

# Role-Play Training Factors that Positively Influence Training Satisfaction and Customer Service Orientation

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## Abstract

**JEL Classifications:** I21, J28, L84, M53.

**Purpose** – The purpose of this study is to examine the influence of effective role-play and training on employee education satisfaction and customer orientation. Evidence of the suggested objective is obtained by monitoring the effectiveness of hotel service training.

**Research design, data, and methodology** – Data were collected from 280 role-play sessions performed in a Korean Hotel and examined using a frequency analysis, reliability/validity assessments, correlation analysis, and regression analysis using SPSS 19.0.

**Results** – 1) Entrepreneurs and training instructors should enthusiastically apply service education in order to enhance each employee's evaluation in terms of customer satisfaction and customer orientation. 2) The most effective factor on customer satisfaction and orientation is the instructor's qualifications. 3) Since a higher level of education-training satisfaction leads to better customer orientation, effective education-training is essential to achieve this result.

**Conclusions** – The study was able to obtain practical evidence that can confirm that service education-training through role-play positively affects employee customer service orientation.

In future advanced research on training effects on customer orientation, various internal factors of a business should also be considered.

**Keywords:** Role-play, Training, Education, Education-Training

## 1. Introduction

As globalization and competitions are getting more extensive and deepened, the world is getting into service economy which puts more emphasis on importance and its proportion of service. In this age of unlimited competition, enterprises strive to adapt a surviving strategy which changes their businesses' forms as service-oriented corporations. This is not limited to only the service industry.

According to the Ministry of Knowledge Economy, the proportion of the service industry, in the industrial structure, had increased by 62.9% while the manufacturing industry had decreased by 34% until 2010. To develop its competitiveness with the service industry, manufacturing businesses are rearming themselves as service-oriented companies by adjusting smaller parts, ranging from products design to sales and customer service. Regardless of types of business, economy will be heavily and rapidly dependent upon service which will become the main source of added values.

As service expectation of customers is getting much complicated due to customized service and their heterogeneity, service training becomes mandatory, not an option. Not only tangible, but also intangible products, such as service, has been getting increased attention, and this phenomenon caused the emergence of humanware which is a part of service industry. To gain the dominant position in the market, a service agent's training and its satisfaction is crucial since technological innovation in each division and systemic management to provide high quality service in order to fulfill customer desires is critical. Especially, well-trained and experienced employees will be one of the most important parts of the business, because the level of service is determined when agents and customers encounter and is directly related to the business achievement (Sea, Lim & Back, 2004). Therefore, the main focus of improvement of hotel industry on personal social service is a management variable, and many research should be conducted on this. After monitoring the customer orientation, which is one of the criteria of serv-

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ice training achievement, necessity of teaching techniques has been found. As a result, a research about the effectiveness and impacts of role-play training on customer orientation has been conducted.

This report is based on theoretical observation, and its purpose is to examine the influence of how role-play and training on its education satisfaction and customer orientation. The evidence of suggested objective is obtained by monitoring the effectiveness of the service training. In the current research, even though role-play has been used for educational and counselling purposes in schools, there is a few cases of using it as a training method in hotels.

## 2. Literature Review

### 2.1. The concept of role-play

In the early ages, Aristotle stressed, via his poetics, that drama enlightens emotions, such as fear and sympathy, to cure feelings. An Austrian psychiatrist, J. L. Moreno, adapted Aristotle's idea, as a thought of having an influence on education, into a teaching skill, psychodrama (Stanford & Roark, 1974). In 1933, Germany psychiatrist, Simoneit, applied role-play when recruiting for leadership and organizational training in 1940s and 50s, during the World War II. This has been modified by numerous scholars as the concept of education in recent years.

