). The importance of research in daily life is reinforced by Altinay and Paraskevas (2008, p. 1) who believe that “research is essential for understanding the various phenomena that individuals and organizations encounter in their everyday activities”. This book research deals with research in the field of business studies, specifically the field of hospitality. “Research in business studies is not much different from practical problem solving” according to Ghauri and Gronhaug (2002, p.9). Ghauri and Gronhaug (2002, pp.9-10) maintain however that there exists a “common belief that research is an academic activity undertaken by researchers who are not at all familiar with managerial culture and the nature of problems faced by business managers”. This research aims to deflect this common belief since the author of this research has himself worked in the Grand Park Hotel and hence is able to better understand the nature of problems faced by business manager with regards to student trainee motivation.

3.2 Research Philosophy

There are 2 major research philosophies: positivism and phenomenology. Gill and Johnson (1997) define positivism as being more of an objective interpretation of facts using data from surveys etc while phenomenology (or interpretivism) concerns itself more with the examination of people and their social behavior. This research aims to get into the minds of the respondents and view the situation from their eyes. This usually
involves a more flexible approach to data collection, mostly involving qualitative methods (Veal, 2006).

This research aims to follow the research philosophy of phenomenology. It aims to gain insight into the phenomena of student trainee motivation at the Grand Park Hotel by critically analyzing the responses from the participants in the phenomena i.e. the student trainees themselves. These responses provide the basis from which this research aims to understand and interpret the attitudes of the trainees. The existing hypotheses are tested against the empirical evidence gained. The phenomenology philosophy usually results in a variety of data collection methods being used on a smaller sample size, thus enabling a better description and understanding of the research topic (Easterby-Smith et al., 1999; Saunders et al., 2007).

3.3 Research design

Robson (2002, p.178) defines a case study as a “strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence”. The case study approach is a highly popular and widely used research design (Eisenhardt and Graebner, 2007) in the hospitality and tourism research sector. According to Bryman and Bell (2011), a case study differs from other research designs in that the focus of the case study is on a bounded situation or system where there is an intensive examination of the setting or case. This book uses the case study strategy of research i.e. a case study of the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein.

According to Otley and Berry (1994) and Stake (1995), the utilization of a case study strategy helps generate fresh information and knowledge about the phenomenon (in this
case, the Grand Park Hotel) where there was little existing knowledge previously. Stake (1995) also suggests that a case study be selected on the basis of the chance to learn something new. Researchers are thus advised to choose case studies where the expected learning will be the maximum. In the case of this research, the case of the Grand Park Hotel was chosen since there has been little to no research in the field of trainee motivation at the Grand Park Hotel. The Grand Park Hotel was chosen by both the supervisor as well as the author of this thesis based on the opportunity to learn about the motivation of the student trainees that work here during their studies, a topic that has not been researched before.

Research methods are defined as “systematic, focused and orderly collection of data for the purpose of obtaining information from them, to solve/answer our research problems or questions” (Ghauri and Gronhaug 2002, p.85). In order to conduct the research for this book, a combination of primary and secondary research methods will be used:

3.3.1 Secondary Research

First secondary research was undertaken by conducting a review of the existing literature of books, journals, research papers and online articles on the topics of organizational behavior, motivational theory and innovative motivational methods. In additional, results of the annual student evaluation of the Grand Park Hotel (undertaken by the Salzburg Tourism School) were collected and analyzed. Secondary data helps the researcher “to better formulate and understand the research question but also broadens the base from which scientific conclusions can be drawn” (Ghauri and Gronhaug 2002, p78). These scientific conclusions can also be used in the creation of hypotheses which can be proved valid or invalid by the primary data.
3.3.2 Primary Research

The main advantage of primary data, according to Ghauri and Gronhaug (2002, pp.81-82), is that it is collected “for a particular project at hand. This means that they are more consistent with our research questions and research objectives”. One major weakness of primary data is that the researcher is “fully dependent on the willingness and ability of respondents” (Ghauri and Gronhaug 2002, p.85). Based on the results and analysis of the secondary research, a mix of deductive quantitative research and exploratory qualitative research methods were used as part of the primary research.

According to Ghauri and Gronhaug(2002, p.15), deduction involves “gathering of facts to confirm or disprove hypothesized relationships among variables that have been deduced from propositions”. Through induction, on the other hand, “we draw general conclusions from our empirical observations” (Ghauri and Gronhaug2002, p.13).

Firstly, experts at the Salzburg Tourism School and the Grand Park Hotel were interviewed using inductive exploratory qualitative research methods to identify motivational issues specific to trainees.

Then, current students were asked in a mix of quantitative deductive research and qualitative exploratory research about motivation issues related to the Grand Park Hotel. This research was conducted via self completion questionnaires handed out to them by the student trainee coordinator, Mrs. Claudia Wachter, on completion of their student training at the Grand Park Hotel.
The student trainee questionnaire research study was conducted during the period of 30 days at the Grand Park Hotel. The questionnaire was personally administered to 36 student trainees who had completed their compulsory hotel internship during the above mentioned period of 30 days. These student trainees were not randomly selected but instead all student trainees who had completed their compulsory hotel internship at the Grand Park Hotel were made to fill out the student questionnaire. This resulted in a 100% completion rate as the student trainee questionnaire was administered to the student trainees by the student trainee coordinator at the Grand Park Hotel, Ms Claudia Wachter who was also Assistant to the Director as well as Acting Director at the time.

The data was collected from the respondents using a self-administered questionnaire. The purpose of the data collection (i.e. to improve the motivation of student trainees at the Grand Park Hotel) was stated in the questionnaire and the respondents were assured of the anonymity of their responses, in that no personal details such as name, matriculation number etc was required. The first part of the student trainee questionnaire consisted of background variables and elicited information with respect to the respondent’s gender and current study year.

The second part of the questionnaire consisted of 13 innovative student trainee motivational methods or factors that had been previously suggested by experts during the expert interviews conducted. Based on these interactions, a list of items to be included in the questionnaire was prepared. The 13 innovative student trainee motivational factors or methods were listed randomly. These 13 innovative student trainee motivational methods were Certificate for all students with a description of the tasks and duties, Fixed Programme, what is to be learnt each year in the hotel internship, Feedback Discussion at the end of the hotel internship (What did I hope to learn & what I learnt?), Learning Folder with questions, that I can answer during the course of my hotel internship, Pass on individual Guest Feedback to the student trainees, Praise at the end of the hotel internship, Immediate Praise if I have done something well, In the 3rd/
4th year to be responsible for students of the 1st/2nd year. In the 4th year plan and market a Marketing Package. The freedom to decide by myself how to complete my tasks and duties. Certificate for only the best students. "Trainee of the Week" – Award and an Hourly wage of 10 Euros.

The respondents were asked to rank the 13 innovative student trainee motivational methods from 1 to 13 with 1 being the most motivating and 13 being the least motivating for the student trainees. The respondents were reminded that each rank (from 1 to 13) could only be given once. Finally, the respondents were given the opportunity to propose further innovative student trainee motivational methods or suggestions that were not covered by the experts in the questionnaire.

3.4 Research Quality Criteria

According to Altinay and Paraskevas (2008), the quality of the results of the research surveys must be evaluated against two research quality criteria: reliability and validity.

3.4.1 Reliability

Reliability is defined by Saunders et al. (2007 cited in Altinay and Paraskevas 2008, p.130), as “the degree to which the data collection method(s) will yield consistent findings, whether similar observations could be made or conclusions reached by other researchers, and whether there is transparency in terms of how much sense was made of the raw data. In other words, how well does it measure and can the results of a study be reproduced under a similar methodology”.

According to Veal (2006), reliability is the extent to which research results would be identical if the same research were to be repeated at a later date or with a different population sample. However, Veal (2006) cautions the tourism researcher to be very
cautious when making general theoretical statements on the basis of such research since it deals with human beings in ever changing social situations.

In order to render a research survey reliable, Altinay and Paraskevas (2008) suggest the test–retest method where the same question is asked at two different times or similar questions phrased differently are asked at certain intervals. If the answers are consistent, then the method is deemed to be reliable.

3.4.2 Validity

Validity can be defined (by Saunders et al, 2007 cited in Altinay and Paraskevas 2008, p.130) as the extent to which the data collection method accurately measures what it is intended to measure and the extent to which the research findings are really about what they profess to be about.

In other words, validity is the extent to which the results of the research accurately reflect the phenomenon being studied. Furthermore, according to Veal (2006), research in tourism faces great difficulties in this area since tourism research is mainly concerned with people’s attitudes and behavior and which relies on people’s own reports in questionnaire based interviews. Thus, Veal (2006) goes on to say that it is highly rare for the validity of tourism research to be as accurate as the natural sciences.

To determine validity, Altinay and Paraskevas (2008) recommend asking a series of questions, beginning with the research question and then determining whether it can be answered by the data collection method chosen.

The external validity or generalisability of case studies is extremely difficult to determine. The question arises how a single case can claim to be representative so that it
generates findings, results and recommendations that can be applicable to other cases. According to Bryman and Bell (2011), case study researchers must not delude themselves that it is possible to identify cases so typical that the results of their analysis have an automatic validity for other case studies.

However, although case study research design implies an interest in the specific details of a single case, case studies also enable researchers to generate concepts that have a certain degree of generalisability in that particular sector, as in the case of Kanter (1997). In the case of this research, the resultant student trainee motivation model claims to have a certain degree of generalisability in other training hotels, given the similarities between training hotels in the hospitality sector. Nevertheless, Lee, Collier and Cullen (2007) advise that particularization rather than generalization should be the main focus of the case study. In other words, the analysis of the case study of the Grand Park Hotel should aim first and foremost to concentrate on the uniqueness of the motivation of the student trainees of the Salzburg Tourism School in Bad Hofgastein and to develop a deeper understanding of its specific aspects rather than to try and establish generalisable motivational theory.

3.5 Research Considerations

According to Ghauri and Gronhaug (2002, p.3), “there is no ‘best’ method for business research and (that) the choice of method depends upon the research problem, the research design and the purpose for the research.”

For this research, a mixed methods approach has been chosen. Mixed methods research is defined by Bryman and Bell (2011) as research that integrates quantitative and qualitative research methods within a single research project.
In the case of this research, both deductive quantitative and inductive qualitative research methods were used. Deductive quantitative research will be represented by structured interview questions in order to be able to analyze the relevance of existing motivational theories. Structured interview questions use a “standard format of interview with an emphasis on fixed response categories and systematic sampling and loading procedures combined with quantitative measures and statistical methods” (Ghauri and Gronhaug 2002, p.100). Unstructured interview questions give the respondent (student trainees as well as experts) the possibility to express their own personal views, ideas and opinions without being limited by the opinions of the author or the existing literature, thus possibly resulting in the emergence of new and innovative motivational methods of student trainee motivation.

“Qualitative research is a mixture of the rational, explorative and intuitive, where the skills and experience of the researcher play an important role in the analysis of date” (Ghauri and Gronhaug 2002, p.86). According to Ghauri and Gronhaug (ibid), “although most researchers emphasize one or the other, qualitative and quantitative methods can be combined and used in the same study”. According to Ghauri and Gronhaug (ibid), “it is quite common for researchers to collect their data through observations and interviews…(yet) code the data collected in such a manner that would allow statistical analysis. In other words, it is quite possible to quantify qualitative data”

The next step, once the research question has been specified and the research methodology decided upon is the selection of the participants in the survey, also known as the process of sampling. Since it is time consuming and in many cases impossible to interview the entire population of present students who have trained in the Grand Park Hotel since the inception of the Salzburg Tourism School in Bad Hofgastein, this research took a sample of elements from the population and the basis of their responses, inferred something about the whole population (Ghauri and Gronhaug, 2002). In the
case of this research, it is highly unlikely that the final respondent sample will be representative of the entire population of present students, as the survey was not completed by all the student trainees (only the student trainees who had their compulsory hotel internship during the period of research of 30 days) and the difficulty in gaining access to the entire student population within the given time frame.

This is one major drawback of this survey. However, given this drawback, the researcher aims to compensate with an increased focus on qualitative research by conducting more in depth interviews and questionnaires with the willing respondent sample. “In qualitative research, the purpose is seldom to arrive at statistically valid conclusions (even though it is possible), but rather to understand, gain insights and create explanations (theory)” (Ghauri and Gronhauge 2002, pp.120-121). Alasuutari (1995, pp.156-157) agrees that qualitative research does not aim to generalize, but instead aims at gaining a deeper insight into the topic or phenomenon under study and hypothesize, thus developing theoretical models.

The primary research was conducted via self completion questionnaires handed out by the student trainee coordinator to student trainees on completion of their training at the Grand Park Hotel. According to Bryman and Bell (2011), the advantages of a self completion questionnaire include cost savings of time and travel, quicker to administer, absence of interviewer bias or variability as well as a greater convenience for the respondents. On the other hand, the disadvantages according to Bryman and Bell (2011) include the lack of opportunity for interviewers to assist respondents, probe further to elaborate an answer, ask too many questions due to respondent fatigue, ask too many open questions due to lack of respondent motivation, the fact that the questionnaire can be read as a whole before answering the first question as well as lower respondent rates. The survey questions were linked to the review of the literature on organizational
behavioral theory and employee motivational theory conducted previously, so as to establish links and connections to existing research.
4. Data Collection

4.1. Annual Student Survey Summary

Each year, the Salzburg Tourism School in Bad Hofgastein undertakes a Student Survey, conducted in cooperation with the Fachhochschule Salzburg. Among other questions, students are also asked to rank their satisfaction levels at the Grand Park Hotel. They are also asked 2 open questions (that are optional) about what they like about the Grand Park Hotel and what they do not like. However, since the answers of the Annual Student Survey Report are confidential, Mr Leo Woerndl, Head of the Salzburg Tourism Schools and supervisor of this research provided the author with a summary of this confidential Survey Report.

In total, there were 30 responses about what students liked about the Grand Park Hotel and 89 responses about what students disliked about the Grand Park Hotel. Since the questions were open questions, the answers were grouped together into topic categories. Some responses had multiple answers and hence were grouped into multiple topic categories. The summary of the results are as follows:

There were a wide variety of responses for what students liked about the Grand Park Hotel. Out of the 30 responses, the cluster with the highest number of responses (6 responses) was to do with the topic of “learning”. Responses in this cluster included the fact that students were able to learn ‘what goes on in real professional life’, about the functioning of the different areas of a hotel (especially the spa, reception and kitchen). One response was a negative response but was still included in the “learning” cluster since the student wrote that one does not learn anything at the Grand Park Hotel.
The categories with the second most number of responses were both the concept of a training hotel and the atmosphere in the hotel with 3 responses each. Students liked the fact that there was a training hotel attached to the school as well as the good and congenial atmosphere in the training hotel. The categories with the third most number of responses were the friendliness of the staff and the fact that a lot has changed and there have been many improvements and things are better now in the hotel. One student mentioned low stress and another student mentioned the infrastructure as factors that they liked about the Grand Park Hotel. 7 students gave responses that could not be clustered into one of the above topics and hence were clustered as “others”. These responses included the project idea conducted where students were given control of the Grand Park Hotel, the approach of the management, both positive and negative aspects where the negative aspect of having to work on a Saturday was mentioned, is ok and the fact that the kitchen is nice. The cluster with the most number of responses (7 responses) was different forms of “nothing”.

