Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HRIM 411 Seminar in Hospitality Management

Instructor(s) of Record: Dr. Lisa Dupnock

Phone: (724) 357-3160   **Email:** l.m.dupnock@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

_Jeff _____ 8-21-14_
Signature of Department Designee   Date

Endorsed: _M─ξ⌐_____ 8-24.14_
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

_Gail Sechrist _____ 9-8-14_
Signature of Committee Co-Chair   Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☑ Approved as distance education course   ☐ Rejected as distance education course

_Timothy Smith (for) _____ 9/11/14_
Signature of Provost   Date

Forward form and supporting materials to Associate Provost.
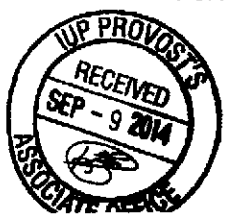
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SEP 8 2014
Liberal Studies

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AUG 27 2014
Liberal Studies

UP PROVOST RECEIVED SEP - 9 2014 ASSOCIATE

UNDERGRADUATE DISTANCE EDUCATION REVIEW FORM ATTACHMENT

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1-A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

> Dr. Dupnock has experience developing and teaching courses using distance education methods. She has developed and taught ELR 632- Compensation Administration, and ELR 624 – Comparative Employment and Labor Relations in Desire To Learn (D2L). Dr. Dupnock has taught several courses in the classroom in the Employment and Labor Relations Department including; ELR 631 Human Resources in the Public Sector, ELR 613 Fundamentals of the American Labor Movement, ELR 526 Case Studies in Labor Management Relations. She uses D2L as a supplemental tool in each of these classes, and has taken several IUP IT Support lead training sessions to advance her skills in using D2L, including D2L Boot Camp in July 2014. Dr. Dupnock has also used the distance education delivery method for over four years through Westmoreland County Community College, developing and instructing a range of online courses including Applied Human Relations, and Principles of Management.

> Dr. Dupnock is a graduate of the Hospitality Management department, and was temporary faculty in the department from 2006-2008. She also worked in the industry for over 20 years. Her experience in the field in combination with her formal education, and knowledge of online teaching, qualifies her to teach the proposed class.

2. How will <u>each objective</u> in the course be met using distance education technologies?

Course Objectives:

1. Learn team-building skills and group interpersonal skills.
   a. *Current Events*- students will be required to locate a Current Event (article) focusing on the current weeks' topic. In addition to the article, students will be required to submit a 1 page summary of the article.

2. Critically evaluate current articles in the hospitality industry by analyzing main ideas, evidence, conclusions, credibility, and contrasting points of view.
   a. *Current Events*- students will be required to locate a Current Event (article) focusing on the current weeks' topic. In addition to the article, students will be required to submit a 1 page summary of the article.

3. Clarify one's own ideas and express them to others, both orally an in written form and to prepare students for speaking and writing in their careers and personal lives.

a. *Review Papers-* students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic.

4. Develop research and analysis skills.
    a. *Final project-* Students will be required to provide an analysis of a topic discussed throughout the semester. The students will then be required to provide their suggestions and, and provide improved processes and procedures. A scholarly paper and BlackBoard Collaborate presentation will be required.
    b. *Review Papers-* students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic.

5. Identify factors in the environment that will impact future business opportunities.
    a. Through assigned weekly readings from the text with the instructor and other students in threaded discussions, students will develop an understanding of the impact of future business opportunities and the business environment around it.

6. Understand organizational and industrial life cycle theory and apply this theory.
    a. Through assigned weekly readings from the text with the instructor and other students in threaded discussions, students will develop an understanding of organizational and industrial life cycle theory and how its applied in the field.

7. Analyze the critical steps in implementing empowerment programs.
    a. *Review Papers-* students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic.

8. Analyze what is meant by good management.
    a. Through assigned weekly readings from interaction with the instructor and other students in threaded discussions, students will develop an understanding of good management practices.
    b. *Current Events-* students will be required to locate a Current Event (article) focusing on the current weeks' topic. In addition to the article, students will be required to submit a 1 page summary of the article.

9. Explore different aspects of creative thinking.
    a. *Current Events-* students will be required to locate a Current Event (article) focusing on the current weeks' topic. In addition to the article, students will be required to submit a 1 page summary of the article.

10. Develop a mission statement, target performances, and strategy for a restaurant and to implement these concepts in a restaurant simulation.
    a. *Review Papers-* students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic.

11. Analyze concepts maps and determine relationships between your operation and the competition.
    a. *Final project-* Students will be required to provide an analysis of a topic discussed throughout the semester. The students will then be required to

provide their suggestions and, and provide improved processes and procedures. A scholarly paper and BlackBoard Collaborate presentation will be required.