Role-play has been used in school classes, and Ladousse (1989) explained that the "role" is an acting part of a detailed situation, and the "play" is a creative role performance in safe environment. There are many other definitions of role-play adjusted by scholars. Shafel and Shftel (1967) classified it as tool used for problem solving, critical thinking, reciprocal experience and curriculum and spontaneous execution of a role to implement demanded behaviors in various cultural situations. It also investigates problems, descripts alternative behaviors, examines importance and goes through decision-making process which involves diversified interests and values for a problem. An uncertain activity, adaptation of cooperative learning skills, a habit which is based on the activity of an educator's desire and the reaction towards well-known situation, such as in classes, are also identified as a role-play definition by Witt & Witt (1995). Callahan, Clark and Kellough (1992) stated that role-play is the same in a practical situation except for the fact that risky factors are excluded and is different from a simulation in which an individual is a given role and a simulated situation to carry out limited actions.

As listed above, role-play is generally accepted as the process of solving problems by facing the situation and having a mutual discussion. If it is adapted in the class, a role-play course can be considered as a method for learners to become a character in a specific situation and make a decision in its perspective. And they can have a discussion with an observer about the situation and alternative choices to re-demonstrate.

The recent studies about role-play have been investigated both inside and outside of the country (Yang, 2013, Kang 2012; Ko, 2011; Simon & Burt, 2011; Sternberg & Garcia, 2012), but there is no role-play educational training in hotels.

### 2.2. Advanced research of hotel education training

Kim (2011) examined the factors which stimulate and impede the current adjustment of the trained work-site operations in tourism industry, financial business, and manufacturing industry, and also relative significance of each element. Moreover, by comparing the tourism industry's effectiveness of education-training to other industries, this report will extract the common influencers of each business and unique factors of the tourism industry.

After Lee (2014) analyzed the effect of educational training on employees' service-orientation and job satisfaction, he found that the hotel industry's educational training has an impact on service-orientation. Moreover, hotel chain's educational training have a positive influence on job satisfaction. Jang (2014) analyzed the effect of hotel employees' educational training on achievement and customer-orientation, and found that it has a positive impact on both elements.

Throughout the research, it has been pointed out that hotel education-training's drawbacks are caused by owner's indifference, differences between the training and reality, the way of teaching and uncompleted-preparation for the education. Yoon and No (2003) investigated the relationship between service training for hotel employees and customer satisfaction and returned visits. As a result, service education program has a positive impact on employees, customers and workers satisfaction by having professionalism and clients' repeated visits. The research also stated the importance of service education program which can improve the professionalism of employees.

### 2.3. The significance of education satisfaction

To understand the meaning of education satisfaction, psychological approaches should be reviewed on the word "satisfaction". There are various ways to define the word, depending on different theories. The Need Theory explained it as the functional relation of fulfillment regarding to psychological and physical desires, while the Expectancy Theory of Motivation defined it as the level of achievement for a person's wants and expectation. As comparing those two theories, the Value Theory decided that satisfaction depends on the possibilities of obtaining individual's own value while working. The Expectancy Disconfirmation Theory claimed that the level of satisfaction was determined by the gap between the expected and the real values received from current situation and results. There is the Equilibrium Theory which explains the different perceptions of individuals, outlined in the Expectancy Disconfirmation Theory.

The reason why the research about satisfaction has been the main attention among scholars is that they have an interest about a significant impact built by each member's favorable be-

haviors and how much each one is satisfied with his or her jobs.

## 2.4. The concept of customer orientation

Customer orientation is an understanding of a business' target markets to keep producing high-quality values for clients (Levitt, 1980). It refers that a business operates in a customer perspective. Especially, marketing activity should be recognized in its customer's side and set its direction to maximize profits. Customer-oriented thought gets market information from external environments, such as ultimate consumers, competitors, distributors and suppliers and focuses on ultimate consumers while market orientation is dealing with specific customers and competitors by distributing and actively responding the given information to provide the best quality to customers. This difference leads to the research about a seller's customer orientation, the most frontier side of a business, which intercepts with the previous studies about customer orientation.