The method of clustering was used for the negative responses of the students as well. There were a total of 89 negative responses from the students about what they did not like at the Grand Park Hotel.

In the 89 negative responses (where multiple answers were possible), the cluster of “no learning” or “lack of learning” had the highest number of responses with 45 students mentioning the lack of learning as one of the main factors that they did not like about the Grand Park Hotel. Some of the responses in this cluster included the fact that students were only given menial tasks, students were made to sit around the whole day, were only made to clean and were not allowed to come in contact with the guests, that from the second year onwards nothing new was learnt, low or poor learning progress, under qualified tasks, students were only made to do the dirty work etc.
The next most important cluster for the students had to do with the organization of the training with 25 responses. Among these 25 responses, the fact that students had to work on Saturdays was one of the most common. Other responses mentioned the fact that the training at the Grand Park Hotel began immediately after classes without giving students the time to walk to the Grand Park Hotel or even change, the fact that the after spending the entire day in school the students were scheduled to work at the Grand Park Hotel till late in the night and then attend school at 7 the next morning.

The next most important cluster for the students was the unfriendly staff with 17 responses. Answers in this cluster included variations of “unfriendly” or suggestions that the staff at the Grand Park Hotel could be friendlier towards the students. Other categories included lack of responsibility (with 4 responses), lack of respect (with 4 responses), the poor atmosphere (5 responses), specifically having to work on Saturdays (8 specific responses mentioning Saturdays), money (1 response) as well as 8 other responses.

4.2. Interview with Mr Leonhard Woerndl, Director of the Salzburg Tourism Schools

When asked what can be done to increase a student trainee’s sense of achievement, Mr Woerndl suggested an Official Diploma from the Grand Park Hotel. Here Mr Woerndl suggested one of two options - either an Official Diploma that is given to only the best student trainees or an Official Diploma that is given to every student trainee who successfully completes his or her student internship at the Grand Park Hotel but adapted individually to each student.
In order to increase a student trainee’s opportunity for personal growth and learning, Mr Woerndl suggested a detailed Student Trainee Internship Programme that clearly states what each student trainee will learn in the 4 years of hotel internship at the Grand Park Hotel. Each and every student trainee then has the possibility to easily follow the programme and see exactly what will be taught and learnt in each year of the hotel internship at the Grand Park Hotel.

When asked for an innovative motivational method to increase a student trainee’s sense of having done a job well, Mr Woerndl suggested daily and immediate feedback and praise if a student trainee has done a job well.

According to Mr Woerndl, a student trainee can be given more responsibility by creating a hierarchy among student trainees at the Grand Park Hotel with the higher classes (i.e. 3rd and 4th year student trainees) being given for e.g. their own station in the Grand Park Restaurant or having students from the lower classes (i.e. 1st and 2nd year student trainees) under their supervision.

4.3. Interview with Dr. Mrs Maria Wiesinger, Director of the Salzburg Tourism School, Bad Hofgastein

In order to increase a student trainee’s sense of achievement, Dr. Mrs Maria Wiesinger suggested using positive feedback as an innovative student trainee motivational method.

When asked what can be done to increase a student trainee’s opportunity for personal growth and learning, Dr. Mrs Maria Wiesinger suggested a Feedback discussion or performance appraisal session at the end of the industrial placement class at the Grand Park Hotel, a detailed Student Trainee Internship Programme and a correspondingly
good assessment and evaluation as three possible motivational methods to motivate the student trainees.

When asked what can be done to increase a student trainee’s sense of having done a job well, Dr. Mrs Maria Wiesinger suggested praise if a student trainee has completed a task or a duty well during his or her compulsory hotel internship at the Grand Park Hotel.

On the topic of how a student trainee can be given more responsibility, Dr. Mrs Maria Wiesinger stated her belief that in order for a student trainee to be given more responsibility, the student trainee must show interest in or want greater responsibility in the first place. Dr. Mrs Maria Wiesinger goes on to further state that in the case of student trainees at the Grand Park Hotel, giving more responsibility is only possible when the 2 requirements of corresponding interest and professional Know – How are fulfilled.

When asked how a student trainee can be given more recognition for their work, Dr. Mrs. Maria Wiesinger mentioned that Feedback (sessions) are already being conducted for student trainees on the completion of their compulsory hotel internship at the Grand Park Hotel, the training hotel of the Salzburg Tourism Schools in Bad Hofgastein.

4.4. Full Expert Interview with the Assistant to the Director, Mrs Claudia Wachter

At the time this research was conducted, the Director of the Grand Park Hotel was unavailable for an interview since the post was recently vacated. As a result, the Assistant to the Director, who had taken over charge of the Grand Park Hotel in the interim period, was chosen as a substitute interviewee. Research considerations including the possibility that the quality of the research could in any way be negatively
affected was negated by the fact that the Assistant to the Director was also the contact person for the student trainees at the Grand Park Hotel and had been responsible for the student trainees during their student internship at the Grand Park Hotel. In addition, the Assistant to the Director, Mrs Claudia Wachter had also spent a great amount of time thinking about the topic of student trainee motivation and hence had already implemented certain innovative motivational methods during the student internship at the Grand Park Hotel as well as thought about further suggestions for improvement, to further enhance student trainee motivation at the Grand Park Hotel.

Mrs Wachter was interviewed in her office at the Grand Park Hotel. While every effort was made to reduce disturbances, some housekeeping maids entered and exited Mrs Wachter’s office and interrupted the interview. Once Mrs Wachter received a phone call and once Mrs Wachter received an email which she replied to quickly. Otherwise there were no disturbances. There was no outside noise since the windows were closed and it was a Sunday. Mrs Wachter was asked a few questions but was generally allowed to speak freely and give her own opinions without being interrupted, except in the case of a point not being clear or some clarification being required.

Below are excerpts from the Interview conducted with Mrs Wachter at the Grand Park Hotel:

Mrs. Wachter has been working at the Grand Park Hotel for the past 1 ½ years and has implemented certain changes in the way the student traineeship is conducted at the Grand Park Hotel. Ever since the arrival of Mrs. Wachter, student trainees had a contact person directly in the Grand Park Hotel to whom they could go to or contact if the need arose. In addition, students also had to check in with Mrs. Wachter before beginning their training. Previously, this was not the case. Students simply entered the Grand Park Hotel and went directly to their respective departments where they checked in with their
departmental head. Students are now able to do their practical training in all areas / departments of the Grand Park Hotel including Spa, Maintenance, Housekeeping and Food and Beverage (Kitchen and Restaurant) even though most students continue to complete their practical training in the Food and Beverage Department, since it has the largest requirement.

The weekly Schedule is prepared by the contact person for student trainees at the Salzburg Tourism School, Bad Hofgastein, Mr Klinser. Students are required to sign this Schedule and if they miss more than a certain amount of practical training, they are required to catch up by doing extra practical training. There also exists grading or marking criteria which now exist in written form.

There are also Feedback Forms that can be filled out anonymously and that have been developed by the students themselves. However, there is no report with the combined results of all the Feedback Forms. The results of the Feedback Form are reflected upon with the respective Departmental Heads. Also, Mrs Wachter meets the class representatives and discusses the results with them.

According to Mrs Wachter, student trainees want more explanation! Since the past 3 weeks, Mrs Wachter herself has been standing in the kitchen during the evening service (which is one of two times when all the guests use the restaurant during the period of the evening since the Tariff usually includes a breakfast buffet and a 4 or 5 course menu, Author). Mrs Wachter personally explains to the student trainees the correct methods of service, including Glochen service, which has been newly introduced at the Grand Park Hotel’s restaurant.

According to Mrs Wachter, there needs to be a unique symbiosis between the Grand Park Hotel and the teachers at the Tourism School. The teachers must see that the Grand
Park Hotel is also part of the School. More Unity is required between the Salzburg Tourism School and the Grand Park Hotel, which is the Training Hotel of the Salzburg Tourism School.

According to Mrs Wachter, there are many reasons why the student trainees are demotivated when working at the Grand Park Hotel. Firstly, the student trainees are exhausted after a full day (8 hours) of classes at the Grand Park Hotel. In addition, some student trainees are required to work on Friday Evenings and Saturdays. These 2 factors – Fatigue and Working on the Weekends – are what Mrs Wachter terms “Frustis” or the Frustrating Factors. To combat these demotivating factors, Mrs Wachter suggests that the practical training be bundled or combined together (as is done at the Salzburg Tourism School in Klessheim, Salzburg).

Another reason why students are demotivated is that they are not receiving sufficient explanation! Student trainees want more instructions which Mrs Wachter acknowledges is difficult to give when the Restaurant is understaffed and does not have enough of supervisors. As a solution, Mrs Wachter personally stands in the Grand Park Hotel kitchen every evening for the past 3 weeks and provides explanation and information to the student trainees.

Student trainees also prefer to complete their hotel internship when the Grand Park Hotel is running at full occupancy or high occupancy. According to Mrs Wachter, when the Grand Park Hotel is running at full occupancy, student trainees are able to learn more and hence receive the impression that there is a sense of meaning or a sense of purpose to the student traineeship.

Student trainees also feel that they are not learning anything new at the Grand Park Hotel, that they have already learnt serving or cooking techniques during their practical
classes at the Salzburg Tourism School. However, Mrs Wachter feels that it is important for student trainees to practice what they have learnt during their classes at the Salzburg Tourism School.

According to Mrs Wachter, the three most important motivating factors are Attention, Appreciation and Feedback.

Mrs Wachter gives Feedback to student trainees immediately. If a student trainee has done something well, she tells them immediately. However, if a student trainee makes a mistake, Mrs Wachter also tells them immediately what they have done wrong and how to do it right. “What is the use of me keeping this knowledge to myself and giving Feedback at the end of the practical training?”, she asks.

According to Mrs Wachter, the biggest difference between Student Trainees and Employees with regards to motivation is that students work for free! There also used to be a hierarchy where the Employees used to be higher than the student trainees at the Grand Park Hotel. But, according to Mrs Wachter, that is an old legacy that she and her team are trying to change. However, she maintains that students must learn that cleaning is also a part of the job. Even Departmental Heads and full time Employees are required to do cleaning at the Grand Park Hotel.

In the past, students were not always treated with respect, believes Mrs Wachter. Another difference between student trainees and full time employees at the Grand Park Hotel is that while the work at the Grand Park Hotel is part of the journey for student trainees, for full time employees the work at the Grand Park Hotel is the destination. Also, unlike full time employees at the Grand Park Hotel, student trainees do not have any ties or any relationships with the guests. Some of the Guests are regular visitors and know the full time employees for a long time (some full time employees have been
working for over 25 years at the Grand Park Hotel, Author). This is not the case with the Student Trainees who only come in for a maximum of 2 weeks at a stretch.

When asked what she would suggest to improve Student Trainee Motivation at the Grand Park Hotel, Mrs Wachter replied, “I am a realist. So my suggestions have a correspondence to reality.” She recommended that the practical training be blocked for a certain period (depending on the number of hours of practical training required), resulting in student trainees having normal working hours like the other full time employees. (This is the way it is done at the Tourism School in Klessheim – that means that it is legally possible, Author). She also recommended providing student trainees with more explanation as well as Attention, Appreciation and Feedback!

On the subject of money as a motivational factor, Mrs Wachter was asked whether she would recommend offering students an hourly wage of for e.g. 10 Euros. According to Mrs Wachter, the Grand Park offers the student trainees the possibility to work in their free time on Fridays or Saturdays and get paid for their work. Student trainees are then paid at the rate of 9 Euros per hour.

However, Mrs Wachter was clearly against the idea of paying student trainees an hourly wage during their compulsory hotel traineeship. According to Mrs Wachter, “It does not make any sense”. Student trainees are students in a training hotel and hence cannot expect to be paid for being taught something. Student trainees are here to learn. The practical training at the Grand Park Hotel is part of their practical classes at the Tourism School. It is part of their school time.
4.5 Interview with Ms Nadine Scherer, Graduate of the Salzburg Tourism School in 2008 and Junior Boss of the Roemerhof Hotel in Fusch

In order to increase a student trainee’s sense of achievement, Ms Scherer believes that it is important to recognize what the student trainee has accomplished during the hotel internship at the Grand Park Hotel. Ms Scherer argues that these accomplishments must be brought up regularly with the student trainee and suggests immediate feedback and praise as a means of doing so.

Ms Scherer suggests a Feedback Discussion at the end of the hotel internship as a means of increasing a student trainee’s opportunity for personal growth and learning. According to Ms Scherer, the Feedback Discussion must deal with the difference between what the student trainee hoped to achieve or learn during the hotel internship and what the student trainee actually learnt during the hotel internship. This difference between expectations and reality determines the satisfaction levels of the student trainee. It is only be concentrating and focusing specifically on the comparison between the expectations of the student trainee and the actual reality can both the student trainee and the management be made aware of the actual personal growth and development that has actually taken place during the course of the hotel internship.

When asked what can be done to increase a student trainee’s sense of having done a job well, Ms Scherer suggested greater positive Feedback as well as Incentives (when applicable) for e.g. being allowed to use the spa or other services or offerings that the hotel offers its guests. Greater responsibility is also another kind of reward, believes Ms Scherer.

A student trainee can be given more responsibility by the innovative motivational method of an equitable division of responsibilities based on ability, skill and desire,
suggests Ms Scherer. The management and supervisors at the Grand Park Hotel may also transfer certain responsibilities to student trainees, observe, control and finally, give feedback to the student trainees based on their observations. These responsibilities can be increased or decreased based on the performance of the student trainees. This innovative motivational method requires an individual division of responsibilities to be implemented.

Ms Scherer maintains that the accomplishments and achievements of the student trainees during the hotel internship must be rewarded. Ms Scherer also suggests that the final certificate reflect the accomplishments and achievements of the student trainees. In her opinion, the transfer of responsibility is the biggest praise and the highest form of recognition that a student trainee can receive.

When asked about other innovative trainee motivational methods that would help motivate student trainees, Ms Scherer states that it is extremely important that the tasks and responsibilities are individually adapted to each student trainee. Ms Scherer takes up the topic of underutilization of the student trainees and gives the example of a 4th year student trainee being made to peel onions as part of the hotel internship. This, she maintains, is not meaningful, neither to the Grand Park Hotel nor to the student trainee who feel that he or she is not learning anything during the hotel internship at the Grand Park Hotel. In addition, Ms Scherer believes that all student trainees should have the chance to learn something and to work in those areas that really interest him or her.
4.6. Interview with Mr Christoph Hoerl, Graduate of the Salzburg Tourism School in 2008 and Junior Boss of the Hotel Salzburger Hof Leogang

When it comes to increasing a student trainee’s sense of achievement, Mr Hoerl believes that the Departmental Heads (e.g. Restaurant Manager) play a big role in increasing a student trainee’s sense of achievement. Mr Hoerl further states that departmental heads and supervisors need to give student trainees the feeling that they have achieved something and that they have done something that has a sense of meaning. This, he feels, is of great importance to student trainees.