12. Determine ways to improve profitability through analysis of income statements and competitors.
    a. Through assigned weekly readings from interaction with the instructor and other students in threaded discussions, students will develop an understanding of income statements and the ways competitors function in the hospitality industry.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will take place by several methods. Instructor will interact with students via the threaded discussion message board. Each week the instructor will post discussion questions on the message board inviting students to respond. Instructor-student interaction will also take place via regular email messages to all students regarding general course issues and individual email messages to students. Interaction will also occur during assignment grading when feedback is provided to students. Finally, the instructor will be available as needed for phone conversations with individual students.

Student-student interaction will take place in several threaded discussion forums. Students will interact in a discussion forum devoted to the chapter topic each week. In addition to responding to the instructor's posts, students will be encouraged to engage each other in thoughtful analysis of issues raised in the thread. Student-student interaction will also occur in a current event assignment in which each student will be assigned to select a current event related to the chapter topic for the week and lead a threaded discussion on the event. In addition to posting discussion questions, the assigned student will be expected to provide opinion and analysis of other students' posts.

4. How will student achievement be evaluated?

Each week of the course will deal with a specific topic related bar management/ practices and beverage service in the hospitality industry. Students will be expected to read the assigned chapter, other selected readings for the chapter topic, such as PowerPoint slides and additional scholarship research. The instructor will post discussion questions taken from the text books and other sources to probe student understanding and application of the topic. Students will be expected to respond to instructor's posts as well as post at least one question for consideration by students in the course. Students will be evaluated based on meeting the minimum requirements for posting as well as the quality of their participation (10 points per week).

During the semester students will be required to locate a current event related to that week's topics. Students will be expected to prepare a summary of the event to share with other

students in the course and lead a threaded discussion of the issue.

Four quizzes will be given through D2L during the semester. These quizzes will be 10 questions in a combination of multiple-choice and true/false questions. The quizzes will be timed, and will be forth a total of 100 points.

The final exam (100 points) will consist of true/false, multiply choice, and short answer responses. Students will have 1 hour to complete the 50 question exam that will encompass all of the material covered throughout the semester.

5. How will academic honesty for tests and assignments be addressed?

The following academic integrity policy is contained within the syllabus:
<u>Academic Integrity</u>
IUP students are expected to maintain the highest standards of honesty and integrity. *This syllabus represents a contract between you and the instructor of this course in which you agree to follow the rules and expectations described therein.* You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm) including the definitions of cheating, plagiarism, and other violations of academic integrity. Plagiarism involves using the works, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from <u>any</u> source (including material from the Internet), the paraphrase or quote must be cited properly. Other violations of academic integrity include *Providing or receiving unauthorized assistance in coursework, including papers, quizzes, and examinations, Using unauthorized materials and resources during quizzes and tests, Possessing course examination materials without the prior knowledge of the instructor, engaging in behaviors that are disruptive or threatening to others, and using computer technology in any way other than for the purposes intended for the course.* Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F for an assignment or exam, an F for a course, and referral to the University Judicial Review and potential sanctions including suspension or expulsion from the university.

In addition, to clearly expressing the above expectations in the syllabus, course evaluative assignments will be designed to minimize the potential for violations of academic integrity. Anti-plagiarism tools such as Turnitin will be used, as necessary, to ensure compliance with academic integrity. Quizzes and final exam will be timed, and questions randomly selected per each student. Books and notes will be permissible for the final exam.

SYLLABUS OF RECORD

I.   Catalog Description

HRIM 411 Seminar in Hospitality Management   3cr-0l-3cr

Discussion of a diverse selection of hospitality industry topics-of-interest as pertain to today's prospective and current operations manager. Students write a series of opinion/reaction papers as per the topic-of-discussion.

This is an IUP Writing Intensive Course and an IUP Hospitality Curriculum Elective

II.   Course Outcomes:

The student will be able to:

1. Learn team-building skills and group interpersonal skills.

2. Critically evaluate current articles in the hospitality industry by analyzing main ideas, evidence, conclusions, credibility, and contrasting points of view.

3. Clarify one's own ideas and express them to others, both orally an in written form and to prepare students for speaking and writing in their careers and personal lives.

4. Develop research and analysis skills.

5. Identify factors in the environment that will impact future business opportunities.

6. Understand organizational and industrial life cycle theory and apply this theory.

7. Analyze the critical steps in implementing empowerment programs.

8. Analyze what is meant by good management.

9. Explore different aspects of creative thinking.

10. Develop a mission statement, target performances, and strategy for a restaurant and to implement these concepts in a restaurant simulation.