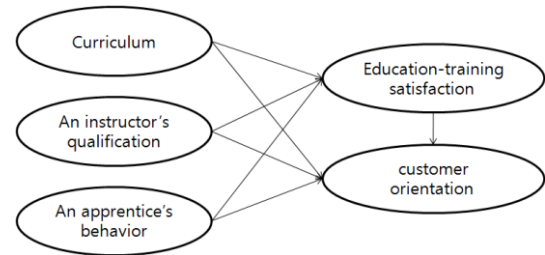
It is generally accepted that the concept of marketing, as a business level, regarding customer orientation, is known as market orientation and as individual level is seen as customer orientation, from the previous research (Siguaw, Brown & Widing, 1994; Narver & Slater, 1990; Kohli & Jaworski, 1990). When the concept of marketing is highlighted in a business view, customer orientation can be handled with market orientation. In an individual perspective, customer orientation focuses on sellers. Similar with market orientation, customer orientation has been defined regarding the concept of marketing. Kotler (1991) pointed out that one of the factors of marketing is customer orientation because marketing is a key to achieve a business' objectives to fulfill wants and needs of target markets and provide more effective and efficient satisfaction than its competitors. Moreover, customer-oriented thought helps a business satisfy a customer desire in an employee's perspective, not in a company's view. A seller is a counter for building relationship between customers and businesses.

Consequently, market orientation, in a perspective of a business, should make a shape of customer orientation in sellers' perspectives. Salesmen will execute customer-oriented behaviors when they have an ability to accept market orientation, from a business perspective and realize it.

## 3. Research Model and design

### 3.1. Research Model

This report will analyze the impacts of role-play on education satisfaction and customer orientation via observing the advanced research and setting a research model to verify hypothesis (See Figure 1 below).



<Figure 1> Research Model

### 3.2. Hypothesis

To investigate the effects of an education training factor of role-play on education satisfaction and customer orientation, this report has set hypotheses, based on the previous research model.

<Hypothesis 1> Role-play, an education training factor, will have a positive impact on education satisfaction.

<Hypothesis 1-1> Curriculum

<Hypothesis 1-2> An instructor's qualification

<Hypothesis 1-3> An apprentice's behavior

<Hypothesis 2> Role-play, an education training factor, will be beneficial to customer orientation.

<Hypothesis 2-1> Curriculum

<Hypothesis 2-2> An instructor's qualification

<Hypothesis 2-3> An apprentice's behavior

<Hypothesis 3> Role-play, education training satisfaction, will optimistically affect customer orientation.

### 3.3. Operational definition of variables

This report defined education training of role-play, education training satisfaction and customer orientation to achieve the purpose of this research.

#### 3.3.1. Education training of role-play

Based on Shaftel and Shaftel (1967); Joyce and Weil(1978); Lee (2004); Choi (2004), this report will regulate the agenda for role-play training as customer response skills, dissatisfied customer response skills, communication enhancement skills and feedbacks from oneself, colleagues and instructors, depending on each situation.

#### 3.3.2. Education training satisfaction

In his research, 'Research of the motivation and satisfaction of life-long education learners', Lee (2003) estimated curriculum about satisfaction of teaching skills, usage degree and educational facilities. Education training of role-play satisfaction can be defined by education participants' degree of satisfactory level about the education. This also includes the satisfaction of curric-

ulum, an instructor's qualification, teaching techniques and overall education.

### 3.3.3. Customer orientation

In this report, customer orientation is defined as the employees' level of customer satisfaction recognition to understand and fulfill better customer values.

Measurement scales are based on the advanced research of Chang (2007). Total 8 questions has been selected and has used the Likert scale of 5 points. These are the examples of the questions: putting effort to discuss customer desire, having willingness to support consumers in any condition, putting effort to understand customer desire, setting own main objective as customer satisfaction, and so on.

### 3.4. Structure of questionnaire and method for determination of data

In total 17 questions, 4 questions are about curriculum, 8 questions are about an instructor's qualification and 5 questions are about the attitude of learners. Satisfaction after the education has been set as a single item measure. Customer orientation has been divided into 8 questions inquiring the change after taking the education, regarding to the factors which have an impact on customer orientation. There are 7 questions for identifying demographics; total 33 questions are in a questionnaire. This research was conducted by giving out and collecting survey for about 3 month, from January 5th, 2015 to

April 5th, 2015.

The result has been analyzed by using SPSS, a statistics program. For statistical analysis, we used frequency analysis, assessment of reliability and validity, correlation analysis, regression analysis, and so on.