When asked what can be done to increase a student trainee’s opportunity for personal growth and learning, Mr Hoerl suggested to the management of the Grand Park Hotel to try the use of a Learning Folder. Mr Hoerl cites the example of his first student traineeship at Stanglwirt where he received from his executive chef a folder with questions that he had to answer during the period of his hotel internship. At the end of his hotel internship, he was asked what answers he had found and he was tested about the knowledge he had gained during his hotel internship. Mr Hoerl feels that a Learning Folder could be useful in showing students how much they have learnt during their hotel internship at the Grand Park Hotel and hence motivate them.

When asked what can be done to increase a student trainee’s sense of having done a job well, Mr Hoerl said that he believed that in this case, a questionnaire could serve the purpose and be of help to the management of the Grand Park Hotel in motivating the student trainees. Mr Hoerl suggests to the management of the Grand Park Hotel to give each and every guest a questionnaire to fill out during breakfast on the day of his or her departure. The results should then be collected and each student trainee be given the feedback or comments about him or her, suggests Mr Hoerl. Mr Hoerl believes that this way, each student trainee can see whether the guests in his department area were
satisfied with his work or not. Mr Hoerl believes that this will motivate student trainees to perform better if they can see the direct result of their actions in the form of individual guest feedback at the Grand Park Hotel.

The topic of how a student trainee can be given more responsibility is a tricky one since the student trainees are still students and since they are there to learn, it is difficult to give them more responsibility, believes Mr Hoerl. Mr Hoerl suggests that the management of the Grand Park Hotel can try to give the student trainees more tasks and responsibilities as well as more freedom how to complete a certain task. Mr Hoerl gives the example of housekeeping where a student trainee can be told that a room must be cleaned in x minutes and the student trainee can try and see how he or she can do it best. This freedom to choose how to do a fulfill a certain task or duty will help student trainees to discover more innovative ways of completing a task as well as motivate them in their hotel internship.

Mr Hoerl believes that a student trainee be given more recognition for their work in the form of better payment of wages for student trainees during their compulsory hotel internship at the Grand Park Hotel. Mr Hoerl also suggests that this payment of an hourly wage be performance dependent. Student trainees should be better paid when they work more, says Mr Hoerl, as well as being better paid in general. “Whenever we looked at our pay slip, we realized how useless we were” recalls Mr Hoerl from his experience of the hotel internship at the Grand Park Hotel. And since the entire Hotel is being supported by the Chamber of Commerce, Mr Hoerl believes that they can afford to spend more money on the wages of the student trainees, thus increasing the motivational levels of the student trainees at the Grand Park Hotel. Mr Hoerl suggests the payment of 10 Euros per hour to each student trainee.
4.7 Interview with Ms Elisabeth Pfoess, Graduate of the Salzburg Tourism School in 2008 and with work experience in many countries

In response to the question of what can be done to increase a student trainee’s sense of achievement, Ms Pfoess suggests personal Feedback, Praise and valuable and useful criticism, also sharing the earned tips with the student trainees, special Official Diplomas individually adapted to each student, instead of the standard Official Diplomas that are usually handed out as examples of innovative motivational methods relating to the student trainee’s sense of achievement.

When asked what can be done to increase a student trainee’s opportunity for personal growth and learning, Ms Pfoess suggests that a Feedback Session for every student trainee be held at the end of the hotel internship at the Grand Park Hotel, where the performance of the student trainee is discussed. Ms Pfoess believes that it is important for the management to take time for this performance appraisal, including offering a comfortable atmosphere by providing a coffee etc. According to Ms Pfoess, this Feedback Session will help the student trainee realize the amount of personal growth and learning that has taken place during the hotel internship and thus serve to motivate the student trainee as well as raise the image of the compulsory hotel internship at the Grand Park Hotel as an opportunity for personal growth and learning.

According to Ms Pfoess, a student trainee’s sense of having done a job well can be increased by a Feedback Session at the end of the hotel internship where the discussion of the student trainee’s performance takes place as well as the giving constructive criticism and praise when a student trainee completes a task well. This combination of immediate praise and constructive criticism as well as a combined and cumulative
feedback during a feedback session or performance appraisal session at the end of the hotel internship will help students to be more motivated, believes Ms Pfoess.

Ms Pfoess states that a student trainee can be given more responsibility only when the regular tasks and responsibilities are performed better than normal. If this is the case, then Ms Pfoess suggests that student trainees can be given further responsibility such as their own Service Station in the Restaurant for one evening with the help of a Chef de Rang. By linking the handing over of greater responsibility to the performance of the student trainees, Ms Pfoess circumvents the hesitation of the supervisors and management of the Grand Park Hotel to give student trainees greater responsibility, believing that student trainees do not have the required experience or capability to handle increased responsibility.

When asked how a student trainee can be given more recognition for their work, Ms Pfoess states a number of innovative motivational methods including giving more respect to the student trainees, asking for and including and incorporating the opinions, views and ideas of the student trainees, sharing tips with the student trainees (as mentioned above), special Official Diplomas, opportunity to participate in special courses (for e.g. wine appreciation course) among others.
Out of a total of 36 participants in the student questionnaire research conducted at the Grand Park Hotel, 21 participants were male and 15 participants were female. Thus, the male set made up 58% of the total set while the female set made up 42% of the total set of participants.
Out of a total of 36 participants in the Student questionnaire research conducted at the Grand Park Hotel; 4 participants were from the HFS1 class, 6 participants were from the HLT1 class, 9 participants were from the SHF1 class, 5 participants were from the HLT2 class, 1 participant was from the SHF 4 class, 3 participants were from the HLT3 class, 8 participants were from the HLT4 class and 1 participant was from the SHF2 class.

This translates into 11% of the participants from HFS1 class, 16% of the participants from the HLT 1 class, 24% of the participants from the SHF1 class, 13% of the participants from the HLT2 class, 3% of the participants from the SHF4 class, 8% of the participants from the HLT3 class, 22% of the participants from the HLT4 class and 3% of the participants from the SHF2 class.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.72</td>
<td>Certificate for all students with a description of the tasks and duties</td>
</tr>
<tr>
<td>7.03</td>
<td>Fixed Programme, what is to be learnt each year in the hotel internship</td>
</tr>
<tr>
<td>8.58</td>
<td>Feedback Discussion at the end of the hotel internship</td>
</tr>
<tr>
<td>9.39</td>
<td>Learning Folder with questions to answer during my hotel internship</td>
</tr>
<tr>
<td>7.36</td>
<td>Pass on individual Guest Feedback to the students</td>
</tr>
<tr>
<td>7.39</td>
<td>Praise at the end of the hotel internship</td>
</tr>
<tr>
<td>5.75</td>
<td>Immediate Praise, if I have done something well</td>
</tr>
<tr>
<td>8.19</td>
<td>In the 3rd/ 4th year, to be responsible for students of the 1st/ 2nd year</td>
</tr>
<tr>
<td>8.94</td>
<td>In the 4th year, plan and market a Marketing Package</td>
</tr>
<tr>
<td>6.11</td>
<td>The freedom to decide by myself how to complete my tasks and duties</td>
</tr>
<tr>
<td>9.64</td>
<td>Certificate for only the best students</td>
</tr>
<tr>
<td>7.44</td>
<td>&quot;Trainee of the Week&quot; - Award</td>
</tr>
<tr>
<td>2.25</td>
<td>Hourly wage of 10 Euros</td>
</tr>
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</table>

The student trainees were asked to rank the following innovative motivational methods, suggested by the experts in the expert interviews conducted, from 1 to 13 with 1 being the most effective innovative motivational method and 13 being the least effective innovative motivational method.
Certificate for all students with a description of the tasks and duties received an average score of 7.72, Fixed Programme what is to be learnt each year in the hotel internship received an average score of 7.03, Feedback Discussion at the end of the hotel internship (What did I hope to learn and what I learnt) received an average score of 8.58, Learning Folder with questions that I can answer during the course of my hotel internship received an average score of 9.39, Pass on individual Guest Feedback to the students received an average score of 7.36, Praise at the end of the hotel internship received an average of 7.39, Immediate Praise if I have done something well received an average score of 5.75, In the 3rd / 4th year to be responsible for students of the 1st / 2nd year received an average score of 8.19, In the 4th year plan and market a Marketing Package received an average score of 8.94, The freedom to decide by myself how to complete my tasks and duties received an average score of 6.11, Certificate for only the best students received an average score of 9.64, Trainee of the Week Award received an average score of 7.44 and Hourly wage of 10 Euros received an average score of 2.25.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Description</th>
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<tbody>
<tr>
<td>8</td>
<td>Certificate for all students with a description of the tasks and duties</td>
</tr>
<tr>
<td>4</td>
<td>Fixed Programme, what is to be learnt each year in the hotel internship</td>
</tr>
<tr>
<td>10</td>
<td>Feedback Discussion at the end of the hotel internship</td>
</tr>
<tr>
<td>12</td>
<td>Learning Folder with questions to answer during my hotel internship</td>
</tr>
<tr>
<td>5</td>
<td>Pass on individual Guest Feedback to the students</td>
</tr>
<tr>
<td>6</td>
<td>Praise at the end of the hotel internship</td>
</tr>
<tr>
<td>2</td>
<td>Immediate Praise, if I have done something well</td>
</tr>
<tr>
<td>9</td>
<td>In the 3rd/ 4th year, to be responsible for students of the 1st/ 2nd year</td>
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<tr>
<td>11</td>
<td>In the 4th year, plan and market a Marketing Package</td>
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<tr>
<td>3</td>
<td>The freedom to decide by myself how to complete my tasks and duties</td>
</tr>
<tr>
<td>13</td>
<td>Certificate for only the best students</td>
</tr>
<tr>
<td>7</td>
<td>&quot;Trainee of the Week&quot; - Award</td>
</tr>
<tr>
<td>1</td>
<td>Hourly wage of 10 Euros</td>
</tr>
</tbody>
</table>

Based on the average scores, the innovative motivational methods were ranked from 1 to 13 with the innovative motivational method that received the lowest average score being
given the rank Nr. 1 and the innovative motivational method that received the highest average score being given the rank Nr. 13.

Based on the results of the average scores; Certificate for all students with a description of the tasks and duties received the 8th rank, Fixed programme what is to be learnt each year in the hotel internship received the 4th rank, Feedback Discussion at the end of the hotel internship (What did I hope to learn and what I learnt?) received the 10th rank, Learning Folder with questions that I can answer during the course of my hotel internship received the 12th rank, Pass on individual Guest Feedback to the students received the 5th rank, Praise at the end of the hotel internship received the 6th rank, Immediate Praise if I have done something well received the 2nd rank, In the 3rd / 4th year to be responsible for the 1st / 2nd year students received the 9th rank, In the 4th year plan and market a Marketing Package (at the Grand Park Hotel) received the 11th rank, The freedom to decide by myself how to complete my tasks and duties received the 3rd rank, Certificate for only the best students received the 13th rank, Trainee of the Week Award received the 7th rank and an Hourly Wage of 10 Euros received the 1st rank.

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<tbody>
<tr>
<td>1</td>
<td>Hourly wage of 10 Euros</td>
</tr>
<tr>
<td>2</td>
<td>Immediate Praise, if I have done something well</td>
</tr>
<tr>
<td>3</td>
<td>The freedom to decide by myself how to complete my tasks and duties</td>
</tr>
<tr>
<td>4</td>
<td>Fixed Programme, what is to be learnt each year in the hotel internship</td>
</tr>
<tr>
<td>5</td>
<td>Pass on individual Guest Feedback to the students</td>
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<td>6</td>
<td>Praise at the end of the hotel internship</td>
</tr>
<tr>
<td>7</td>
<td>&quot;Trainee of the Week&quot; - Award</td>
</tr>
<tr>
<td>8</td>
<td>Certificate for all students with a description of the tasks and duties</td>
</tr>
<tr>
<td>9</td>
<td>In the 3rd/4th year, to be responsible for students of the 1st/2nd year</td>
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<tr>
<td>10</td>
<td>Feedback Discussion at the end of the hotel internship</td>
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<td>11</td>
<td>In the 4th year, plan and market a Marketing Package</td>
</tr>
<tr>
<td>12</td>
<td>Learning Folder with questions to answer during my hotel internship</td>
</tr>
<tr>
<td>13</td>
<td>Certificate for only the best students</td>
</tr>
</tbody>
</table>
When rearranged, the table of the results was as shown above. In first place as the most effective and popular innovative motivational method was an Hourly wage of 10 Euros. Ranked 2\textsuperscript{nd} was Immediate Praise if I have done something well. Ranked 3\textsuperscript{rd} was the Freedom to decide by myself how to complete my tasks and duties. Ranked 4\textsuperscript{th} was Fixed Programme what is to be learnt each year in the hotel internship. Ranked 5\textsuperscript{th} was Pass on individual Guest Feedback to the students. Ranked 6\textsuperscript{th} was Praise at the end of the hotel internship. Ranked 7\textsuperscript{th} was the Trainee of the Week Award. Ranked 8\textsuperscript{th} was the Certificate for all students with a description of the tasks and duties. Ranked 9\textsuperscript{th} was In the 3\textsuperscript{rd} / 4\textsuperscript{th} year to be responsible for students of the 1\textsuperscript{st} / 2\textsuperscript{nd} year. Ranked 10\textsuperscript{th} was Feedback Discussion at the end of the hotel internship (What did I hope to learn and what I learnt?). Ranked 11\textsuperscript{th} was In the 4\textsuperscript{th} year plan and market a Marketing Package. Ranked 12\textsuperscript{th} was Learning Folder with questions that I can answer during the course of my internship and ranked 13\textsuperscript{th} was Certificate only for the best students.

Further, based on the expert interviews conducted, each innovative motivational method was clustered according to Herzbergs motivators (cited in Beardwell and Claydon, 2007) which are Sense of Achievement, Personal Growth and learning, Having done a job well, Responsibility and Recognition.

Certificate for all students with a description of the tasks and duties with an average score of 7.72 was clustered in the Sense of achievement cluster as was the Certificate or Official Diploma for only the best students with an average score of 9.64. Fixed Programme what is to be learnt each year in the hotel internship with an average score of 7.03 was clustered in the Personal Growth and learning cluster, Feedback Discussion at the end of the hotel internship (What did I hope to learn and what I learnt?) with an average score of 8.58 was also clustered in the Personal Growth and learning cluster, Learning Folder with questions that I can answer during the course of my hotel internship with an average score of 9.39 was also clustered in the Personal Growth and
learning cluster. Pass on individual Guest Feedback to the student trainees with an average score of 7.36 was clustered in the Having done a job well cluster, Praise at the end of the hotel internship with an average score of 7.39 was also clustered in the Having done a job well cluster as was the Immediate praise if I have done something well with an average score of 5.75. In the 3\textsuperscript{rd} / 4\textsuperscript{th} year to be responsible for students of the 1\textsuperscript{st} / 2\textsuperscript{nd} year with an average score of 8.19 was clustered in the Responsibility cluster, In the 4\textsuperscript{th} year plan and market a Marketing Package with an average score of 8.94 was also clustered in the Responsibility cluster as was the Freedom to decide by myself how to complete my tasks and duties with an average score of 6.11. Trainee of the Week Award with an average score of 7.44 as well as Hourly wage of 10 Euros per hour with an average score of 2.25 were both clustered under the Recognition cluster.

