

Preference and Promoting of E-Learning as a Training Medium in the Hospitality Industry with Special Reference to Four and Five Star Hotels in Tamil Nadu – India

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Abstract

Hotel and tourism industries in India are one of the greatest long term assets that cater large scale of employment and generate revenue to a great extent. But there is a lack of skilled labor for this industry. The profile and skill of the employees can have a difference in learning, so this study mainly attempts to organize the gender difference and the classification of the employees profiles and its association on E-learning has been assessed in this study. The Indian Hospitality industry is plagued with shortage of skilled workers as it will lead to an increase in staff cost and in-house training. Therefore, in-house training should use a tool which will give flexible and effective training to the employees so that they can compete with the global changes and requirements. The aim of the study is to identify the preferred place by employees to undergo E- Learning as a training tool in the four and five star corporate group hotels and Ways to promote E-Learning as a training medium in the hospitality industry. Hypotheses were framed to measure the difference among male and female employees. The 121 employees of 15 corporate hotel groups are included for survey. Whereas, Fisher' exact test was employed to analyse the proportional difference with respect to gender on the E-learning as a training medium in hospitality industry. The outcome of the research reveals that Learners who spent more time interacting with course content achieve higher grades than those who spent less time with the content. Regardless of the type of interaction, WBT's experiences resulted in a more positive view of online E-Learning.

Keywords: E- Learning, features of E- Learning, E- Learning & hospitality, perception of E- Learning, promoting E- Learning

1. Introduction

Hotel and tourism industries in India are one of the greatest long term assets that cater large scale of employment and generate revenue to a great extent. But there is a lack of skilled labor for this industry. The Indian Hospitality industry is plagued with shortage of skilled workers as it will lead to an increase in staff cost and in-house training. Therefore, in-house training should use a tool which will give flexible and effective training to the employees so that they can compete with the global changes and requirements.

1.1 E- Learning

According to McIntosh(2014) emphasized that E-learning used Web sites as communication platforms to enable learners to retrieve and use learning resources and tools, such as program content, teacher assistance, discussion board, the function of file sharing, etc, anytime, anywhere. E- Learning provides learning or training via computer, networked and web based technology. Technology has given individuals greater authority over the E-Learning environment. As per the studies of Alshibly et al (2014) believed that E-Learning was a learning style, whereby the delivery and obtaining of learning content were completed by networks (including the Internet, intranet and extranet) and electronic media Learning and training may occur at one's own work desk or the home. According to the studies of Ray Wang, Chu Wu, Ren-Chen Chang & David W.S. Tai (2015) illustrates that teaching and learning styles that

derive from the convenience of e-technology are now generally referred to as E-Learning. It is a new approach in training the employees. It is a flexible means of transferring or sharing information, knowledge and skills through the technology available. E- Learning is here to stay as the technology is improving at a fast pace. The shortening product development cycles, lack of skilled personnel, competitive global economy, the shift from the industrial to the knowledge era, the migration towards a value chain integration and the extended enterprise (Mcree, Gay and Bacon, 2000), fuel its strategic importance and realization. According to Monika (2013), E-learning in the corporate training world is increasing rapidly due to the time and budget efficiency in course development and delivery. Many authors like Tanya J. McGill, Jane E. Klobas & Stefano Renzi (2014) has quoted that given the issues relating to financial support, the lowest ranked condition related to the initiative being financially advantageous for the E-learning. Research studies of Ray Wang Yuanhsu Lin (2014) states that the key points of the statements lead to the ambiguity of the key factors affecting E-learning. Learners have flexibility in the adjustment of time and space and individual planning, which are the strengths of E-learning. The studies from Geetha K. Joshi, Venkata Subrahmanyam & Sandhya Anvekar (2014) says that E-Learning will control costs, increasing quality, better suited for geographically diverse employees, provide more consistent course delivery, and render more individual instruction & attention to the employees by modernizing the work force.