11. Analyze concepts maps and determine relationships between your operation and the competition.

12. Determine ways to improve profitability through analysis of income statements and competitors.

III.   Course Outline:

8/26	Introduction/Welcome
8/28	Preparing for the Job Search, what do you want to do? Resume next class
9/2	Job Search – What's out there?: **Review Resumes** and Guest Speaker
9/4	Resumes and Job search preparation
9/9	Work in the Hospitality Industry (as a career, low wage)
9/11	**Current Event #1**
9/16	Technology in the industry
9/18	**Review Paper #1**
9/23	Religion and the Hospitality Industry
9/25	**Current Event #2**
9/30	Trends in the industry
10/2	**Review Paper #2**
10/7	Workplace Romance
10/9	**Current Event #3**
10/14	Sexual Harassment in the Hospitality Industry
10/16	**Review Paper #3**
10/21	Employee Turnover
10/23	**Current Event #4**
10/28	Gender Issues in the Hospitality Industry
10/30	**Review Paper #5**
11/4	Multiple Generations in the Workplace
11/6	**Current Event #5**
11/11	Social Media in the industry and workplace
11/13	**Review Paper #6**

11/18-20   Is the Customer always Right?(Online class discussion)

Current Event #6 Due

11/25   NO CLASS- BREAK

11/27   HAPPY THANKSGIVING- NO CLASS BREAK

12/2   Presentations

12/4   Presentations

12/9   FINALS WEEK- Presentations if needed, all Paper Due

IV. Evaluation Methods

Class Participation (28 class periods x 20 points)	= 560 points
Review Papers (6 papers x 20 points each)	= 120 points
Current Events (6 summaries x 20 points each)	= 120 points
Final Paper and Presentation	= 200 points

Attendance and Class Participation - Students will be evaluated for their attendance and participation during the 14 instructional class periods. A student who is not present cannot receive the full participation grade for the missed class session. If a student has to miss class and notifies the instructor prior to the absence, the student may obtain 1/2 of the participation grade for that day by submitting a one page summary report of the topics discussed during the missed class. Class participation will be based on the preparedness of each student, not only with regards to the assigned material, but also participation in new technologies that will be used throughout the semester. At the end of each class, the participation of each student will be evaluated and assigned a point value up to 10 points. Excellent participation will receive 10 points, Good participation 8-9 points, average participation 7 points; etc).

Review Papers – Each week a new topic will be discussed in class. The weeks that a Review Paper is assigned, students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic, and the classroom discussion. It is critical students attend class to incorporate what was discussed regarding the specific topic. The grade for the paper will be determined on writing style (proper grammar, spelling, and references) and analysis of the classroom discussions and other references.

Current Events- Each week a new topic will be discussed in class. The weeks a Current Event is assigned, students will be required to locate a Current Event (article) focusing on the current weeks' topic. In addition to the article, students will be required to submit a 1 page summary of the article.

Final Paper and Presentation- Students will be exploring and analyzing several different topics related to the hospitality industry throughout the semester. Students will be asked to select one of the topics as a focus for their final paper and presentation. The final paper will be a scholarly paper completed in APA 6th edition format, with at least 5 scholarly references. The presentation will be at least 15 minutes long, and must include a professional visual aid of some sort (PowerPoint, Prezi, etc.). The presentation should highlight what new information the student has learned from the in depth research conducted on the topic.

V.   Grade Scale

90 – 100% = A	(900-1000 points)
80 – 89% = B	(800-899 points)
70 – 79% = C	(700-799 points)
60 - 69% = D	(600-699 points)
59% and Below = F	(599 points and below)

The deadline for submitting course requirements is the due date specified on the syllabus. Assignments submitted after the deadline will be accepted but will be penalized one letter grade (10%) except in cases of serious personal illness or injury or other unusual circumstances discussed with the instructor in advance. Except for bona fide emergencies or unusual circumstances requiring arrangements mutually agreed upon between the student and instructor in advance of the due date, no assignment will be accepted for evaluation once evaluated assignments have been returned to the class.

Academic Integrity

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Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F for an assignment or exam, an F for a course, and referral to the University Judicial Review and potential sanctions including suspension or expulsion from the university.

VI. Attendance Policy

As student learning is enhanced by class attendance and participation in discussions, the instructor encourages regular class attendance. Th e attendance policy of this instructor recognizes possible student need to miss class because of illness or personal emergency.

VII. Consultation:

Office Hours in Room 4 Ackerman Hall:

Tuesday and Thursday: 1:30pm-2:00pm

Wednesday: 10:00am-12:00pm, 1:30pm-2:30pm

* Other times available by appointment

Email: l.m.dupnock@iup.edu

IUP Office Phone: 724-357-3160

VIII. Required Textbooks, Supplemental Books and Readings
   a. None required

IX. Special Resource Requirements – Access to Desire To Learn (D2L).

IIX. Other
   Technology is a great invention and I encourage you to use whatever technology you have to do class assignments. Use of technology can also be a distraction; to you and students around you. Solitaire, web-surfing, texting or other non-academic uses of technology will not be tolerated during class time. If your technology interrupts class time, you will be asked to leave class and will forfeit earned participation points for the class. Also, as a reminder the "Instructor of Record" for this course is listed at the top of this syllabus. Only work assigned and graded by the instructor of record will be used to determine your final grade. Course work which is either assigned or graded by any instructor other than the instructor of record will not be used in the computation of a student's final course grade.

DISTANCE EDUCATION SYLLABUS

I.   Catalog Description

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Discussion of a diverse selection of hospitality industry topics-of-interest as pertain to today's prospective and current operations manager. Students write a series of opinion/reaction papers as per the topic-of-discussion.