<table>
<thead>
<tr>
<th>Sense of achievement</th>
<th>8.68</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Growth</td>
<td>8.33</td>
</tr>
<tr>
<td>Having done a job well</td>
<td>6.83</td>
</tr>
<tr>
<td>Responsibility</td>
<td>7.75</td>
</tr>
<tr>
<td>Recognition</td>
<td>4.85</td>
</tr>
</tbody>
</table>

The average scores of each of the clusters were added together and then divided by the number of corresponding innovative motivational methods (usually 2 or 3). The Sense of Achievement cluster received an average score of 8.68, the Personal Growth and learning cluster received an average score of 8.33, the Having done a job well received an average score of 6.83, the Responsibility cluster received an average of 7.75 and the Recognition cluster received an average score of 4.85.
Based on the average scores of each of the 5 clusters, the clusters were ranked from 1 to 5 with the cluster with the lowest average score (corresponding to the highest ranking in the student questionnaire research conducted at the Grand Park Hotel). Recognition as a motivational factor was ranked 1st, Having done a job well was ranked 2nd, Responsibility was ranked 3rd, Personal Growth and learning was ranked 4th and Sense of achievement was ranked 5th.

At the end of the student questionnaire, there was one open question to give student trainees answering the questionnaire the freedom to add any other points / views / opinions that are important to them but were not considered by the author.

<table>
<thead>
<tr>
<th>Recognition</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having done a job well</td>
<td>2</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>4</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>5</td>
</tr>
</tbody>
</table>

Out of the 36 participants who answered the student questionnaire research conducted at the Grand Park Hotel, only 7 participants answered the last open question. 2 respondents mentioned No hotel internship on Saturdays as a motivating factor. 1 respondent said No Hotel on Saturday, No Work on Saturday, Only hotel internship when there is work to do, Maybe only 2 hours or so of work or from 1600 - 1900, not so many hotel internships, Internship, when there are no classes, Wages - Hourly wages - nobody would bunk! I think that they teach us a lot and they are doing their job well, It doesn't have to be 10 Euros, 5 Euros are enough.
that there should be hotel internship only during periods of high occupancy when there is (enough) work to do. 1 respondent stated that there should be hotel internship only when there are no classes and suggested that the payment of an hourly wage would be an effective motivational factor since nobody would miss their hotel internship if they were being paid for it. 1 respondent did not have any other innovative motivational method suggestions and felt that they (presumably the management and supervisors at the Grand Park Hotel) are teaching the student trainees a lot and doing their job well. The final respondent who chose to answer the open question stated (in reference to the final innovative motivational method suggestion of the payment of an hourly wage of 10 Euros) that it (the hourly wage) does not have to be 10 Euros, (even) 5 Euros would be enough.
5. Data Analysis

5.1. Analysis of Annual Student Survey Summary

Among the positive responses, the fact that the students were able to learn something during their training at the Grand Park Hotel received the most mentions. This shows that “learning” is definitely a motivating factor for students, as mentioned by Herzberg in his Dual Structure Theory. Students liked the fact that they were able to learn about what happens in professional life and the fact that the Grand Park Hotel provided them with this insight. This positive impression of the Grand Park Hotel can also be carried over to the positive mention of the concept of the Grand Park Hotel. For students, the Grand Park Hotel is a training hotel where they are able to learn not only how to carry out certain tasks but also how these tasks are carried out in a real, ‘live’ scenario or setting. The inclusion of more departments of a hotel such as the spa, reception and kitchen was also seen as positive, thus further strengthening the hypothesis that students would like to learn as much as possible during their training period at the Grand Park Hotel. Other positive responses such as the congenial atmosphere of the Grand Park Hotel and the friendliness of the staff, although not as many as the negative responses with regards to these categories, should still be seen as an encouraging sign by the management of the Grand Park Hotel.
With regards to the demographic characteristics of the respondents, there is a near equal distribution between male and female respondents with a slight leaning towards male respondents. However, the presence of 42% of females can and does negate a gender bias in the results. There is also a reasonably equal distribution between the class types of HFS, SHF and HLT as well as the years 1, 2, 3, 4 and 5. This again negates the bias
towards a particular class type such as the skiers or the 5 year HLT students. Thus it can be concluded that, given the limited time and other resources, the results can be claimed to be reasonably representative of the entire population of the current student trainees at the Salzburg Tourism School in Bad Hofgastein.

Ranking of 13 Motivational Factors from most motivating to least motivating:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Motivational Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hourly wage of 10 Euros</td>
</tr>
<tr>
<td>2</td>
<td>Immediate Praise, if I have done something well</td>
</tr>
<tr>
<td>3</td>
<td>The freedom to decide by myself how to complete my tasks and duties</td>
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<td>13</td>
<td>Certificate for only the best students</td>
</tr>
</tbody>
</table>

1. Hourly wage of 10 Euros

Ranked Nr. 1 in the questionnaire by the students was the Hourly wage of 10 Euros. Despite being described as a hygiene factor and not a motivating factor by Herzberg, the student trainees at the Grand Park Hotel still chose wages or salary as their biggest motivating factor. The reason for this dichotomy can be traced back to one of the unique characteristics of the student trainees at the Grand Park Hotel i.e. they do not receive any wages for their work during their hotel internship. Since the hotel internship is considered part of the study course at the Salzburg Tourism School, student trainees are not paid during their compulsory training at the Grand Park Hotel. While the Grand Park Hotel has introduced the possibility of earning an hourly wage of 6 Euros while working
outside of the required hours, currently students do not receive an hourly wage for their work during the required hours of hotel internship which is counted as part of their studies.

There are 2 options to resolve this dilemma with regards to whether or not student trainees should be paid for their compulsory work, which is part of their educational and vocational training at the Salzburg Tourism School.

One option would be to pay the student trainees an hourly wage for the hours that they work at the Grand Park Hotel as part of their compulsory hotel internship training. The exact amount can be decided by the School Board and the Management of the Grand Park Hotel. As one student mentioned as part of the Feedback in the Student Questionnaire, “it does not have to be 10 Euros, even 5 Euros would do”. Although this is only one response out of a total of 36 students who answered the questionnaire, it does reflect the mood of the student trainees. As they work alongside fully paid staff, they feel as if they are only used as cheap labour. If they were to be paid an hourly wage of say 5 to 10 Euros, it would go a long way in assuaging their feelings as well as showing them that their work and effort is respected and valued by the Management of the Grand Park Hotel as well as the School Board.

There is, however, the question whether the School Board and the Grand Park Hotel can actually afford to pay any wages to student trainees, whether it is 5 Euros or 10 Euros. Ever since its purchase by the Chamber of Commerce and the School Board, the Grand Park Hotel was conceived as a Training Hotel with free labour provided by the student trainees an integral part of the strategy of the Grand Park Hotel. The Grand Park Hotel is run throughout the year, even at times when occupancy levels are in single digits in order to provide the student trainees with a year round possibility of gaining practical experience at a 5 star Hotel. This currently entails a substantial financial burden on the
Chamber of Commerce and whether the Chamber of Commerce can afford to spend even more money to pay the student trainees is doubtful.

If the student trainees are paid an hourly wage, it would encourage the Grand Park Hotel Management to use them sparingly and only as and when necessary. One of the criticisms of the hotel internship at the Grand Park Hotel is that students prefer to complete their internship when there is high occupancy so that they are able to learn something as well as do meaningful work such as interacting with the guests or serving the guests. Students are demotivated when they have to do menial jobs such as cleaning, vacuuming or just standing around during periods of low occupancy which is a common occurrence for many months of the year at the Grand Park Hotel.

However, if the Management of the Grand Park Hotel does pay the student trainees an hourly wage, then the problem arises of how to give all students an equal chance to work at the Grand Park Hotel. Hotel internship schedules must be planned properly so that each student trainee is given an equal amount of working hours at the Grand Park Hotel i.e. each student trainee earns the same amount of money in hourly wages. Since it is natural for some student trainees to be better / faster / more hard working than others, the temptation is there to employ the better student trainees for the hotel internship while the other student trainees are made to work in the school’s own kitchen. Such preferential treatment would result in some student trainees earning more money in hourly wages as well as gaining more experience of a 5 star hotel than the other student trainees.

Apart from the financial aspect of paying hourly wages, there is the ethical or moral aspect that must be considered. According to Ms Wachter, Assistant to the Director at the Grand Park Hotel, student internships that are a part of the compulsory vocational training must remain unpaid. When asked whether she would pay student trainees an
hourly wage of say 10 Euros, Ms Wachter responded: “No, I would not. It does not make any sense. Student Trainees are students in a training hotel. Students cannot expect to be paid for being taught something. They are here to learn. The practical training at the Grand Park Hotel is part of their practical classes at the Tourism School. It is part of their school time” (Personal Interview, 25/3/2012).

2. Immediate Praise, if I have done something well

 Ranked Nr. 2 by the students in the questionnaire is Immediate Praise if I have done something well. Praise is a well known motivator that has been researched by many academic scholars in the past and forms a vast body of academic research. Despite the fact that Praise as a motivating factor has been researched in the past, the reason or rationale of including Praise as one of the motivating factors in the questionnaire was to compare the effectivity of Immediate Praise and Praise at the end of the hotel internship. Clearly, Immediate Praise ranks much much higher than Praise at the end of the hotel internship. Indeed, if not for Money as a motivating factor, Immediate Praise is the highest ranked motivating factor in the survey.

 There could be two reasons for this. Firstly, it could be that Praise as a motivating factor is applicable to student trainees as well. This would signify that student trainees are similar to other employees in their motivational needs. However, there is another possibility. There exists the possibility that the lack of Immediate Praise and Praise in general is a malady or malaise specific to the Grand Park Hotel.

 It can be argued that if student trainees were receiving sufficient praise, then they would not have ranked it so high as a motivating factor. In the experience of the author, praise by supervisors and management of the Grand Park Hotel is definitely lacking. It is important for a young and inexperienced student trainee to receive praise and accolades
and be told that he or she is doing or has done something well. Unless a student trainee receives praise or positive feedback, he or she is unable to gauge his or her performance and hence finds himself or herself unsure of his or her performance. Positive feedback and praise also serves to spur a student trainee onwards and recognise his or her positive contribution to a guest’s stay.

3. The freedom to decide by myself how to complete my tasks and duties

Ranked Nr. 3 in the student questionnaire is the freedom to decide by myself how to complete my tasks and duties. Student trainees are often underestimated when it comes to assigning them tasks or duties by their supervisors or the senior management. While student trainees are untrained and yet unskilled labour, especially in the first few years of their hotel internship, it is important not to underestimate their knowledge, skills and ability to learn.

It is the role of the supervisors and senior management to give clear instructions on the tasks and duties of the student trainees. However, this research shows that student trainees would like to have a say in how these tasks and duties are to be completed. This requires a major shift in thinking in the minds of the supervisors and senior management. The supervisors and senior management have been working at the Grand Park Hotel for a number of years, some for more than 20 years, and are used to doing tasks and duties in a certain way. However, it is important to create and maintain a culture of innovation at the Grand Park Hotel. In order to do this, student trainees must be given more freedom in the carrying out of their tasks and duties.

By allowing student trainees to innovate with the way they carry out tasks and duties at the Grand Park Hotel, the management of the Grand Park Hotel is encouraging a culture of innovation to permeate throughout its operations. Not only does this increase the
motivational levels of the student trainees, it may also result in new and innovative procedures and processes that result out of a new and fresh way of thinking of the student trainees who are often bold enough to ask why or why not.

4. Fixed Programme of what is to be learnt each year in the hotel internship

One of the major complaints by the student trainees was that they were not learning anything at the Grand Park Hotel. This complaint ranked Nr. 1 in the confidential Annual Student Survey Report. Despite this dissatisfaction with the learning atmosphere at the Grand Park Hotel, the motivational factor related to learning i.e. Fixed Programme, what is to be learnt each year in the hotel internship, did not rank among the top 3 motivational factors in the student questionnaire. That said, Rank Nr. 4 is important enough for the management of the Grand Park Hotel to take notice of.

Student trainees are aware that when they enter the Grand Park Hotel for the first time to do their first hotel internship, they are unskilled and untrained and most have no idea of the workings of a 5 star hotel. Thus, they are more acceptable to the fact that they have to start at the bottom and do menial jobs such as cleaning, vacuuming, carrying dirty plates etc. However, as they progress from year to year at the Salzburg Tourism School, their knowledge increases as does their experience in working in hotels and gastronomy businesses (since they have to complete a 2 month hotel internship each year during their summer vacation). As a result, the student trainees feel that they should be treated differently when they are in their 3rd or 4th year, than when they were in their 1st or 2nd year. However, this rarely happens. It is quite common (both in the experience of the author as well as from the student comments in the confidential Annual Student Survey Report) that student trainees are made to only do menial jobs from year 1 to year 4. As a result, student trainees are demotivated since they feel that they are only being used as
cheap labour by the management of the Grand Park Hotel and are not be treated properly or being taught anything during their hotel internship at the Grand Park Hotel.

Treating students from year 1 and year 3 and 4 the same and giving them the same kind of jobs could be caused by a number of reasons. Firstly, it could be that the staff and supervisors at the Grand Park Hotel are not aware or not made aware of which year a student is in and of the level of knowledge and experience a student in that year possesses. Secondly, the staff and supervisors at the Grand Park Hotel might be too busy or might not care.

Whatever the reason, it is essential that a fixed programme be created by the student trainee coordinators from the Salzburg Tourism School and the Grand Park Hotel with a clear description of what is to be taught and learnt at each year of the hotel internship in each department of the Grand Park Hotel. Only with such a clear programme will the students know what awaits them each year of their hotel internship, the students will be able to see the advances in learning that they have made in the 4 years of hotel internship and the staff and supervisors at the Grand Park Hotel will be aware of exactly what kind of jobs, tasks and duties they can and should give to the respective hotel trainees.

5. Pass on individual Guest Feedback to the student trainees

Ranked Nr. 5 in the student questionnaire is the passing on of individual Guest Feedback to the student trainees. As a training hotel, the student trainees are the USP or Unique Selling Proposition of the Grand Park Hotel. Indeed, most of the guests staying at the Grand Park Hotel cherish and enjoy their interactions with the young student trainees. It is quite common for a student trainee to serve a guest for an entire week in the restaurant, reception or in the housekeeping areas. On their departure, many guests have
individual positive feedback that they pass on to the Restaurant Manager or the Front Office Manager. Unfortunately, this feedback is rarely passed on to the student trainees, as depicted by the high ranking of the motivational factor.