1.1.1 The Primary Objective of the Study is to

a) Identify the preferred place by employees to undergo E- Learning as a training tool in the four and five star corporate group hotels.

b) Ways to promote E-Learning as a training medium in the hospitality industry

2. E-Learning and Hospitality Industry in India

The Indian hotel industry is pooled with several international hotels chain as well as Indian-owned hotel chains. The country is not only having foreign tourists but also domestic tourist. Development of heritage and boutique hotels can be seen in places like Rajasthan and outskirts of Delhi. Many measures are taken by both Central and State Government to market the Goa and Kerala beaches. As per the studies of Armstrong (2009), comments: "Today the approach is to focus on individual learning and ensure that it takes place when required -'just-for-you' and 'just-in-time' learning." E- Learning is a way for staff to improve their capabilities and achieve greater job satisfaction, says Adrain Murton (2010). E- Learning is carefully tailored to the organization's objectives and need of the employees should also be taken into consideration. According to ASTD report, E-Learning is highly preferred by workers under the age of 30 years (American Society of Training and Development).

2.1 Features of E-Learning

According to Armstrong (2009), the basic principle of E- Learning is connectivity-the process by which computers are networked, share information and connect people to one another. In E-Learning process, the trainees should be stimulated by the process and they must be encouraged to respond to a stimulus. They should also be encouraged to reflect on what they learn by reference to their own experience. The course content should be relevant and should be designed in incremental steps with clear objectives and outcomes. Trainees should have self-paced learning and they should measure their own progress and should be able to give feedback as well. E-Learning system comprises of E-Learning management system which helps to enable the self-efficacy and administration, E-Learning Content Management System (LCMS) which is a collection of learning modules and a means of sending a completed course to a delivery system and learning portals that provides the access point for learning and services. According to Debra and Catherine (2002), training with technology can require a complex environment and trainers throughout the hospitality industry struggle with the question of when it is appropriate to incorporate technology into the training. Some of the important features of E- Learning are learners' control, content, and link to resources, collaboration and sharing, administration and delivery (Raymond Noe, 2008). These potential features of E- Learning offers benefits for using E- Learning compared to the traditional learning. Depending upon the need, the program developers will incorporate the essential features in their module. Depending on the necessity, E- Learning can include the features to facilitate the learning. Ondago et al (2012), shows that the performance and results will improve with E- Learning and blended learning system.

2.2 Ways to Promote E-Learning as a Training Medium in the Hospitality Industry

The basic principle to make E- Learning work are to analyze the required knowledge, skills, behavior and abilities, to communicate how it is acquired, to ensure that the trainees are aware of the responsibilities for the provision of learning opportunities and have the basic skill required, if there are regular large influxes of trainees, appoint a full or

part time training supervisor to oversee all training methods. Ultimately, follow up to ensure that learning has taken place. To avoid disorientation or any confusion, the most important principles for navigation, interfacing and screen layout should be simplicity, consistency and usefulness (Brown 1988). All training should be personalized, collaborative; work based and integrated says Raymond Noe, (2008). Sean Maloney, Executive President of Intel, stated in Comdex Spring show in Chicago on (April 6th 2001), that E- Learning “will be a killer application over the next two or three years. The potential of E- Learning is not utilized if it is merely repackaged with current educational models in digital format. An E- Learning training course with good instructional design can deliver the theories associated with service, procedure and policy that have to be followed in an efficient and effective format. The trainees should also have the essential basic level of understanding for a group of employees with varying knowledge and skill levels. Debra and Catherine (2002), say that enhanced self-esteem and feeling of accomplishment are paramount motivators of learning. They also comment that training is a vehicle for satisfactory job performance as well as possible career advancement. Some researchers like (Stacey and Rice, 2002; Zielinski, 2000), indicates the necessity for offering dedicated time for learning. The content of E- Learning should be strong and appropriate as well as flexible and adaptable to the employees. It should not be technically complicated. According to Threlkeld and Brzoska, (1994), this type of learning can be as effective as face-to-face learning, if proper support and feedback are available. The support can give time to proceed through the modules, physically, psychologically, in a supportive environment while maximizing encouragement, and minimizing distraction. (Irwin L Goldstein and J Kevin Ford, 2007) Blended learning should be adopted wherever approaches like offering on-hand training are used. It is also essential that time has to be given for getting themselves experience in on-hand training by giving job-related training. E- Learning can be promoted by peer support, verbal recommendations for particular learning opportunities. The other support that is required by the employees to take advantage of this flexible E-Learning opportunity should be provided. Cihan Cobanoglu, (2006), suggests that proper instruction and interaction among peer’s increases due to blog assignment, employees should be aware about the benefits that the individual and the organization obtain by this training. They should be communicated about the importance of the training content and about the type of the training tool. It should also hold the employees accountable for the completion of the training program. Time that is given for job-related training is also important, with the current scenario, it is important for the employees to bestow their time for self –directed learning. Some form of recognition or reward made by the organization to ensure employees also commit to learning and development and the whole culture of the organization needs to be open to experimentation and applying training can achieve this. The training can be promoted when the training managers and directors maximize the level of support and involvement in the training process of the organization.