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3. Clarify one's own ideas and express them to others, both orally an in written form and to prepare students for speaking and writing in their careers and personal lives.

4. Develop research and analysis skills.

5. Identify factors in the environment that will impact future business opportunities.

6. Understand organizational and industrial life cycle theory and apply this theory.

7. Analyze the critical steps in implementing empowerment programs.

8. Analyze what is meant by good management.

9. Explore different aspects of creative thinking.

10. Develop a mission statement, target performances, and strategy for a restaurant and to implement these concepts in a restaurant simulation.

11. Analyze concepts maps and determine relationships between your operation and the competition.

12. Determine ways to improve profitability through analysis of income statements and competitors.

III.   Course Outline:

Week 1: 8/26   Introduction/Welcome

Preparing for the Job Search, what do you want to do?

Week 2: 9/2   Job Search – What's out there?

                     Resumes and Job search preparation

Week 3: 9/9   Work in the Hospitality Industry (as a career, low wage)

                     Current Event #1

Week 4: 9/16   Technology in the industry

                     Review Paper #1

Week 5: 9/23   Competition and the Hospitality Industry

                     Current Event #2

Week 6: 9/30   Business Trends in the industry

                     Review Paper #2

Week 7: 10/7   Workplace Romance

                     Current Event #3

Week 8: 10/14   Sexual Harassment in the Hospitality Industry

                     Review Paper #3

Week 9: 10/21   Employee Turnover

                     Current Event #4

Week 10: 10/28   Gender Issues in the Hospitality Industry

                     Review Paper #5

Week 11: 11/4   Multiple Generations in the Workplace

                     Current Event #5

Week 12: 11/11   Social Media in the industry and workplace

                     Review Paper #6

Week 13: 11/18-20   Is the Customer always Right?

                     Current Event #6 Due

Week 14   NO CLASS- BREAK

Week 15: 12/2   Presentations Due

Weekly Discussion Posts- The instructor will post discussion questions taken from the text and other sources to probe student understanding and application of the topic. Students will be expected to respond to the instructor's posts and engage in interaction with other students in the course. Students will be evaluated based on meeting the minimum requirements for posting (at least 3 posts, either original posts or replies to other posts in the thread) as well as the quality of their participation (10 points per chapter). It is strongly encouraged that you regularly review the posts rather than waiting until the end of the week. D2L tracks participation and students who only log on one or two times a week and/or spend a very short time in the course will receive a lower participation grade in this component of the course compared to those who are actively engaged.

Current Events Assignments – During the semester students' will be required to locate a current event related to that week's topics. Students will be expected to prepare a summary of the event to share with other students in the course and lead a threaded discussion of the issue.

Review Papers – Each week a new topic will be discussed in class. The weeks that a Review Paper is assigned, students will be required to submit a 2- page, double spaced, review of their thoughts and opinion regarding the topic, and the classroom discussion. It is critical students attend class to incorporate what was discussed regarding the specific topic. The grade for the paper will be determined on writing style (proper grammar, spelling, and references) and analysis of the onlline discussions and other references.

Final Paper and Presentation- Students will be exploring and analyzing several different topics related to the hospitality industry throughout the semester. Students will be asked to select one of the topics as a focus for their final paper and presentation. The final paper will be a scholarly paper completed in APA 6th edition format, with at least 5 scholarly references. The presentation will be at least 15 minutes long, recorded in BlackBoard Collaborate, and must include a professional visual aid of some sort (PowerPoint, Prezi, etc.). The presentation should highlight what new information the student has learned from the in depth research conducted on the topic.

IV.   Evaluation Methods

Class Participation (28 class periods x 20 points)	= 560 points
Review Papers (6 papers x 20 points each)	= 120 points
Current Events (6 summaries x 20 points each)	= 120 points
Final Paper and Presentation	= 200 points

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VI. Attendance Policy

.It is the expectation of the instructor that students will log into the D2L class two to three times per week. Regular participation in the online discussions will be part of the student's overall evaluation in the course.

VII. Consultation:

Office Hours in Room 4 Ackerman Hall:

Tuesday and Thursday: 1:30pm-2:00pm;Wednesday: 10:00am-12:00pm, 1:30pm-2:30pm
* Other times available by appointment
Email: l.m.dupnock@iup.edu
IUP Office Phone: 724-357-3160

VIII. Required Textbooks, Supplemental Books and Readings
No books required

IX.   Special Access Requirements

Students enrolled in this course should possess the following technology skills:

- o The ability to access information via the Web
- o The ability to use the D2L system and associated tools, including discussion/chat, quizzing, and dropbox features.
- o The ability to use word processing software.
- o The ability to use Internet communication tools, specifically e-mail
- o The ability to demonstrate netiquette (appropriate online conduct).