In the same manner as the guests, student trainees also enjoy their interactions with the guests at the Grand Park Hotel and build up a rapport with them over their training period. However, student trainees are still unsure, especially in their early years, of how well they were able to serve the guest. In order to motivate the student trainees, not only must individual Guest feedback be passed on to the student trainees, guests must be encouraged to give their feedback to student trainees, either verbally or written, in order to motivate the student trainees. Positive as well as negative feedback (formulated positively) can not only help to improve and motivate the student trainees, but also give the guests a sense of satisfaction that they are assisting the young student trainee in his education and vocation.

6. Praise at the end of the hotel internship

Though not as highly ranked as Immediate Praise, the fact that Praise at the end of the hotel internship was ranked at Nr. 6 out of a total of 13 motivating factors shows the importance of praise for student trainees at the Grand Park Hotel. The fact that two motivational factors are rated in the top half of the ranking of motivational factors goes to show that the management of the Grand Park Hotel cannot afford to ignore praise as a motivating tool.

It is clear from the high ranking of immediate praise that student trainees prefer to receive positive feedback immediately after having completed a task well. However, student trainees would also like to receive a cumulated positive feedback at the end of the hotel internship. This could be conducted in the form of a verbal feedback
conversation as well as a written feedback evaluation. Receiving a positive feedback at the end of the hotel internship gives student trainees a positive impression of their hotel internship at the Grand Park Hotel, which not only motivates them but also encourages them to pass on a positive impression of the hotel internship at the Grand Park Hotel to their colleagues and juniors.

7. "Trainee of the Week" – Award

Awards are commonly used to motivate employees as well as receiving a fair share of attention in academic circles. However, according to student trainees at the Grand Park Hotel, the motivational factor - Trainee of the Week Award is ranked only 7th out of a total of 13 Motivating factors.

The reasons for this could be many and further research is required into the topic. However, the management of the Grand Park Hotel might look into creating such a Trainee of the Week award, coupled with certain rewards e.g. a drink at the hotel bar, a free massage etc to acknowledge the contribution of the student trainee.

8. Certificate for all students with a description of the tasks and duties

Ranked at Nr. 8 is a certificate for all students with a description of the tasks and duties. Again, the reason for such a low ranking is unclear and further research is required into the topic to determine the exact causes.

In this case, it is not recommended to issue a certificate for all students with a description of the tasks and duties as the administrative effort is not commensurate with the motivational advantage.
9. In the 3rd/ 4th year, to be responsible for students of the 1st/ 2nd year

In the 3rd/ 4th year, to be responsible for students of the 1st/ 2nd year was ranked 9th by the students in the questionnaire.

Here, it is clear that the student trainees do not wish to take on more responsibility, especially if the responsibility includes looking after and taking care of students of the 1st/ 2nd year. Due to the administrative and scheduling problems of such a suggestion, it is recommended that this suggestion be ignored.

10. Feedback Discussion at the end of the hotel internship (What did I hope to learn & what I learnt?)

Feedback Discussion at the end of the hotel internship (What did I hope to learn & what I learnt?) was ranked 10th in the student questionnaire.

Being ranked near the bottom could mean one of two things. One possibility is that student trainees are satisfied with the current Feedback that they receive at the end of the hotel internship and hence do not rate it as a highly motivating factor. The other possibility is that student trainees do not feel that receiving Feedback in a discussion at the end of the hotel internship helps to motivate them. Either which way, it is recommended that although Feedback Discussions at the end of the hotel internship may be continued, no further attention be given to Feedback Discussions as a motivation factor.
11. In the 4th year, plan and market a Marketing Package

In the 4th year, plan and market a Marketing Package was ranked 11th in the student questionnaire. The low ranking of the possibility for student trainees to plan and market a Marketing Package, a motivational method that involves a great amount of responsibility leads to the possible conclusion that responsibility as a motivational factor does not rank very highly in the minds of the student trainees at the Grand Park Hotel.

The reasons for this could be many. Responsibility is usually associated with extra work and extra effort. It is possible that student trainees do not wish to undertake this extra work and extra effort during their hotel internship, given the fact that they have extremely hectic study schedules already at the Grand Park Hotel. Further research into the reasons behind responsibility as a motivational factor ranking so low is required.

That said, it is recommended that the motivational method of planning and marketing a Marketing Package in the 4th year not be implemented, since the low motivational effect is not commensurate with the high administrative time and effort required.

12. Learning Folder with questions that I can answer during the course of my hotel internship

Learning Folder with questions that I can answer during the course of my hotel internship was ranked 12th in the student questionnaire, second from last.

Though the Learning Folder motivational method is a popular motivational method among leading hotels in Austria, its low ranking in the Student Questionnaire shows that it is not a popular or effective method of motivation for student trainees at the Grand Park Hotel. Like the motivational method “In the 4th year, plan and market a Marketing
Package at the Grand Park Hotel”, the motivational method “Learning Folder with questions that I can answer during the course of my hotel internship” is associated with extra work and extra effort. It is possible that student trainees do not wish to undertake this extra work and extra effort during their hotel internship, given the fact that they have extremely hectic study schedules already at the Grand Park Hotel. Further research into the reasons behind responsibility as a motivational factor ranking so low is required.

What is surprising about the low ranking of the Learning Folder motivational method is that a majority of the student trainees complained about the lack of learning during their trainee internship at the Grand Park Hotel. Hence, the hypothesis in this research was that learning as a motivational method would be the most important motivational method for student trainees.

However, simply because the Learning Folder is ranked so low in the student questionnaire at the Grand Park Hotel, does not necessarily mean that learning is not a priority for student trainees or that learning induced motivational methods will not be a success at the Grand Park Hotel. The low ranking of the Learning Folder motivational method reflects first and foremost on the method itself.

One of the possibilities could be that students wish to learn by actually performing tasks and duties assigned to them during the course of their student traineeship, rather than learning by reflection or learning by writing. Learning by reflection is something that student trainees are confronted with on a daily basis as part of their regular studies at the Salzburg Tourism School, Bad Hofgastein. Hence, students may be wary of having to participate in more learning by reflection tasks and efforts.

As mentioned above, learning might still be a major priority and important motivating factor for student trainees at the Grand Park Hotel, despite the poor ranking and
performance of the Learning Folder as an innovative motivational method. Further research may be conducted into whether a motivational factor such as learning by doing achieves greater success than the learning by reflection motivational method of the Learning Folder.

13. Certificate for only the best student trainees

Certificate for only the best student trainees was ranked 13th in the student questionnaire and thus received the lowest ranking in the student questionnaire survey.

The reasoning behind the innovative motivational method of Certificate for only the best student trainees was to create a competitive atmosphere among the student trainees during the hotel internship at the Grand Park Hotel. Being creating such a competitive atmosphere among the student trainees during the hotel internship at the Grand Park Hotel, it was believed that student trainees would be motivated to outdo and outperform their peers and colleagues in order to receive this prestigious certificate. However, despite this reasoning, the innovative motivational method of a Certificate for only the best student trainees was ranked the lowest among all the other innovative motivational methods in the student questionnaire.

The reasons for this could be many. One possible reason behind the poor ranking of the ‘Certificate for only the best student trainees’ motivational method could be that there is already the existence of competition and a competitive atmosphere in the Salzburg Tourism School. Student trainees are already under pressure to perform and/ or outperform their peers and their colleagues in tests, exams, daily classes and oral examinations as part of their vocational education at the Salzburg Tourism School. Hence, student trainees do not wish to have this competitive atmosphere continued into the compulsory hotel internship at the Grand Park Hotel as well. Another reason could
be that student trainees do not wish to admit that exclusivity and competition spur them on and motivate them to perform better. Elitism and exclusivity are generally considered taboo topics among students. Students that are always trying to outperform others and generally shunned as “strebers” (German for nerds) while those students who do not care about their academic performance or pretend not to care about their academic performance in school are generally better accepted among their peer group. A further reason for the poor ranking of the Certificate or Official Diploma for only the best student trainees could be that the student trainees answering the questionnaire are already either extremely poor performers or believe that they will never ever perform well enough to achieve or receive such Official Diplomas for only the best student trainees. The wording “for only the best student trainees” might signify an unachievable target or goal for the student trainees and was thus ranked last among all the innovative motivational methods in the student trainee questionnaire.

Whatever the reason may be for its poor showing in the student questionnaire, it is clear that the Certificate or Official Diploma for only the best student trainees as a motivational method should not be considered by the management of the Grand Park Hotel. If introduced, it might not only have no positive motivational effect but might also result in a negative motivational effect where students trainees at the Grand Park Hotel are further demotivated by the existence of an elitist and exclusive strategy such as the Certificate or Official Diploma for only the best student trainees.

However, simply because the Certificate or Official Diploma for only the best student trainees is ranked so low in the student questionnaire at the Grand Park Hotel, does not necessarily mean that a student trainee’s sense of achievement is not a priority for student trainees or that sense of achievement induced motivational methods for student trainees will not be a success at the Grand Park Hotel. The low ranking of the Certificate or Official Diploma for only the best student trainees motivational method reflects first
and foremost on the method itself, rather than on Herzberg’s concept of sense of achievement.

As mentioned above, Herzberg’s sense of achievement might still be a major priority and important motivating factor for student trainees at the Grand Park Hotel, despite the poor ranking and performance of the Certificate or Official Diploma for only the best student trainees as an innovative motivational method.

Further research into the reasons behind Herzberg’s concept of ‘sense of achievement’ as a motivational factor ranking so low is required and may be conducted as part of future research into student trainee motivational behavior at the Grand Park Hotel.

Other innovative motivational methods

At the end of the student questionnaire, there was one open question to give student trainees answering the questionnaire the freedom to add any other points / views / opinions that are important to them but were not considered by the author.

<table>
<thead>
<tr>
<th>No Hotel on Saturday</th>
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</thead>
<tbody>
<tr>
<td>No Work on Saturday</td>
<td></td>
</tr>
<tr>
<td>Only hotel internship when there is work to do</td>
<td></td>
</tr>
<tr>
<td>Maybe only 2 hours or so of work or from 1600 - 1900, not so many hotel internships</td>
<td></td>
</tr>
<tr>
<td>Internship, when there are no classes, Wages - Hourly wages - nobody would bunk!</td>
<td></td>
</tr>
<tr>
<td>I think that they teach us a lot and they are doing their job well</td>
<td></td>
</tr>
<tr>
<td>It doesn't have to be 10 Euros, 5 Euros are enough</td>
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</table>

2 out of the 7 responses dealt with working / compulsory hotel internships on Saturday. As mentioned by Ms Wachter, Assistant to the Director in her expert interview, working / compulsory hotel internships on Saturday belong to the “frustis” or frustrating factors that student trainees encounter during their hotel internship at the Grand Park Hotel. 3
further responses also deal with scheduling in various forms – scheduling hotel internships only when there is work to do, scheduling fewer hotel internships for shorter periods of time as well as scheduling hotel internships in block periods or when there are no classes. While compulsory hotel internships are essential to the functioning of the Grand Park Hotel per se, this author recommends to the management of the Grand Park Hotel as well as to the student trainee coordinator at the Salzburg Tourism School to look into the comments and suggestions made by the student trainees here. A final solution must be decided between the Salzburg Tourism School and the Grand Park Hotel that entails better scheduling of hotel internships, thus reducing the hotel internships as well as scheduling them when the Grand Park Hotel requires student trainees the most.

1 respondent did not have any other innovative motivational method suggestions and felt that the management and supervisors at the Grand Park Hotel are teaching the student trainees a lot and doing their job well. While there might not be any improvement suggested by this particular respondent, it is important to note that the respondent equates the management doing their job well with teaching the student trainees a lot. Thus, it can be seen here again how important Personal Growth and learning is for this respondent, even though he or she is satisfied with the method of doing so.

2 responses (1 respondent had 2 responses as show above) dealt with the payment of an hourly wage as a form of recognition. 1 respondent, looking at the payment of an hourly wage from a very practical and operational point of view, stated that if student trainees were paid an hourly wage during their compulsory hotel internship at the Grand Park Hotel, fewer student trainees would miss their hotel internship. Indeed, the payment of an hourly wage would not only have a positive effect on motivation but would also reduce absenteeism at the Grand Park Hotel which is problem for supervisors who suddenly have to find replacements or manage their departments with fewer staff. The
payment of an hourly wage would reduce this hassle and uncertainty and enable supervisors and departmental heads to perform their tasks and duties better, while also ensuring improved customer service. The final respondent however, looked at the payment of an hourly wage from a recognition point of view, rather than from a practical or operational point of view. As Mr Hoerl mentioned in his expert interview, “Whenever we looked at our pay slip, we realized how useless we were”. By paying a suitable amount (even 5 Euros as mentioned by the final respondent), the management of the Grand Park Hotel is sending a clear signal to the student trainees by recognizing their importance. The payment of a suitable hourly wage shows student trainees that the management is aware of the efforts of the student trainees and signals to them that the management recognizes that student trainees are both important and integral to the daily functioning of the Grand Park Hotel.

*Herzberg’s motivator factor cluster*

To further analyze the results of the student questionnaire research conducted at the Grand Park Hotel, each of the 13 innovative motivational methods was clustered according to Herzbergs motivators (cited in Beardwell and Claydon, 2007) which are Sense of Achievement, Personal Growth and learning, Having done a job well, Responsibility and Recognition.

Herzberg’s motivator ‘Sense of achievement’ with the innovative motivational methods of Certificate or Official Diploma for all students with a description of the tasks and the duties and Certificate or Official Diploma for only the best students received relatively close average scores of 7.72 and 9.64, bringing their overall average to 8.68. Since the motivational methods were ranked 8th and 13th, their low overall ranking as a cluster was only to be expected.
Herzberg’s motivator ‘Personal Growth and learning’ with the innovative motivational methods of Fixed Programme what is to be learnt each year in the hotel internship, Feedback Discussion at the end of the Hotel internship (What did I hope to learn and what I learnt?) and Learning Folder with questions that I can answer during the course of my hotel internship with the average scores of 7.03, 8.58 and 9.39 respectively resulted in an overall average of 8.33, only slightly better than ‘Sense of achievement’. Unlike in the case of ‘Sense of achievement’, one motivational method ‘Fixed Programme what is to be learnt each year in the hotel internship’ received a high ranking of 4 while the other 2 received low rankings of 10 and 12 respectively. Thus, the ‘Fixed Programme’ motivational method pulled up the other two methods or the other two methods pulled down the ‘Fixed Programme’ motivational method. Although student trainees might associate the Learning Folder with extra work and are either satisfied with the current Feedback Discussion or hold it to be ineffective, the high ranking of the Fixed Programme with a ranking of 4 goes to show that Personal Growth and learning can indeed an effective motivator for the student trainees at the Grand Park Hotel if implemented using the right innovative motivational methods.

Herzberg’s motivator ‘Having done a job well’ with the innovative motivational methods of Pass on individual Guest Feedback to the student trainees, Praise at the end of the Hotel internship and Immediate Praise if I have done something well with the average scores of 7.36, 7.39 and 5.75 respectively resulted in an overall average of 6.83. In this case, one motivational factor ‘Immediate Praise’ received a very high ranking of 2 while the other 2 motivational methods received rankings of 5 and 6 respectively. This only shows that Herzberg’s motivator ‘Having done a job well’ is both a highly effective and popular motivational method for student trainees at the Grand Park Hotel.

