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digitalization, challenges, interdisciplinary
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IMPROVEMENT OF ALL BRANCHES OF SCIENCE: DIGITALIZATION, CHALLENGES, INTERDISCIPLINARY INTEGRATION

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STAFF TRAINING AS A KEY INSTRUMENT OF CHANGE: MENTORING, MICROLEARNING, AND LEARNING OUTCOMES EVALUATION IN HOSPITALITY

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Organizational change in hospitality enterprises (new service standards, process redesign, and digital tools) often fails at the implementation stage because staff do not acquire the required competencies fast enough. For this reason, staff training should be treated as a structured change-management lever rather than a formal HR activity.

To propose an implementable training framework for hotel–restaurant enterprises that (I) identifies competency gaps, (II) transfers tacit knowledge through mentoring, (III) reinforces targeted skills via microlearning modules, and (IV) verifies learning transfer with workplace-based evaluation.

The framework integrates evidence on training effectiveness and transfer to the workplace [1, 2] with mentoring as a mechanism for faster adaptation and cultural alignment [3] and Kirkpatrick’s multi-level evaluation logic [4]. The conceptual model is operationalized through three tools: a competency matrix (target levels and gaps), an onboarding mentoring plan, and a microlearning library (5–10-minute modules with quick checks).

The framework consists of four interconnected blocks: (1) competency matrix (hard and soft skills, target level per role, gap detection and individual learning plan); (2) mentoring (guided practice, feedback loop, and role modeling); (3) microlearning (short modules accessible during peak-load operations typical for hospitality); (4) learning outcomes evaluation (tests, practical cases, on-the-job observation, and mentor feedback). Key indicators include time-to-competence, error rate in standard service steps, complaint escalation rate, and post-contact satisfaction score.

In a pilot scenario for a front-line team (front desk/restaurant hall), mentoring plus microlearning is projected to reduce time-to-competence by 20% and procedural errors in standard service steps by 10–15% (measured via checklists and observation). Under peak demand, such improvements increase operational capacity without increasing staffing levels, supporting stable service delivery during change.

Training contributes to successful change when it is embedded into daily work (mentoring + microlearning), guided by explicit competency targets, and evaluated through workplace evidence rather than attendance.

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Scientific publications

MATERIALS

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