Students enrolled in this course must possess the following software:
Windows Operating System (XP, Vista, 7)
- Browser
  - o Mozilla Firefox 2 or later
  - o Microsoft Internet Explorer 7 or later

- Office Productivity Suites
  - o Word processing (Microsoft Word 2003 or later, Microsoft Office 2003 or later, Open Office)

- Browser Viewers and Players
  - o Windows Media Player 7 or later (typically included with Windows)
  - o Adobe Flash Player 7 or later
  - o Adobe Reader 9 or later

Mac OS X (Tiger, Leopard, Snow Leopard)
- Browser
  - o Mozilla Firefox 2 or later
  - o Safari 3x or later (Not compatible with all university systems)

- Office Productivity Suites
  - o Word processing (Microsoft Word 2004 or later, Microsoft Office 2004 or later, Open Office)

- Browser Viewers and Players
  - o Flip4Mac (support for .wmv files)
  - o Adobe Flash Player 7 or later
  - o Adobe Reader 9 or later

HRIM 411- Seminar

Distance Education Proposal

Sample Lesson- Week 9

Class Topic: Employee Turnover

Reading Assignment(s)- The attached article provided by the instructor

Weekly Discussion Posts
After reading the article posted by the instructor, students will post responses and hold a Discussion based on the following questions posed by the instructor. A few example questions would be:

1. The posted journal article states several reasons why employee turnover rates are high. Reflect back to your experiences in the industry or even from your perspective as a customer. Why do you think employees leave more frequently in the hospitality industry?

Current Event

On the week that a current event is assigned, the student will located a current event based on the topic of that current week. For example, a student assigned to prepare a current event for Week 9 would locate a current event based on employee turnover in the hospitality industric. The student would then prepare a summary of the current event and post the summary and current event in the Discussion thread. All students in the class will then be required to read each others' posts and respond to the current events.

EMPLOYEE TURNOVER IN THE HOSPITALITY INDUSTRY

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Abstract:
The rate at which an employer gains and losses its staff is called employee turnover. If an employer is said to have a high turnover, it most often means that employees of that company have a shorter tenure than those of other companies in that same industry. A certain amount of turnover is necessary and healthy for an institution; too much staff turnover can lead to excessive costs. Turnover is a major problem for many organizations because it is extremely costly for the employer, particularly in jobs which offer higher education and extensive on the job training. Worldwide researches have suggested that employee turnover is among the highest in the hospitality industry.

Keywords: *hospitality industry, working environment, employee turnover, manager-employee relationship, leadership style.*

JEL Classification Code: *M12; J63*

INTRODUCTION

The rate at which an employer gains and losses its staff is called **employee turnover**. If an employer is said to have a high turnover, it most often means that employees of that company have a shorter tenure than those of other companies in that same industry. When employees leave, valuable knowledge is lost and even guests may follow the departing employee. Hireling a new employee ramped up to performance levels similar to the one you've lost takes time and money. Hoteliers who actively find ways to retain employees gain a sustainable competitive advantage. A certain amount of turnover is necessary and healthy for an institution; *too much staff turnover can lead to excessive costs*. Turnover is a major problem for many organizations because it is extremely costly for the employer, particularly in jobs which offer higher education and extensive on the job training.

The turnover is frequently calculated as the ratio of the number of employee's separation during a month to the number of employees on the payroll at the middle of the month. High turnover is part of broader set of problems including lowered production and quality higher costs, low satisfaction with superiors, work anxiety, absenteeism and accidents. *The major factors that cause the employee turnover are the demographic factors* (such as age, gender, education, income level, job category etc.), perceived alternative employment opportunity (PAEO), job hopping, pay, nature of work, supervision, organizational commitment etc.

Managing employee's behavior, work schedules, performance reports, employee's training, motivational activities, "the *right person at the right place*," hiring and firing are common practices by the department of human resources management of any developed organizations. Worldwide organizations have realized that skilled labor and technocrat people exploit the organization for better pay incentives at least amount

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of workload because they know human resources is a big competitive advantage for the organizations.

How employee's turnover intention can be reduced is a big challenge for the directors of human resource management. The objective of this project is to analyze the impact of job satisfaction, job involvement, job stress and organizational commitment on employee's turnover intention. This project is an endeavor to formulate strategies for behavioral intention of the employees towards job turnover to cope with the current pace of the world.

Experience shows the following to be *major causes* of high staff turnover:

1. *Below average rates of pay.* Every industry has organizations that pay well and some others that pay badly.
2. *Poor training.* Asking someone to do a job but not giving them adequate training is demotivating.
3. *Weak leadership.* In the majority of organizations people do teamwork alongside colleagues performing complementary roles.
4. *Unreasonable expectations.* Some managers expect too much from their staff, often because they don't know how to do the job themselves and because they don't understand why it takes longer than they think it should.
5. *A history of high turnover.* It can be difficult to break the cycle of high turnover. When new employees join an organization they soon become aware of the culture and they quickly pick up on expectations about length of service.

Employee turnover can often be attributed to *poor managerial performance, low emotional intelligence and ineffective leadership.* Poorly selected or improperly trained managers can be expensive.