Herzberg’s motivator ‘Responsibility’ with the innovative motivational methods of In the 3rd / 4th year to be responsible for student trainees of the 1st / 2nd year, In the 4th year
plan and market a Marketing Package and the Freedom to decide myself how to complete my tasks and duties with average scores of 8.19, 8.94 and 6.11 respectively resulted in an overall average score of 7.75. While not as popular or effective as Recognition or Having done a job well, Responsibility is indeed an important motivator for student trainees at the Grand Park Hotel. It is important to note here that one innovative motivational factor ‘The Freedom to decide by myself how to complete my tasks and duties’ received a very high ranking of 3, it was pulled down in the ranking by the other two motivational factors that were ranked poorly at 9 and 11. Thus, it can be concluded that while student trainees do not like to take responsibility for others (younger student trainees) or big projects (Marketing Package), greater Responsibility for themselves can indeed be an effective and popular motivating factor for student trainees at the Grand Park Hotel.

Herzberg’s motivator ‘Recognition’ with the innovative motivational methods of Trainee of the Week Award and an Hourly wage of 10 Euros with average scores of 7.44 and 2.25 respectively resulted in an overall average score of 4.85. This makes Recognition the most effective and popular motivator according to Herzberg for student trainees at the Grand Park Hotel. The Hourly wage of 10 Euros motivational method was highly popular with an individual ranking of 1. While it was pulled down slightly by the Trainee of the Week Award with an individual ranking of 7, Recognition still managed to hold the 1st rank among Herzberg’s 5 motivators.

<table>
<thead>
<tr>
<th>Recognition</th>
<th>1</th>
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<tbody>
<tr>
<td>Having done a job well</td>
<td>2</td>
</tr>
<tr>
<td>Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>4</td>
</tr>
<tr>
<td>Sense of achievement</td>
<td>5</td>
</tr>
</tbody>
</table>
In the final ranking of Herzberg’s motivators, Recognition was ranked 1st, thus making it the most effective and popular motivator for student trainees at the Grand Park Hotel. In addition to an Hourly wage of 10 Euros and the Trainee of the Week Award, this author recommends that the management of the Grand Park Hotel further engages with the topic of Recognition as a motivator for student trainees. Brainstorming sessions can be conducted and further research be instigated into the topic of Recognition as a motivator for student trainees at the Grand Park Hotel. It seems that student trainees at the Grand Park Hotel feel that they themselves and their efforts, work and commitment is not being sufficiently recognized at the Grand Park Hotel. If the management and supervisors at the Grand Park Hotel are able to show the student trainees that their work is indeed being recognized as vital to the functioning of the Grand Park Hotel and if the management and supervisors at the Grand Park Hotel are able to give student trainees a sense of recognition, this will go a long way in motivating student trainees to better performance during their compulsory hotel internship at the Grand Park Hotel.

Herzberg’s motivator of ‘Having done a job well’, ranked 2nd, is closely linked to the previous motivator of ‘Recognition’. Recognizing the importance of a student trainee has a great deal to do with recognizing that the student trainee has done his or her job well. Again, it seems that although immediate praise and feedback is being given to student trainees by Mrs Wachter, Assistant to the Director, this is either insufficient or is not being followed by the other departmental heads and supervisors. When they enter the Grand Park Hotel for the first time to complete their compulsory hotel internship, it is as if they are entering a whole new world. Far away from the comfort and security of the school, the Grand Park Hotel has a completely different atmosphere. Here, the student trainees know nobody and are extremely hesitant and unsure of themselves at first. While the Grand Park Hotel does indeed become more familiar as the student
trainees complete year after year of compulsory hotel internship, they are never 100% sure that what they are doing is right or whether they are doing their job well. Encouraging, facilitating and passing on individual Guest Feedback to the student trainees, Praise at the end of the hotel internship as well as Immediate and Constant Praise, whenever the student trainee has done a job well are important and effective motivational methods that are not new but innovative because they have never been done or have not been done enough. Departmental heads, supervisors and staff must be encouraged by the use of posters, memos, training and other means to praise student trainees and provide them with positive feedback at every possible instance. While there is indeed no value in praise every 2 minutes, departmental heads, supervisors and staff need to be far more generous with praise than they are. The Director and the Assistant to the Director are in the unique positions of having their words of praise and recognition valued more than departmental heads and staff due to their position. Words of praise, encouragement and recognition from either the Director or the Assistant to the Director will go a long way in motivating student trainees as they will remember it for a far longer time.

Herzberg’s motivator of ‘Responsibility’ was ranked 3rd. While deemed not as important as ‘Recognition’ and ‘Having done a job well’, ‘Responsibility’ as a motivator cannot be ignored by the management of the Grand Park Hotel. As seen in the analysis, student trainees feel that personal responsibility is a far more popular and effective motivator as against responsibility for others or major tasks. This author recommends that the management of the Grand Park Hotel try out ways and means of giving student trainees more personal responsibility. While the student trainees are aware that since they are since students they cannot be given full personal responsibility, as pointed out in the expert interview by Mr Hoerl, the amount of personal responsibility can be varied depending upon the individual, as suggested in the expert interview by Ms Scherer. The management of the Grand Park Hotel must learn to be more flexible when it comes to
giving personal responsibility to student trainees. While there will be some student trainees that shun all kinds of responsibility, including personal responsibility, there will be other student trainees who are looking to take on more personal responsibility and are both mature enough as well as good enough to manage this increased personal responsibility. The management and the departmental heads and supervisors at the Grand Park Hotel, many of whom have been working for a long time, must learn to get out of the “That’s how we have always done it around here” mindset and allow student trainees more freedom in the carrying out of their tasks and duties. By doing so, not only will student trainee motivation increase, but a culture and atmosphere of innovation will ensue, benefiting the organization as a whole.

Despite being ranked highly in the confidential Annual Student Survey Report, ‘Personal Growth and learning’ was ranked only 4th in the Student questionnaire research conducted at the Grand Park Hotel in Bad Hofgastein. While deemed not as important as ‘Recognition’, ‘Having done a job well’ and/or ‘Responsibility’, ‘Personal Growth and learning’ as a motivator cannot be ignored by the management of the Grand Park Hotel. As seen in the analysis, while student trainees feel that learning associated with increased academic work or a discussion at the end of the hotel internship are not effective means of motivation, they are indeed keen to know exactly what they will be learning each year during their 4 years of compulsory hotel internship at the Grand Park Hotel. This goes to show that Personal Growth and learning is indeed important for student trainees. This author recommends that the management of the Grand Park Hotel provide student trainees with a clear and fixed Learning Programme during their 4 years of hotel internship. Student trainees must be able to see easily and clearly what they will learn each year and how what they learn at the Grand Park Hotel will affect their Personal Growth. By creating such a fixed Learning Programme, the management at the Grand Park Hotel will not only motivate current student trainees from the Salzburg Tourism School but also further strengthen the image of the Grand Park as an effective
training hotel for the Salzburg Tourism Schools for both prospective students as well as the Chamber of Commerce which bears the financial burden of the Grand Park Hotel.

Herzberg’s motivator ‘Sense of achievement’ was ranked 5th and thus last in the Student Questionnaire research conducted at the Grand Park Hotel in Bad Hofgastein. This author believes that it is here that student trainees again differ from regular, full time employees, based on whom Herzberg derived his motivator theory. As mentioned by Ms Claudia Wachter, Assistant to the Director, in her expert interview, “while the work at the Grand Park Hotel is part of the journey for Student – Trainees, for Employees the work at the Grand Park Hotel is the destination”. While a ‘sense of achievement’ might be important for the full time employees working at the Grand Park Hotel, this factor does not motivate student trainees. Indeed, the low ranking of 8 and 13 goes to show that student trainees do not place great importance on achievement during their hotel internship at the Grand Park Hotel. In fact, not only not having a positive effect on student trainee motivation, consideration of achievement as a motivator by the management of the Grand Park Hotel might result in negative, demoralizing effects on the student trainees. The ranking last (13th) of one of the innovative motivational methods associated with achievement, indeed what can be more representative of achievement than a Certificate or Official Diploma for only the best student trainees, show that for student trainees, achievement is not one of their goals or aims during the course of the hotel internship. As mentioned before in the analysis, one possible reason could be that there is sufficient focus on achievement, marks, grades and the like in the classrooms of the Salzburg Tourism School, leading to student trainees wanting to avoid the topic of achievement during their vocational training at the Grand Park Hotel. However, while further research needs to be conducted to determine why achievement is ineffective in motivating student trainees or what kind of achievement could possible motivate student trainees, until then this author recommends that the management as well as departmental heads, supervisors and staff of the Grand Park Hotel avoid
referring to achievement during the course of the hotel internship and focus on the far more popular and effective motivators of ‘Recognition’, ‘Having done a job well’ and ‘Personal Growth and learning’ instead.
One of the objectives of this research was to “derive an innovative trainee motivation model that can be used to improve the motivation levels of the trainees / students at the Grand Park Hotel”. Based on the results of the student questionnaire research conducted at the Grand Park Hotel, the author of this research has derived the Innovative Student Trainee Motivational Model as depicted above. The above Innovative Student Trainee Motivational Model has been adapted from Herzberg’s Dual Structure Theory Model of Employee Motivation (cited in Beardwell and Claydon, 2007).

According to Herzberg’s Dual Structure Theory Model of Employee Motivation (cited in Beardwell and Claydon, 2007), there exists a satisfaction continuum with a zero
midpoint where dissatisfaction and satisfaction are both equal to zero. In the adapted model, this zero midpoint is depicted by a circular disc. On either side of this zero midpoint depicted by the disk are the so called Hygiene factors and the Motivators. Based on his research, Herzberg had identified 2 kinds of factors in the workplace i.e. Motivators and Hygiene factors. Hygiene factors include money, working conditions, job security, company policies, quality of supervision and interpersonal relations in the workplace while Motivators include factors such as a ‘sense of achievement’, ‘opportunity for personal growth’, ‘a sense of having done a job well’, ‘having responsibility’ and ‘achieving recognition for your work’ (Beardwell and Claydon, 2007). The research question of this research is “Which innovative student trainee motivational methods can be used to improve the motivational levels of the trainees/students at the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad Hofgastein?” Hence, little attention has been paid to the hygiene factors in this adapted model, as can be seen by the reduced space that has been given to depict the hygiene factors.

In the adapted model, there is a red line that is shown marking a spot on the Hygiene factors side of the satisfaction continuum. This red line is a very significant part of this adapted model for student trainee motivation. When asked in an expert interview what the difference was between employees and student trainees, Mrs Claudia Wachter, Assistant to the Director and currently in charge of the Grand Park Hotel, stated that the “biggest difference between Student Trainees and Employees is that students work for free!”. Thus, in the case of student trainees, one of the (most important) hygiene factors has not been satisfied i.e. money. Hence, on a satisfaction continuum specifically for student trainees at the Grand Park Hotel (as well as other student trainees at other training hotels and training establishments to a large extent), the red line is meant to signify where student trainees at the Grand Park Hotel find themselves, namely still on the Hygiene Factor side of the continuum. Only with the payment of an hourly wage
(money) of 5 to 10 Euros, will this important hygiene factor be satisfied and enable student trainees at the Grand Park Hotel to progress further on the student trainee satisfaction continuum to the circular disc on the adapted model, depicting the zero midpoint. Herzberg states that “the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction; and similarly the opposite of job dissatisfaction is not job satisfaction but no dissatisfaction” (Kreitner and Kinicki 2008, p.217). At this zero midpoint (as depicted by the circular disc in the adapted model), there is no dissatisfaction but there is no motivation either, even though sufficient needs (so called hygiene factors) have been fulfilled. Training establishments such as the Grand Park Hotel must strive to go beyond satisfying hygiene factors and aim to satisfy the so called motivators according to Herzberg.

Based on the results and analysis of the student trainee questionnaire research conducted at the Grand Park Hotel, the Motivators according to Herzberg are shown in the adapted Student Trainee Motivation Model from left to right, depicting the highest ranked (i.e. most important / effective) motivator towards the left and the lowest ranked (i.e. least important / effective) motivator towards the right. As their ranking decreases, so does the size of their place holder in the adapted Student Trainee Motivation Model.

Recognition was ranked 1st, thus making it the most effective and popular motivator for student trainees at the Grand Park Hotel. This is depicted by the first and largest text box in the adapted model. Recognition, according to Herzberg, is a motivator not a hygiene factor. However, in the expert interviews, two experts suggested the payment of an hourly wage (of 10 Euros) as a means of showing Recognition to the student trainees. In the corresponding student questionnaire research conducted, student trainees agreed that the payment of an hourly wage would be most effective in motivating them. Hence, in this adapted model of Innovative Student Trainee Motivation, the motivator Recognition has been placed with one small part in the Hygiene factor side and the other bigger part
in the Motivator side. The other Motivators according to Herzberg are depicted in the adapted model of Student Trainee Motivation Model to the right of Recognition and the location and size of the place holders depict the importance / effectiveness of each motivator.

6.1 Application of the Innovative Student Trainee Motivational Model

The aim of the Innovative Student Trainee Motivational Model, adapted from Herzberg’s Dual Structure Theory Model of Employee Motivation (cited in Beardwell and Claydon, 2007), is to provide to the management of the Grand Park Hotel an easy yet effective model by which they can motivate their student trainees. The management should start with the implementation of the Motivators from left to right. In order to simplify the process, in addition to being depicted form left to right, the size of the place holders of each Motivator has been depicted based on its ranking in the student trainee questionnaire research conducted at the Grand Park Hotel.

Firstly, the management should start with the implementation of the ‘Recognition’ motivator. In the final ranking of Herzberg’s motivators, Recognition was ranked 1st, thus making it the most effective and popular motivator for student trainees at the Grand Park Hotel. In addition to an Hourly wage of 10 Euros and the Trainee of the Week Award, this author recommends that the management of the Grand Park Hotel further engages with the topic of Recognition as a motivator for student trainees. Brainstorming sessions can be conducted and further research be instigated into the topic of Recognition as a motivator for student trainees at the Grand Park Hotel. It seems that student trainees at the Grand Park Hotel feel that they themselves and their efforts, work and commitment is not being sufficiently recognized at the Grand Park Hotel and this situation needs to change if the management desires motivated student trainees.
Secondly, the management of the Grand Park Hotel should proceed with the implementation of the ‘Sense of having done a job well’ Motivator, ranked 2nd in the student trainee questionnaire research. ‘Having done a job well’ is closely linked to the previous motivator of ‘Recognition’ and these two motivators can be dealt with and implemented together. Recognizing the importance of a student trainee has a great deal to do with recognizing that the student trainee has done his or her job well. Again, it seems that although immediate praise and feedback is being given to student trainees by Mrs Wachter, Assistant to the Director, this is either insufficient or is not being followed by the other departmental heads and supervisors. Encouraging, facilitating and passing on individual Guest Feedback to the student trainees, Praise at the end of the hotel internship as well as Immediate and Constant Praise, whenever the student trainee has done a job well are important and effective motivational methods that are not new but innovative because they have never been done or have not been done enough.