3. Methodology

The researcher attempts to get the corporate employees insight on the training methods used and impact of E-training in the hospitality industry. The population for this study is the employees from corporate groups of four and five star hotels located in Tamil Nadu and listed under the Federation of Hotel and Restaurant Associations of India (FHRAI). There were 25 hotels belonging to 17 corporate groups of hotels which are listed by FHRAI with the star classification, segment classification and the corporate groups. The sampling procedure involved the selection of four and five star corporate group hotels classified under FHRAI in Tamil Nadu and should be rated as four and five star category by the Hotel and Restaurants Approval and Classification Committee (HRAAC). This is a descriptive study which collects the data to determine the perception towards E-Learning, ways of promoting E-Learning in the hospitality industry. Convenience sampling was adopted for the employees’ survey. The questionnaires were received from 121 employees of 15 corporate hotel groups.

3.1 Preferred Place to Undergo E-Learning – Employee’s Perspective

E-Learning refers to use of electronic media and information and communication technologies in education (Wikipedia). The E-Learning content can be stored in the company’s intranet and employees can view it individually at a convenient time and place. The majority of the percentage of the respondents prefers to take up the E-Learning course in the work place. 77.9 percent of the respondents prefer to undergo E-Learning in the workplace itself, whereas 6.61 percent of the respondents prefer to undergo E-Learning outside the workplace like at home, an internet café, etc and 15.1 percent of the respondents prefer to undergo E-Learning inside and outside the workplace.

Table 1. Preferred place of E- Learning with profile of the employees

		Preferred Place of training		
		Frequency (Percent)		
		Workplace	Outside Workplace	Both workplace and outside
Gender of the respondent	Male	78 (76.5)	8 (7.8)	16 (15.7)
	Female	16(84.2)	0(0.0)	3 (15.8)
Age of the respondent	18-25	50 (72.5)	7 (10.1)	12 (17.4)
	26-34	34 (87.2)	0 (0.0)	5 (12.8)
	35-44	10 (76.9)	1(7.7)	2 (15.4)
Educational level of the respondent	Diploma	38 (77.6)	3 (6.1)	8 (16.2)
	Graduate	25 (64.1)	5 (12.8)	9 (23.1)
	Post Graduate	9 (100)	0 (0.0)	0 (0.0)
	Others (Certification Courses)	22 (91.7)	0 (0.0)	2 (8.3)
Department of the respondent	Front Office	31 (70.5)	4 (9.1)	9 (20.5)
	Food and Beverage	28 (71.8)	3 (7.7)	8 (20.5)
	House keeping	35 (92.1)	1 (2.6)	2 (5.3)
Computer Competency of the respondent	Yes	52(74.3)	5(7.1)	13(18.6)
	No	42(82.4)	3(5.9)	6(11.8)

In order to decide the test to be used to find the association between the preferred place of E-Learning and the profile of the employees Fisher's exact test is used for analysis.

3.1.1 Gender of the Employee and the Preferred Place of E-Learning

Hypothesis 1 (Null) Ho: There is no significant association between the place preferred for E-Learning and the gender of the employee.

Table 2. Fisher's exact test of respondent's gender and the preferred place of E- Learning

	Value	Exact Sig. (2-sided)
Fisher's Exact Test	1.087	.594
N of Valid Cases	121	

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.26.

b. The standardized statistic is -.411.