The key for a long-term and productive *relationship between employer and employee* is providing a stimulating workplace environment, which fosters happy, motivated and empowered individuals.

A top reason for the high turnover rate of hospitality staff is the fact that *many hospitality jobs do not pay well.* Employees usually begin at a minimum wage rate or below which does not attract top quality long-term employees because these employees are always looking for a better paying position. Adding this to the fact that *many hospitality positions are seasonal* and it is not hard to see why hospitality staff turnover can reach high rates quickly.

Other reasons for high rates of hospitality staff turnover include *lack of substantial benefits* such as company provided health insurance, retirement benefits, vacation pay, sick leave, additional schooling or training programs and other fringe benefits which are so often perks of other industries. *Lack of employer's interest in providing substantial benefits drives career oriented individuals elsewhere.*

Many people who enter the hospitality industry are simply not suited to the work. *The stress of dealing with the public on a daily basis* is among the list of top reasons reported from exiting employees even from the higher paying end of hospitality sector positions. People pleasing are an art form that can be very demanding on a person's integrity. The physical and mental stress associated with hospitality positions can overwhelm even the hardest working, career minded employee.

High turnover can lead to more *issues* in the workplace, such as *understaffing, low morale,* and *poor customer service. Without strong retention strategies, companies will spend more on hiring and training costs.*

LITERATURE REVIEW – EMPLOYEE TURNOVER STUDIES

"Employee turnover is a ratio comparison of the number of employees a company must replace in a given time period to the average number of total employees.

A huge concern to most companies, employee turnover is a costly expense especially in lower paying job roles, for which the employee turnover rate is highest. Many factors play a role in the employee turnover rate of any company, and these can stem from both the employer and the employees. Wages, company benefits, employee attendance, and job performance are all factors that play a significant role in employee turnover. Companies take a deep interest in their employee turnover rate because it is a costly part of doing business." (Beam, 2009)

Companies incur direct and indirect expenses, which include the cost of advertising, headhunting fees, human resource costs, loss of productivity, new hire training, and customer retention, every time they have to replace an employee. These expenses can add up to anywhere from 30 to 200 percent of a single employee's annual wages or salary, depending on the industry and the job role being filled. (Beam, 2009)

Potential negative consequences of employee turnover include *operational disruption, demoralization, negative public relations, personnel costs, strategic opportunity costs, and decreased social integration.* (Colema, 1987)

The most common reason for employee turnover rate being so high is the salary scale because employees are usually in the search of well-paid jobs. Those who are desperate for a job may take the first one that comes along to carry them through while searching for better paying employment. Also, employees tend to leave a company because of the unsatisfactory performance appraisals. Low pay represents a good reason for which an employee may be lacking in performance. (Rampur, 2009)

Unequal or substandard wage structures fall under this category as well. *"When two or more employees perform similar work and have similar responsibilities, differences in pay rate can drive lower paid employees to quit. In a like vein, if you pay less than other employers for similar work, employees are likely to jump ship for higher pay, if other factors are relatively equal."* (Handelsman, 2009)

Turnover research

Worldwide researches have suggested that employee turnover is among the highest in the hospitality industry. Studies have shown that the average turnover level among non-management hotel employees in the US is about 50%, and about 25% for management staff. Estimates of average annual employee turnover range from around 60 to 300 percent, according to the research conducted by the American Hotel and Motel Association.

Staff turnover is high in the hospitality industry, and anyone considering a management position within this segment should understand the reasons people leave their jobs.

Five *reasons for high turnover*:

1. *Seasonality.* Many hospitality positions are seasonal in nature which has a negative impact on employee morale.
2. 2. *Organizational Culture & Leadership.* Lack of positive culture, are making the work environment to be unpleasant.
3. *Labor Pool.* The labor pool for the hospitality industry is often untrained, unskilled workers. Many employees are young, students, or using hospitality jobs as a fallback or stepping stone to other careers. This increases the chances of turnover.
4. *Customer Service Issues.* Employees and managers walk a fine line between keeping their customers happy and supporting their employees. A good leader will be able to judge between customer service and abusive customers.
5. *Pay rates and hours.* Pay rates are often around the minimum wage, making it difficult for employees to support themselves with one job.

High turnover in the hospitality industry occurs for *many reasons*. Large contributors are seasonality, pay and hours, lack of leadership, customer service issues, labor pool, and training. Some factors cannot be helped, but awareness of the issues can lead to better solutions.

While many leading companies place more effort in employee retention, most are clueless. They accept employee turnover as a normal part of doing business. *High turnover organizations spend disproportionate amounts of resources on recruiting and replacing their workforce, while smart organizations invest in employee retention.*

Employees quit for many reasons but, in general, there are five ***important areas that motivate people to leave their jobs.***

1. Poor *match* between the person and the job
2. Poor fit with the organizational *climate* and *culture*
3. Poor alignment between *pay* and *performance*
4. Poor *connections* between the individual, their coworkers, and the supervisor
5. Poor *opportunities* for growth and advancement

When looking at the most common causes for high employee turnover, hoteliers won't need magic to lower it. Every hotelier has the opportunity to increase their employees' satisfaction to create and maintain sound teams that inspire creative ideas and work willingly towards a common goal of delivering the best customer service possible.