Thirdly, the management of the Grand Park Hotel should proceed with the implementation of the ‘Responsibility’ Motivator, ranked 3rd in the student trainee questionnaire research. While not as important as ‘Recognition’ and ‘Having done a job well’, ‘Responsibility’ as a motivator cannot and should not be ignored by the management of the Grand Park Hotel. As seen in the analysis, student trainees feel that personal responsibility is a far more popular and effective motivator as against responsibility for others or major tasks. This author recommends that the management of the Grand Park Hotel try out ways and means of giving student trainees more personal responsibility.

Fourthly, the management of the Grand Park Hotel should proceed with the implementation of the ‘Personal Growth and learning’ Motivator. Despite being ranked 4th (or second from last), Personal Growth and learning was ranked highly in the
confidential Annual Student Survey Report and hence cannot and should not be ignore by the management of the Grand Park Hotel. As seen in the analysis, while student trainees feel that learning associated with increased academic work or a discussion at the end of the hotel internship are not effective means of motivation, they are indeed keen to know exactly what they will be learning each year during their 4 years of compulsory hotel internship at the Grand Park Hotel. This author recommends that the management of the Grand Park Hotel provide student trainees with a clear and fixed Learning Programme during their 4 years of hotel internship. Student trainees must be able to see easily and clearly what they will learn each year and how what they learn at the Grand Park Hotel will affect their Personal Growth. By creating such a fixed Learning Programme, the management at the Grand Park Hotel will not only motivate current student trainees from the Salzburg Tourism School but also further strengthen the image of the Grand Park as an effective training establishment.

Herzberg’s motivator ‘Sense of achievement’ was ranked 5th and thus last in the student trainee questionnaire research conducted at the Grand Park Hotel in Bad Hofgastein. However, the question of whether the management of the Grand Park Hotel should take steps to implement the motivator of ‘Achievement’ is debatable. Indeed, the low ranking of 8 and 13 goes to show that student trainees do not place great importance on achievement during their hotel internship at the Grand Park Hotel. The ranking last (13th) of one of the innovative motivational methods associated with achievement, indeed what can be more representative of achievement than a Certificate or Official Diploma for only the best student trainees, show that for student trainees, achievement is not one of their goals or aims during the course of the hotel internship. In fact, not only might the implementation of ‘Achievement by the management of the Grand Park Hotel not have a positive effect on student trainee motivation, it’s consideration might result in negative, demoralizing effects on the student trainees during their compulsory internship. Since the Dual Structure Theory included ‘Achievement’ as one of the
motivators, it was included in the adapted model as well. However, until such time as further research into student trainee motivation at the Grand Park Hotel is able to determine why achievement is ineffective in motivating student trainees or what kind of achievement could possible motivate student trainees, this author recommends that the management as well as departmental heads, supervisors and staff of the Grand Park Hotel avoid implementing ‘Achievement’ as a motivator for student trainees and focus instead on the far more popular and effective motivators of ‘Recognition’, ‘Having done a job well’ and ‘Personal Growth and learning’.

The main aim of the Innovative Student Trainee Motivational Model, been adapted from Herzberg’s Dual Structure Theory Model of Employee Motivation (cited in Beardwell and Claydon, 2007), is to provide the management of the Grand Park Hotel with a set of guidelines or a roadmap in implementing innovative student trainee motivational methods. However, the management of the Grand Park Hotel is not restricted to the innovative student trainee motivational methods mentioned in this research. Instead, the author recommends that the Innovative Student Trainee Motivational Model be used by the management of the Grand Park Hotel as a blueprint to consider when deriving and coming up with further innovative student trainee motivational methods. By using brain storming sessions and supporting further research into the topic of student trainee motivation at the Grand Park Hotel, the management of the Grand Park Hotel is encouraged to use this Innovative Student Trainee Motivational Model as a tool to come up with more new and innovative student trainee motivational methods.

One of the objectives of this master theses research is also to contribute to the general body of knowledge by using this innovative student trainee motivation model to draw general conclusions and have a general relevance for managers other training hotels and training establishments as well as hospitality and tourism faculty. Indeed, the management of other training hotels and training establishments are encouraged to use
this model in order to motivate their own student trainees. However, as Veal (2006) cautions, while all efforts have been taken to ensure generalisability, any research findings relate directly only to the subjects involved (in this case the student trainees at the Grand Park Hotel who filled out the student trainee questionnaire), when and where the research was undertaken. Further research is recommended, using the innovative student trainee motivational model, to determine the level of generalisability of this model.
7. Conclusion

The research area of employee motivation has always been given an important place in the field of management and has been a major focus of both practitioners as well as researchers. With an emphasis on employee motivation, researchers have tried to build on existing theories of employee motivation by adapting these theories to the realities of the contemporary workplace. While there has been an increased focus among researchers on organizational trainee issues, little to none research has been conducted on the specific area of student trainee motivation.

The Grand Park Hotel is the training hotel of the Salzburg Tourism School in Bad Hofgastein. As part of their curriculum, students attending the Salzburg Tourism School in Bad Hofgastein must complete a compulsory hotel internship over 4 years at the Grand Park Hotel. However, student trainees completing their compulsory hotel internship at the Grand Park Hotel often suffered from low levels of motivation, thus resulting in sub optimal levels of performance as well as dissatisfaction with the vocational training provided at the Grand Park Hotel.

First, the fields of organizational behavior and motivational theory were critically analyzed in the literature review with a special focus on Herzberg’s Dual Structure Theory of Employee Motivation. Based on his research, Herzberg identified 2 types of factors in the workplace i.e. Motivators and Hygiene factors. Hygiene factors include money, working conditions, job security, company policies, quality of supervision and interpersonal relations in the workplace while Motivators include factors such as a ‘sense of achievement’, ‘opportunity for personal growth’, ‘a sense of having done a job well’, ‘having responsibility’ and ‘achieving recognition for your work’. According to Herzberg, there exists a satisfaction continuum with a zero midpoint where
dissatisfaction and satisfaction are both equal to zero. At this point, there is no
dissatisfaction but there is no motivation either, even though the extrinsic needs (so
called hygiene factors) have been fulfilled. According to Herzberg, organizations must
strive to go beyond satisfying hygiene factors and aim to satisfy motivators in order to
motivate employees in the workplace.

The aim of this research was to improve the motivation levels of the student trainees at
the Grand Park Hotel, the training hotel of the Salzburg Tourism School in Bad
Hofgastein.

In order to be able to improve the motivation levels of the student trainees at the Grand
Park Hotel, it was necessary to identify innovative motivational factors specific to
student trainees at the Grand Park Hotel. Expert interviews are conducted with experts in
the field of employee motivation who had a connection to the Grand Park Hotel in order
to identify innovative motivational methods or strategies specific to student trainees at
the Grand Park Hotel. Based on the 5 motivating factors or Motivators derived from
Herzberg’s Dual Structure Model of Employee Motivation - Sense of achievement,
Personal Growth and learning, Having done a job well, Responsibility and Recognition -
13 innovative student trainee motivational methods were identified during the course of
the expert interviews. These 13 innovative student trainee motivational methods or
techniques were Certificate for all students with a description of the tasks and duties,
Fixed Programme what is to be learnt each year in the hotel internship, Feedback
Discussion at the end of the hotel internship (What did I hope to learn & what I learnt?),
Learning Folder with questions, that I can answer during the course of my hotel
internship, Pass on individual Guest Feedback to the students, Praise at the end of the
hotel internship, Immediate Praise if I have done something well, In the 3rd/ 4th year to
be responsible for students of the 1st/ 2nd year, In the 4th year, plan and market a
Marketing Package, The freedom to decide by myself how to complete my tasks and
duties, Certificate for only the best students, "Trainee of the Week" – Award and an Hourly wage of 10 Euros. Student questionnaires were distributed to student trainees at the Grand Park Hotel in order to determine the ranking of these 13 innovative motivational methods according to the student trainees themselves.

The results of the student trainee questionnaire research conducted at the Grand Park Hotel were collected and analyzed. The ranking of the innovative trainee motivational methods (with 1 being the most effective motivational method and 13 being the least effective motivator method) is as below:

1. Hourly wage of 10 Euros
2. Immediate Praise, if I have done something well
3. The freedom to decide by myself how to complete my tasks and duties
4. Fixed Programme, what is to be learnt each year in the hotel internship
5. Pass on individual Guest Feedback to the students
6. Praise at the end of the hotel internship
7. "Trainee of the Week" - Award
8. Certificate for all students with a description of the tasks and duties
9. In the 3rd/ 4th year, to be responsible for students of the 1st/ 2nd year
10. Feedback Discussion at the end of the hotel internship
11. In the 4th year, plan and market a Marketing Package
12. Learning Folder with questions, that I can answer during the course of my hotel internship
13. Certificate for only the best students

Further, based on the expert interviews conducted, each innovative motivational method was clustered according to Herzberg's motivators of Sense of Achievement, Personal Growth and learning, Having done a job well, Responsibility and Recognition. Based
on the average scores of each of the 5 clusters, the ranking of the clusters according to
the student trainees (with 1 being the most effective motivational factor and 5 being the
least motivational factor) is as below:

1. Recognition
2. Having done a job well
3. Responsibility
4. Personal Growth and learning
5. Sense of achievement

Based on the results of the student questionnaire research conducted at the Grand Park
Hotel, an Innovative Student Trainee Motivational Model has been derived. The main
aim of the Innovative Student Trainee Motivational Model, adapted from Herzberg’s
Dual Structure Theory Model of Employee Motivation, was to provide the management
of the Grand Park Hotel with a tool to improve the levels of motivation of their student
trainee motivation. Thus, the management of the Grand Park Hotel is not restricted to
the innovative student trainee motivational methods mentioned in this research. Instead,
the management of the Grand Park Hotel now has ability to derive further innovative
student trainee motivational methods by using the Innovative Student Trainee
Motivational Model. It is the aim of this research to also contribute to the general body
of knowledge by using this innovative student trainee motivation model to draw general
conclusions and have a general relevance for managers other training hotels and training
establishments as well as hospitality and tourism faculty. Indeed, the management of
other training hotels and training establishments are now able to this Innovative Student
Trainee Motivation Model in order to motivate their own student trainees. Furthermore,
hospitality and tourism faculty now have a tool which they can use to teach their
students about the developing topic of student trainee motivation.
7.1 Recommendations

Based on the results and analysis of the student trainee questionnaire research conducted at the Grand Park Hotel, the management of the Grand Park Hotel is provided with the following recommendations for urgent implementation in order to improve the motivational levels of the student trainees at the Grand Park Hotel:

1. Pay student trainees an hourly wage of 10 Euros

The management of the Grand Park Hotel is recommended to pay the student trainees an hourly wage during their compulsory hotel internship training. The exact amount can be decided by the School Board and the Management of the Grand Park Hotel. As one student mentioned as part of the Feedback in the Student Questionnaire, “it does not have to be 10 Euros, even 5 Euros would do”. As they work alongside fully paid staff, student trainees feel as if they are only being used as cheap labour and do not have a sense of recognition that is so important for their motivation. If they were to be paid an hourly wage of say 5 to 10 Euros, it would go a long way in assuaging their feelings as well as showing them that their work and effort is respected and valued by the Management of the Grand Park Hotel as well as the School Board.

2. Give student trainees positive feedback

It is important for a young and inexperienced student trainee to receive immediate praise and accolades and be told immediately that he or she is doing or has done something well. Unless a student trainee receives praise or positive feedback from time to time, he is unable to gauge his performance and hence finds himself unsure of his performance. Immediate positive feedback and praise also serves to spur a student trainee onwards and recognise his or her positive contribution to a guest’s stay.
In addition to the praise given by the staff and management of the Grand Park Hotel, it is recommended that individual Guest feedback be passed on to the student trainees. Guests must also be encouraged to give their feedback to student trainees, either verbally or written. Positive as well as negative feedback (formulated positively) can not only help to improve and motivate the student trainees, but also give the guests a sense of satisfaction that they are assisting the young student trainee in his education and vocation. It is also important to provide student trainees with a cumulated positive feedback at the end of the hotel internship. This could be conducted in the form of a verbal feedback conversation or/ and a written feedback evaluation. Receiving a positive feedback at the end of the hotel internship gives student trainees a positive impression of their hotel internship at the Grand Park Hotel, which not only motivates them but also encourages them to pass on a positive impression of the hotel internship at the Grand Park Hotel to their colleagues and juniors.

3. Give student trainees more responsibility in deciding how to complete their tasks and duties

Student trainees at the Grand Park Hotel are often underestimated when it comes to assigning them tasks or duties by their supervisors or the senior management. Although student trainees are untrained and yet unskilled labour, especially in the first few years of their hotel internship, it is important not to underestimate their knowledge, skills and ability to learn. While there will be some student trainees that shun all kinds of responsibility, including personal responsibility, there will be other student trainees who are looking to take on more personal responsibility and are both mature enough as well as good enough to manage this increased personal responsibility. By allowing student trainees to innovate with the way they carry out tasks and duties at the Grand Park Hotel, the management of the Grand Park Hotel is encouraging a culture of innovation.
to permeate throughout its operations. Not only does this increase the motivational levels of the student trainees, it may also result in new and innovative procedures and processes that result out of a fresh new way of thinking of the student trainees.

4. Create a fixed programme of what is to be learnt each year in the hotel internship

It is recommended that a fixed programme be created by the student trainee coordinators from the Salzburg Tourism School and the Grand Park Hotel with a clear description of what is to be taught and learnt at each year of the hotel internship in each department of the Grand Park Hotel. Only with such a clear programme will the students know what awaits them each year of their hotel internship, the students will be able to see the advances in learning that they have made in the 4 years of hotel internship and the staff and supervisors at the Grand Park Hotel will be aware of exactly what kind of jobs, tasks and duties they can and should give to the respective hotel trainees.

5. Improve the scheduling of the hotel internships

The management of the Grand Park Hotel is recommended to avoid or at least keep the bare minimum the scheduling of hotel internships on Friday evenings or Saturdays. Having to work on Friday evenings or Saturdays is one of the “frustis” or reasons for frustration for student trainees. Furthermore, the management of the Grand Park Hotel must seriously reconsider the current scheduling of compulsory hotel internships in the evenings. Students are tired after a full day of classes and are not motivated to work for another 4 hours at the Grand Park Hotel. Instead, each class could have one day of the week fixed for hotel internships (e.g. Mondays for HLT1 and HLT2, Tuesdays for HLT3 and HLT4 and so on), as is currently the practice in the sister tourism school in Klessheim.
7.2 Limitations

There were several limitations that limited the reach and scope of this research.

Firstly, as is common in the case of research, this research suffered from a lack of sufficient time. A period of 6 months is not sufficient to carry out a full case study into a topic that is so varied and complicated as student trainee motivation at the Grand Park Hotel. As a result, this master research thesis has only scraped the top of the topic and has not been able to delve deeper into the reasons for student trainee dissatisfaction at the Grand Park Hotel.