In order to analyze the association between the preferred place to undergo E-Learning and the gender, Fisher's exact

test is conducted. From the result of Fisher's exact test (Table 2), it is found that the p-value (the probability of obtaining the observed result or a more extreme result) is .594. As it is greater than the conventional 0.05, the null hypothesis is not rejected. So, the conclusion is that there is no significant association between the preferred place of training and the gender of the employees. The preferred place to undergo E-Learning is not influenced by the gender of the employees. Irrespective of the gender of the employees, the majority of the employees preferred to undergo E-Learning in the work place. They prefer to learn as an integral part of their working hours instead of taking it at some other places.

3.1.2 Age of the Employee and the Preferred Place of E- Learning

Hypothesis 2(Null): Ho: There is no significant association between the place preferred for E-Learning and the age range of the employee.

Table 3. Fisher's exact test of respondent's age and the preferred place of E- Learning

	Value	Exact Sig. (2-sided)
Fisher's Exact Test	5.323	0.222
N of Valid Cases	121	

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .86.

b. The standardized statistic is -.845.

In order to analyze the association between the preferred place to undergo E-Learning and the age of the respondent, Fisher's exact test is conducted. From the result of Fisher's exact test (Table No 3), it is found that the p-value is .222. As it is greater than the conventional 0.05, the null hypothesis is not rejected. So, the conclusion is that there is no significant association between the preferred place of training and the age of the employees. The preferred place to undergo E-Learning is not influenced by the age of the employees. Irrespective of the age of the employees, the majority of the employees preferred to undergo E-Learning in the work place. They preferred to learn as an integral part of their working hours instead of taking it at some other places.

3.1.3 Educational Qualification of the Employee and the Preferred Place of E-Learning

The educational level of the employees influences the way they learn and the self-confidence in learning by themselves. So, Fisher's exact test is conducted to find whether educational level influenced the preferred place of E-Learning. Hypothesis 3(Null): Ho: There is no significant association between the place preferred for E-Learning and the educational level of the employee.

Table 4. Fisher's exact test of respondent's educational level and the preferred place of E- Learning

	Value	Exact Sig. (2-sided)
Fisher's Exact Test	8.248	.169
N of Valid Cases	121	

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .60.

b. The standardized statistic is -1.522.

From the result of Fisher's exact test (Table 4), it is found that the p-value (the probability of obtaining the observed result or a more extreme result), is 0.169. As it is greater than the conventional value 0.05, the null hypothesis is not rejected. So, the conclusion is that there is no significant association between the preferred place of training and the educational qualification of the employees. The preferred place of E-Learning is not influenced by the educational qualification of the respondents. The majority of the employees prefer to undergo E-Learning in their workplace itself.

3.1.4 Department of the Employee and the Preferred Place of E-Learning

The department of the employees influences the preferred place of E-Learning because the course content may be skill development, soft skill development or knowledge development depending on the department. So, Fisher's exact test is conducted to determine the association between the preferred place for E-Learning and the department of the employees. Hypothesis 4 (Null) Ho: There is no significant association between the place preferred for E-Learning and the department of the employee.

Table 5. Fisher's exact test of respondent's department and the preferred place of E- Learning

	Value	Exact Sig. (2-sided)
Fisher's Exact Test	7.055	.118
N of Valid Cases	121	

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 2.51.

b. The standardized statistic is -2.187.

Statistical analysis using Fisher's exact test reveals that the department of the respondents for the preferred place of E-Learning are independent. Table No. 5 shows that the p-value is 0.118 which is greater than the value 0.05. So, the null hypothesis is not rejected and the preferred place of E-Learning is independent of the department of the employees. It reveals that the department of the respondent does not influence the preferred place of E-Learning.

3.1.5 Computer Competency of the Employee and the Preferred Place of E- Learning

Computer competency is an important factor in the process of using E-Learning. A user who lacks the necessary computer skills to use E-Learning may have various preferences about the place where they have to take up the course. Therefore, Fisher's exact test is conducted to find the association between computer competency of the employee and the preferred place of E-Learning. Hypothesis 5(Null) Ho: There is no significant association between the place preferred for E-Learning and the computer competency of the employee.

Table 6. Fisher's exact test of respondent's computer competency and the preferred place of E- Learning

	Value	Exact Sig. (2-sided)
Fisher's Exact Test	1.170	.598
N of Valid Cases	121	

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.37.

b. The standardized statistic is -1.085.