Hospitality workers often work long, labor some hours in poor working environments and they feel *that they are unappreciated* by either the company they work for or the patrons they serve leading them to exit the industry to look for more personally fulfilling work.

Another emotional aspect which influences an employee's willingness to leave or stay is *the company's prestige and philosophy*. Too many discrepancies in regard to these factors cause dissatisfaction and consequently high employee turnover.

There are studies that support the fact that employees leave an organization for many reasons, but two common causes are the *quality of the selection system* and the *quality of leadership*.

Employee turnover analysis

In order to apply the most appropriate turnover reduction strategies, management must first determine the cause of turnover behavior. To facilitate this, the management needs to establish appropriate turnover categories. For example, turnover can be classified as *involuntary* or *voluntary*. Involuntary turnover occurs when an employee is discharged or terminated, often for just cause. Voluntary turnover occurs when an employee leaves by the employee's own choice, and can be caused by a number of factors. These may include poor job feedback, job dissatisfaction, unmet job expectations, performance problems, situational constraints, socialization difficulties, greater degrees of job stress, and a lack of career advancement opportunities.

After computing appropriate turnover rates, an organization frequently can determine the reasons for employee separations by compiling and comparing the results of exit interviews by employee group, department, division, etc.

Attitude surveys may also be used to study turnover by including sections on current employees' intention to quit and on employees' future plans with the organization. To obtain data on employees' intentions, the organization may ask: "*How often have you seriously considered quitting your present job?*"

| a. Never | b. Seldom | c. Occasionally |
| d. Often | e. All the time | |

To obtain data pertaining to employees' future plans, the organization may ask: *"What are your future plans regarding staying with our organization?"*

1. Definitely do not intend to stay
2. Plan to stay until I find a better job
3. Plan to stay unless personal situation changes
4. Plan to stay indefinitely

These employee responses can be further examined to determine if they are correlated with performance, pay, tenure with the organization, and/or job satisfaction. The *Job Description Index* (work and supervisory satisfaction scales) and the *General Satisfaction Scale* (from the Job Diagnostic Survey) are commonly used instruments designed to measure a job-related satisfaction.

Turnover on a specific job may be explored via employee task-related self-esteem to determine whether employees leave because they perceive themselves as being incompetent. To do this, an organization can use organizational position or job description to identify activities considered critical to a given job.

If a company follows these steps and shows a genuine concern for the well-being of its employees, it may not have to pay the highest wages in town to have the lowest employee turnover rate.

Solicit feedback. Evaluating each position in your practice can help spot problem areas you need to work on. But to get the full picture of how staff members see your practice and their position in it, you'll need to hear directly from them. It's important to regularly solicit feedback from your entire staff in one-on-one meetings and staff meetings.

Exit interview. A staff member will almost always offer *some* reason for leaving up front, such as he or she was looking for a new challenge, wanted a job closer to home or wanted higher pay. These things may be true, but there are probably some other underlying reasons for his or her departure as well.

Measuring labor turnover

The simplest measure involves calculating the number of leavers in a period of time (usually a year) as a percentage of the number employed during the same period. This is known as the *"separation rate"* or *"crude wastage rate"* and is calculated as follows:

Number of leavers / average no employed x 100

For example, if a business has 150 leavers during the year and, on average, it employed 2,000 people during the year, the labor turnover figure would be 7.5%

An alternative calculation of labor turnover is known as the **"Stability Index"**. This illustrates the extent to which the experienced workforce is being retained and is calculated as follows:

Number of employees with one or more years' service now / Number employed one year ago x 100

Labor turnover will vary between different groups of employees and measurement is more useful if broken down by department or section or according to such factors as length of service, age or occupation.

Nine variables employee's turnover intension, managerial attitude, job satisfaction, job involvement, communication levels, flexible work environment, training consistency, employee priorities and organizational outcomes are considered to measure employee's turnover intension and its impact on organizational outcomes.

HOSPITALITY EMPLOYEE TURNOVER RESEARCH IN TIMISOARA

The West University of Timisoara started to do a research by analyzing the hotel market from Timisoara city. This pilot study was developed in May-July 2011 in hotel industry from Timisoara city, Romania. There were approached 29 three and four star hotels, which represent 60% of the existing hotels on Timisoara's hotel market. They were asked to fill up a questionnaire and the response rate was 51,72%, because only 15 hotels accepted to respond. 168 employees answered, 35 of which working in four star hotels and 133 in three star hotels.

The majority of employees that participated to the study have 18-35 years (66,07%), and the rest have between 36-60 years (33,93%). 57% of employees interviewed are males and 43% are females. They have been working in the hotels from under a year to more than 10 and many of them finished a high school or a faculty.