The second limitation was a financial limitation. Master students usually have a limited budget and this reflects on the ability of the master student to carry out his or her research. The library at the FH Salzburg has only a limited number of books in English. As a result, it was extremely difficult for the author to obtain sufficient books on employee motivation in English and was forced to rely more on academic journals. In addition, the library at the FH Salzburg only subscribes to a few databases, most of which are general databases and not specific to tourism or business. The Ebsco database which was used during this research has only a limited number of articles and academic journals on the topic of employee motivation in the hospitality sector. Despite the fact that academic journals from other disciplines were used, this had an effect on the quality of the book.

The third problem that arose was during the conducting of the primary research. It was the original desire of this author to include certain questions pertaining to student trainee motivation in the Annual Student Survey. However, in order to do so, the questions would have had to be submitted latest by February 10th. This deadline was too early as the questions had not yet been formulated. As the Student Survey is an annual affair, the
author was unable to take advantage of this Survey which would have had a much greater reach and included all the students of the Salzburg Tourism School in Bad Hofgastein. Next, the author planned to hand out the student questionnaires personally to students during the English class at the Salzburg Tourism School. However, this would have required the permission of the State School Inspector which is a long and complicated process. Finally, it was decided to hand out the questionnaire to student trainees on completion of their compulsory hotel internship at the Grand Park Hotel. Again, due to a paucity of time, only 36 questionnaires were filled out. That said, this author is immensely grateful to both Mr Leo Woerndl giving permission to conduct the research at the Grand Park Hotel and Mrs Claudia Wachter for all this assistance provided in handing out the questionnaires as well as collecting them and sending them back via post to the author.

7.3 Further Research

Using the Innovative Student Trainee Motivation Model proposed in this research, further research needs to be conducted on student trainees at the Grand Park Hotel as well as other training hotels and training establishments. Despite the fact that both the Grand Park Hotel and the University of Applied Sciences are both owned by the Salzburg Chamber of Commerce, there has been little synergy with regards to research into issues concerning the Grand Park Hotel. With this research, a link has been established and it is up to the University of Applied Sciences and the management of the Grand Park Hotel to continue this synergy.

The Innovative Student Trainee Motivation Model can be used as a basis of further research into the innovative student trainee motivational issues and methods. In time, a full body of knowledge into the topic of student trainee motivation must be created that
will not only help improve student trainee motivation at the Grand Park Hotel but also at other training hotels and training establishments.
8. References


Bibliography


Appendix
Bitte füllen Sie den Fragebogen aus & helfen Sie uns, das BP im Grand Park Hotel zu verbessern

Männlich □   Weiblich □   Klasse(z.B. HLT 3) ______

Bitte machen Sie eine Ranking (Reihenfolge)von 1 bis 13
1 – Motiviert mich am meisten         13 - Motiviert mich am wenigsten
(Die Nummern von 1 bis 13 dürfen nur einmal vergeben werden!!!)

Zeugnis für alle Schüler mit Beschreibung der Aufgaben
Fixes Programme, was jedes Jahr im BP gelernt wird
Feedback-Gespräch nach Ende des BP
(Was habe ich erhofft & was habe ich gelernt?)
Lernmappe mit Fragen, die ich im Laufe des BP beantworten kann
Gäste-Feedback den Schülern mitteilen
Lob am Ende des BP
Sofortiges Lob, wenn ich was gut erledigt habe
In der 3ten/4ten Klasse, Verantwortung für die
Schüler der 1ten/2ten Klasse haben
In der 4ten Klasse, ein Marketing Package planen & vermarkten
Die Freiheit, selber zu entschieden, wie ich meine Aufgaben erledige
Zeugnis nur für die besten Schüler
„Trainee der Woche“ - Auszeichnung
Stundenlohn von 10 Euro

Andere Vorschläge:
________________________________________________________________________
________________________________________________________________________
Author: What can be done to increase a student trainee’s sense of achievement?
Mr Woerndl: I suggest an Official Diploma from the Grand Park Hotel. Either an Official Diploma can be given to only the best student trainees. Another option is to have an Official Diploma that is given to every student trainee who successfully completes his or her student internship at the Grand Park Hotel.

Author: What can be done to increase a student trainee’s opportunity for personal growth and learning?
Mr Woerndl: I suggest a detailed Student Trainee Internship Programme that clearly states what each student will learn in the 4 years of hotel internship at the Grand Park Hotel. Each and every student trainee can easily follow the programme and what will be learnt in each year.

Author: What can be done to increase a student trainee’s sense of having done a job well?
Mr Woerndl: I suggest daily and immediate feedback and praise if a student trainee has done a job well.

Author: How can a student trainee be given more responsibility?
Mr Woerndl: I suggest that a hierarchy be created with the higher classes (i.e. 3rd and 4th year student trainees) being for e.g. given their own station in the Grand Park Restaurant or having students from the lower classes (i.e. 1st and 2nd year student trainees) under their supervision.
Author: What can be done to increase a student trainee’s sense of achievement?
Dr. Mrs Maria Wiesinger: In order to increase a student trainee’s sense of achievement, I suggest positive Feedback.

Author: What can be done to increase a student trainee’s opportunity for personal growth and learning?
Dr. Mrs Maria Wiesinger: In order to increase a student trainee’s opportunity for personal growth and learning, I suggest a Feedback discussion at the end of the hotel internship, a detailed Student Trainee Internship Programme and through correspondingly good assessment and evaluation.

Author: What can be done to increase a student trainee’s sense of having done a job well?
Dr. Mrs Maria Wiesinger: In order to increase a student trainee’s sense of having done a job well, I suggest praise if a student trainee has done a job well.

Author: How can a student trainee be given more responsibility?
Dr. Mrs Maria Wiesinger: Firstly, the student trainee must show interest in greater responsibility. More responsibility is possible when there is corresponding interest and professional Know – How.

Author: How can a student trainee be given more recognition for their work?
Dr. Mrs Maria Wiesinger: Feedback (sessions) are already being conducted.
Author: Mrs Wachter, could you please tell me how long you have been working at the Grand Park Hotel and what has changed since then?

Mrs Wachter: I have been working at the Grand Park Hotel since 1 ½ years. Since then, students have to check in with me before they begin their training. Students are now able to do their practical training in all areas / departments of the Grand Park Hotel including Spa, Maintenance, Housekeeping and Food and Beverage (Kitchen and Restaurant). Most students complete their practical training in the Food and Beverage Department. The weekly Schedule is made by Mr Klinser. Students have to sign the Schedule and if they miss more than a certain amount of practical training, they have to catch up by doing extra practical training. There are also grading or marking criteria which now exist in written form. There are also Feedback Forms that can be filled out anonymously and that have been developed by the students themselves.

Author: Is there a report with the combined results of all the Feedback Forms?

Mrs Wachter: No. But the results of the Feedback Form are reflected upon with the responsible Departmental Heads. Also, I meet the class representatives and discuss the results with them. Students want more explanation! Since the past 3 weeks, I myself have been standing in the Kitchen in the evenings and explaining to the students how to serve correctly, how to place the soup bowl etc. We also have Glochen Service, which is new. Also, there needs to be a unique symbiosis between the Grand Park Hotel and the teachers at the Tourism School. The teachers must see that the Grand Park Hotel is also part of the School. We need more Unity!
Author: Why do you think that the Students are demotivated when working at the Grand Park Hotel?

The students are tired after 8 hours of school! Also, students sometimes have to work Friday Evenings and Saturdays. These 2 factors – Fatigue and Working on the Weekend – are what I call “Frustin” or the Frustrating Factors. I would suggest that the practical training be bundled or combined together (like at the Klessheim Tourism School). Students also want more explanation! Students want more instructions, which is difficult to give when the Restaurant for example is understaffed. That is why I have been standing in the Kitchen every evening for the past 3 weeks. Another reason, like I said, is that students don’t like working on Saturdays. Students also prefer the Hotel to be full. When the Hotel is full, they are able to learn more and feel like they have a sense of meaning or a sense of purpose. Students feel that they are not learning anything new. But it is important to practice what they have learnt at the Tourism School. I think that Students need Attention, Appreciation and Feedback.

Author: Do you give Feedback immediately or do you wait till the end of the practical training to give Feedback?

Mrs Wachter: I give Feedback immediately. If a student has done something well, I tell them immediately. If a student make a mistake, I also tell them immediately what they have done wrong and how to do it right. What is the use of me keeping this knowledge to myself and giving Feedback at the end of the practical training?

Author: What do you think is the difference between Student-Trainees and Employees when it comes to Motivation?

The biggest difference between Student Trainees and Employees is that students work for free!
There also used to be a hierarchy where the Employees used to be higher than the students. But that is an old legacy. We are trying to change this. But students must learn that cleaning is also a part of the job. Even Departmental Heads and Employees have to do cleaning. Also, previously, students were not always treated with respect! We now offer students the possibility to work in their free time on Fridays or Saturdays and get paid for their work. We pay them 9 Euros per hour. Also, the difference between Student – Trainees and Employees is that while the work at the Grand Park Hotel is part of the journey for Student – Trainees, for Employees the work at the Grand Park Hotel is the destination. Also, unlike Employees, Student Trainees do not have any ties or any relationships with the guests. Some of the Guests are regular visitors and know the employees for a long time. This is not the case with the Student Trainees who only come in for 2 weeks at a stretch.

**Author: What would you suggest to improve Student Trainee Motivation at the Grand Park Hotel?**

I am a realist. So my suggestions have a correspondence to reality. I would suggest that the practical training be blocked for a certain period (depending on the number of hours of practical training required). That would mean that Student Trainees would have normal working hours like the other employees. (This is the way it is done at the Tourism School in Klessheim – that means that it is legally possible - Author). Students want more explanation! Student Trainees must also receive Attention, Appreciation and Feedback!

**Author: Would you offer Students an hourly wage of, say, 10 Euros?**

Mrs Wachter: No, I would not. It does not make any sense. Student Trainees are students in a training hotel. Students cannot expect to be paid for being taught something. They are here to learn. The practical training at the Grand Park Hotel is part of their practical classes at the Tourism School. It is part of their school time.
Author: What can be done to increase a student trainee’s sense of achievement?
Ms Scherer: It is important to recognize what the student trainee has accomplished and to broach the subject with the student trainee. This needs to be done in the form of praise.

Author: What can be done to increase a student trainee’s opportunity for personal growth and learning?
Ms Scherer: I suggest a Feedback Discussion at the end of the hotel internship. This Feedback Discussion must deal with what the student trainee hoped to achieve or learn during the hotel internship and what the student trainee actually learnt during the hotel internship. By doing so, a student trainee can recognize his or her own personal growth and development.

Author: What can be done to increase a student trainee’s sense of having done a job well?
Ms Scherer: Increased positive Feedback as well as Incentives (when applicable) for e.g. being allowed to use the spa or other services or offerings that the hotel offers its guests. Greater responsibility is also another kind of reward.

Author: How can a student trainee be given more responsibility?
Ms Scherer: I suggest an equitable division of responsibilities based on ability, skill and desire. The management can also transfer certain responsibilities to student trainees, observe, control and finally, give feedback to the student trainees based on their observations. These responsibilities can be increased or decreased based on the
performance of the student trainees. I would suggest an individual division of responsibilities.

Author: How can a student trainee be given more recognition for their work?
Ms Scherer: The accomplishments and achievements of the student trainees during the hotel internship must be rewarded. I would also suggest that the final certificate reflect the accomplishments and achievements of the student trainees. In my opinion, the transfer of responsibility is the biggest praise and the highest form of recognition that a student trainee can receive.

Author: What other innovative trainee motivational methods would you suggest?
Ms Scherer: It is extremely important that the tasks and responsibilities are individually adapted to each student trainee. For example, in the 4th year, it is not meaningful for a student trainee to peel onions. Also, everyone should have the chance to learn something and to work in those areas that really interest him or her.
Author: What can be done to increase a student trainee’s sense of achievement?
Mr Hoerl: I would say that the Departmental Heads (e.g. Restaurant Manager) play a big role in increasing a student trainee’s sense of achievement. Departmental heads and supervisors need to give student trainees the feeling that they have achieved something and that they have done something that has a sense of meaning.

Author: What can be done to increase a student trainee’s opportunity for personal growth and learning?
Mr Hoerl: The management can try the use of a Learning Folder. For e.g., in my first student traineeship at Stanglwirt, I received from my executive chef a folder with questions that I had to answer during the period of my hotel internship. At the end of my hotel internship, I was asked what answers I had found and I was tested.

Author: What can be done to increase a student trainee’s sense of having done a job well?
Mr Hoerl: I believe that in this case, a questionnaire could help. Every guest should be given a questionnaire to fill out during breakfast on the day of his departure. The results should be collected and each student trainee should be given the feedback or comments about him or her. This way, each student trainee can see whether the guests in his department area were satisfied with his work or not.

Author: How can a student trainee be given more responsibility?
Mr Hoerl: This is a difficult point / question since the student trainees are still students and since they are there to learn, it is difficult to give them more responsibility. But the management can try to give the student trainees more tasks and responsibilities as well as more freedom how to complete a certain task for e.g. in housekeeping, a student trainee can be told that a room must be cleaned in x minutes and the student trainee can try and see how he or she can do it best.

Author: How can a student trainee be given more recognition for their work?
Mr Hoerl: In this case, I would say that there be a better payment of wages for student trainees. Possibly also performance dependent. Student trainees should be better paid when they work more. And they should be better paid in general. Whenever we looked at our pay slip, we realized how useless we were. And since the entire Hotel is being supported by the Chamber of Commerce, they can afford to spend more money on the wages of the student trainees. I suggest an hourly wage of 10 Euros per hour for every student trainee.
Author: What can be done to increase a student trainee’s sense of achievement?
Ms Pfoess: I would suggest personal Feedback, Praise and valuable and useful criticism, also sharing the earned tips with the student trainees, special Official Diplomas individually adapted to each student, instead of the standard Official Diplomas that are usually handed out.

Author: What can be done to increase a student trainee’s opportunity for personal growth and learning?
Ms Pfoess: At the end of the hotel internship, I would suggest a Feedback Session where the performance of the student trainee is discussed. It is important for the management to take time for this performance appraisal, including offering a comfortable atmosphere by providing a coffee etc.

Author: What can be done to increase a student trainee’s sense of having done a job well?
Ms Pfoess: Again here I would suggest a discussion of the student trainee’s performance at the end of the hotel internship as well as giving constructive criticism and praise.

Author: How can a student trainee be given more responsibility?
Ms Pfoess: When the regular tasks and responsibilities are performed better than normal, then student trainees can be given further responsibility such as their own Service Station in the Restaurant for one evening with the help of a Chef de Rang.
**Author: How can a student trainee be given more recognition for their work?**

Ms Pfoess: Student trainees can be given more recognition for their work by being given more respect, asking for and including and incorporating the opinions, views and ideas of the student trainees, as mentioned above sharing tips with the student trainees, special Official Diplomas, opportunity to participate in special courses (for e.g. wine appreciation course) etc.
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