In order to analyze the association between the preferred place to undergo E-Learning and the computer competency of the respondents, Fisher's exact test is conducted. From the Table No. 6, the results of the analysis indicate that the p-value (the probability of obtaining the observed result or a more extreme result) is 0.598 and there is no significant association between the preferred place to undergo E-Learning and the computer competency of the employee as it is greater than 0.05. The preferred place to undergo E-Learning is not influenced by the computer competency of the employees.

3.2 Ways to Promote E-Learning as a Training Medium in the Hospitality Industry - Employees Perspective

The employees have rated active participation of employee in course design and development, providing adequate time, interaction and initial orientation and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.18, 3.95, 3.93 and 3.91 respectively. Based on the gender, male respondents have rated active participation of employees in course design and development, providing adequate time, high quality in course and instructional design and honest and constructive feedback as the top four ways to promote E-Learning with a mean score of 4.14, 4.03, 3.91 and 3.88 respectively. The female

respondents have the opinion that active participation of employees in course design and development, interaction and initial orientation, high quality in course and instructional design and honest and constructive feedback as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.42, 3.95, 3.90 and 3.79 respectively. Based on the age category, respondents in the age range of 18-30 have rated active participation of employees in course design and development, interaction and initial orientation, provide adequate time and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.21, 3.93, 3.93 and 3.78 respectively. The respondents in the age range of 31-40 have rated honest and constructive feedback, active participation of employee in course design and development, high quality in course and instructional design and providing adequate time as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.18, 4.08, 4.05 and 4 respectively. The respondents in the age range of 41-50 have rated active participation of employees in course design and development, interaction and initial orientation, high quality in course and instructional design and providing adequate time as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.39, 4.15, 4.15 and 3.92 respectively. Based on the educational level classification, respondents with diploma have rated active participation of employees in course design and development, providing adequate time, interaction and initial orientation and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.13, 3.98, 3.96 and 3.92 respectively. The respondents with under graduation have rated active participation of employees in course design and development, providing adequate time, high quality in course and instructional design and incentives for resource or providing resources as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.13, 4, 3.92 and 3.92 respectively. The respondents with post-graduation have rated honest and constructive feedback, high quality in course and instructional design, interaction and initial orientation and incentives for resources or providing resources as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.56, 4.5, 4.44 and 4.44 respectively. The respondents with certification course have rated active participation of employees in course design and development, interaction and initial orientation, providing adequate time and high quality in course and instruction design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.38, 3.79, 3.67 and 3.67 respectively. Based on the departments classification, respondents from the front office department have the opinion that active participation of employee in course design and development, high quality in course and instructional design, providing adequate time and honest and constructive feedback as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.11, 3.89, 3.87 and 3.84 respectively. Respondents from the housekeeping department have the opinion that active participation of employee in course design and development, interaction and initial orientation, providing adequate time and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.15, 4.03, 4 and 3.95 respectively.

Respondents from the food and beverage department have the opinion that active participation of employees in course design and development, interaction and initial orientation, providing adequate time and honest and constructive feedback as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.3, 3.97, 3.97 and 3.95 respectively. Based on the computer competency, the respondents with computer competency have the opinion that active participation of employees in course design and development, providing adequate time, interaction and initial orientation and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.17, 4, 3.98 and 3.96 respectively. The respondents without computer competency have the opinion that active participation of the employees in course design and development, incentives for resource or providing resources, honest and constructive feedback and interaction and initial orientation as the top four ways to promote the successful implementation of E-Learning with a mean score of 4.3, 3.7, 3.5 and 3.4 respectively.

Table 7. Ways to promote E- Learning as a training medium in the hospitality industry - Employees perspective