The main goal of the research was to analyze the climate for innovation as an indicator of the hotels ability to become innovative and also to analyze the *manager-employee relationship and how it is perceived by the employees*. The most important topic was the following question: *What is the most used leadership style perceived by the employees?*

According to this study, regarding to the *climate offered by the manager* employees consider that the activities they do at work are *routine activities* (51,79%) but they also agree that they have been offered the possibility of *being creative and taking initiative* (48,21%). Employees admit that teamwork is pleasant (69%) and motivates them to be part of this industry. However, only 30% admit that *their tasks are well individualized.*

In order to see *if managers consult their employees in problems identification* there were monitored the following aspects: *organizing regular meetings to identify the problems in order to improve the tourist product and the frequency with which employees are consulted in the decision-making process.* Employees from Timisoara consider important that the manager gives them the opportunity to make suggestions regarding service innovation and tourist product development. Even if the manager appreciates their ideas, employees observe that these are not always implemented.

The attributes taken into account regarding *the relationship with the manager* were the following: *interaction and communication, performances reward, trainings, mistake tolerance* and *personal implication.*

Based on employees answer there was estimated a separate score for each attribute. The score was calculated based on the weighted average by according each appreciation a certain value such as: 5 if the appreciation was considered very important, 4 if it was important, 3 if indifferent, 2 if less important and 1 if it was considered being without importance.

The most important attribute in the relationship with manager was *interaction and communication* that obtained 4,39 points. It is followed by *performances reward* and personal implication, attributes that are important enough for many employees and that obtained 4,32 and 4,14. Employees don't give too much importance for *mistakes tolerance and trainings*, almost 11% of them considering these aspects to be indifferent.

Based on these scores, it was estimated the average or the final score, 4,214 points. From this analysis it can be observed that the most important attribute in *manager-employee relationship is interaction and communication.*

Most of employees would want this from their managers. They also would want their performance to be rewarded, but this is a financial aspect and it won't be given too much attention in this study.

The frequently practiced leadership styles were another important aspect the study aim at. In order to answer this question employees could choose between the

following leadership styles: *autocratic, participative, consultative* and *permissive.* 37,5% think their boss is consultative and 50% that it was either autocratic (25%) or participative (25%). The rest of the employees, 12,5% said that their boss was permissive. *Adopting only one of these styles it is not recommended. A good leader knows that these elements should be combined in order to be efficient.*

The attributes taken into account regarding **employees' motivation** were the following: *salary, possibility of professional development, tourist unit prestige and possibility of acquiring new skills.*

After analyzing the obtained scores, it can be observed that **the most important motivator** is *the salary* with 4.55 points. 67.86% of the employees considered it as being very important. This factor is followed by *tourist units' prestige* with a score of 4.30. 51.79% considered it as being very important and 33.93% as important. Therefore, this factor is considered to be more than important for most of the interviewed employees. Tourist units' prestige is closely followed by *the possibility of professional development* that obtained 4.29 points, which means that this motivator is important for employees. The lowest score, 4.25 points was given to *the possibility of acquiring new skills.*

The study on employee's motivation came out with not such an unexpected result: *the most important motivator is the salary.* This fact is not that surprising according to the actual economic instability the country confronts with.

CONCLUSIONS

✓ The relationship between *job satisfaction* and *job turnover* has been considered, if we try to increasing job satisfaction, then we will reduce job turnover somehow partly.

✓ Managers should *lead the employees to improve service quality,* to be client oriented and not to give too much importance to financial rewards and orient them to appreciate other rewards, such as diplomas coupons, free holidays or free trainings. They could also organize team-buildings in order to *consolidate the employee-employee* and *manager-employee relationships.*

✓ To be competitive in today's labor market, most of the hotels find it necessary to offer a *standard benefit package,* including health and life insurance, vacation and leave policies, and investment and retirement plans.

✓ Other factors, such as *competitive compensation* and creating an *employee-friendly work environment* also play a role in decreasing staff turnover.

✓ Providing *career advancement opportunities* is critical for retention employees.

✓ A *mentoring program* can help decrease the employee turnover of the small- and-medium –sized hotels.

✓ *Pay* and *welfare* also indicate significant position in Human Resource Management in the hospitality industry.

✓ The results of the research show that a*dopting only one of the leadership styles studied* (autocratic, consultative, participative and permissive) *it is not recommended.* Managers should adapt their leadership style to the situations they confront with and they must be always aware of their predominant leadership style.

✓ *A manager has to recognize and acknowledge the skills and abilities* that the employee has gained since joining the organization which may make them eligible for the next advancement.

✓ *A mentoring program* can help decrease the employee turnover.

✓ *Managers need to promote from within if possible.* They have to avoid bringing new people on board at a higher rate than current employees.

✓ Ambitious hoteliers can thus have only one goal: *improve employee satisfaction* by creating *exemplary working conditions, an atmosphere of growth* as well as

ensuring fair compensation. A continuous improvement of satisfaction will affect employee commitment and loyalty and will have a positive impact on organizational performance.

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