Profile of the respondent		Mean and S.D. of the ways to promote E-Learning as a training medium in the hospitality Industry						
		Interaction and Initial orientation	Demonstrate the productiveness of the course by Cost Benefit Analysis	Active participation of employee in course design and development	High quality in course and Instructional design	Incentives for resource or providing resources for the employees	Providing adequate time	Honest and constructive feed back
Gender of the respondent	Male	3.93	3.74	4.14	3.91	3.77	4.03	3.88
		.904	.966	.837	.814	.932	.850	.859
	Female	3.95	3.53	4.42	3.89	3.58	3.53	3.79
		.780	.772	.692	.809	1.017	.964	.787
Age range of the respondent	18-25	3.93	3.68	4.21	3.78	3.62	3.93	3.70
		.913	.818	.856	.820	.987	.929	.828
	26-34	3.87	3.79	4.08	4.05	3.92	4.00	4.18
		.833	1.005	.774	.733	.870	.827	.790
	35-44	4.15	3.62	4.38	4.15	3.85	3.92	3.85
		.899	1.325	.768	.899	.899	.862	.899
Educational level of the respondent	Diploma	3.96	3.60	4.13	3.92	3.57	3.98	3.82
		.889	1.005	.841	.759	1.021	.968	.858
	Under graduate	3.87	3.87	4.13	3.92	3.87	4.00	3.92
		1.005	.833	.833	.839	.833	.827	.870
	Post graduate	4.44	4.33	4.22	4.50	4.44	4.33	4.56
		.527	.500	.833	.535	.527	.500	.527
	Certifications	3.79	3.42	4.38	3.67	3.63	3.67	3.63
		.721	.974	.770	.868	.970	.868	.770
	Front Office	3.82	3.70	4.11	3.89	3.70	3.89	3.84
Department of the respondent		.843	.878	.841	.813	.978	.920	.834
	Food and Beverage	4.03	3.77	4.15	3.95	3.67	4.00	3.82
		.932	.959	.844	.826	.982	.827	.854
	House keeping	3.97	3.65	4.30	3.89	3.87	3.97	3.95
		.885	1.006	.777	.809	.875	.915	.868
	Yes	3.97	3.86	4.07	3.97	3.73	3.96	3.97
Computer competency of the respondent		.900	.959	.880	.857	1.006	.892	.884
	No	3.88	3.51	4.33	3.82	3.76	3.94	3.73
		.864	.880	.712	.740	.862	.881	.777
Overall		3.93	3.71	4.18	3.91	3.74	3.95	3.87
		.883	.938	.820	.810	.945	.884	.846

4. Conclusion

Many organizations have shifted or are shifting towards E-Learning with the advancement of the technology and increase in the business competition. The hospitality industry is one of the industries which has fast trend changing

and labor shortage and it is extremely important in determining the pace and success of such transition. The employees have rated active participation of employee in course design and development, providing adequate time, interaction and initial orientation and high quality in course and instructional design as the top four ways to promote the successful implementation of E-Learning. Overall, the managers have responded that demonstrating the productiveness of the course by cost benefit analysis, interaction and initial orientation with the employees and high quality in course and instructional design and active participation of employee in course design and development are the top four important ways to promote the successful implementation of E-Learning. All the managers have opined that demonstrating the productiveness of the course by cost benefit analysis as an important way to promote the successful implementation of E-Learning in the hospitality industry. The study has indicated that active participation of employees in course design and development is rated by majority of the employees and managers. This research ascertains that active participation of the employees in course design and development is one of the important ways to promote the successful implementation of E-Learning as a training medium. This corroborates with the research of Lies Seruc and Elke Peters (2002) that states it is crucial that developers involve learners in the design process in order to get feedback on the effectiveness of their product. The finding corresponds to social constructivism by Vygotsky (1975) that views learning as a process in which a learner works to construct new meaning through active involvement. By active involvement of the trainees in the course design, it helps the trainers and designers get a basic knowledge about the personal characteristics of the trainees, positive communicators and negative communicators of the previous trainings and their expectation. By knowing this, the course can be planned better and will influence the focus area, structure and tailor-made for the needs and interest of trainees which will lead to the success of the training. The study has indicated that the initial interaction and orientation is preferred by majority of the respondents from the employee's and the manager's category. This result corresponds to the some related research of Saba(2000), that states interactions are one of the most frequently discussed topics and a critical concern among distance educators and also concludes that learners who spent more time interacting with course content achieve higher grades than those who spent less time with the content. Regardless of the type of interaction, WBT's experiences resulted in a more positive view of online E-Learning. (Jung and Choi 2002) Orientation helps the trainees to have an overview about the training content, familiarize the content and what is expected from them. Initial interaction and orientation will prepare the trainee for the successful usage of the training course, the expected outcome of the training. As per Yueh et al (2014), the studies indicated that constant management support and feedback on material, course analysis, course production presentation and interaction area part of the E-Learning system.

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