#### 4. Analysis of Actual Proof

#### 4.1. Demographic characteristic of sample

To observe characteristics of sample, frequency analysis has been implemented for 280 valid samples, and the result has been identified below in <Table 1>.

#### 4.2. Reliability and validity assessment of measuring instrument

This report used exploratory factor analysis to understand the common factors of measurement instruments and verify the validity of variance formations. For analysis of investigation, Cronbach's coefficient has been used to examine reliability, which measures internal consistency. When evaluating reliability by using Alpha coefficient, it is generally claimed that it is satisfactory in the field of exploratory research if the level is more than 0.6, in the fundamental research field if it is more than 0.8 and in application study field, which requires important decision-making, if the number is more than 0.9.

**<Table 1>** Demographics of the sample

[illegible]

**<Table 2>** Factor analysis results of education training of role-play service

| Variables and causes          |                                                       | Component | Eigenvalue | Cumulative | Reliability |
|-------------------------------|-------------------------------------------------------|-----------|------------|------------|-------------|
| An instructor's qualification | Passion                                               | .756      | 7.345      | 23.963     | .870        |
|                               | Well-prepared                                         | .724      |            |            |             |
|                               | Expertise                                             | .688      |            |            |             |
|                               | Inducing participation                                | .648      |            |            |             |
|                               | Appropriate way of speaking, behaviour and vocabulary | .644      |            |            |             |
|                               | Appropriate lecture speed                             | .587      |            |            |             |
|                               | Appropriate way of teaching                           | .545      |            |            |             |
|                               | Appropriate use of teaching materials and textbooks   | .519      |            |            |             |
| A learner's attitude          | Having enough class materials                         | .769      | 1.563      | 42.721     | .818        |
|                               | Interaction                                           | .765      |            |            |             |
|                               | Having an interest towards classes                    | .679      |            |            |             |
|                               | Enthusiastically participate                          | .627      |            |            |             |
|                               | Concentration                                         | .620      |            |            |             |
| Curriculum                    | Systemically structured                               | .806      | 1.177      | 59.324     | .828        |
|                               | Appropriate courses                                   | .789      |            |            |             |
|                               | Conformation with educational objectives              | .706      |            |            |             |
|                               | Well-allocated time                                   | .619      |            |            |             |
| KMO=.908, X2=2290.566, p=.000 |                                                       |           |            |            |             |

The factor analysis, for the verification of validity, is one of the frequently used multivariate statistics techniques since it solves many problems arisen regarding to excessive information and variation and helps understand the overall character of the given information (Chae, 2001). Validity is well-used as a factor analysis and is also well-known for showing how precisely targeted concepts or attributes were estimated and analyzing statistical validity. This maintains interactive independency by grouping the factors which are interrelated.

As shown in <Table 2>, 17 variables similar have been classified to reflect in the research.

As analysis of the learner's thought about participating in education training of role-play service, referring to <Table 1>, 17 questions were designed to prove reliability of the learners; and it is a trustworthy result since there is valid consistency of measurement scales, which is more than 0.8.

To verify the validity among variables, causes, which have more than 1.0 eigenvalue, have been selected as a method of common factor analysis to extract factors by using Varimax.

According to <Table 2>, influence of explanation, which learners felt during the service education training of role-play, is classified as relatively high with 59%.

First cause, an instructor's qualification, has been composed of eight variables and reliability asides .870 and cumulative has composed 23.963%. The second cause, a learner's attitude, has the most attributes by having five variances, 0.818 of reliability and 18.757% of cumulative. Total 4 variances, 0.828 of reliability and 16.603% of cumulative has been identified in the third cause, curriculum.

KMO, which well-explains the relationship among the variances, is relatively high, 0.908, and in Bartlett's sphericity,

chi-square is 2290.566. Lastly, p-value is .000 which refers that the result is meaningful.

The factor analysis regarding customer orientation, also a dependent variable, is shown in the <Table 3>.

**<Table 3>** The result of factor analysis of dependent variables

|                                                         | Component | Eigenvalue | Cumulative | Reliability |
|---------------------------------------------------------|-----------|------------|------------|-------------|
| Always care about customer interests                    | .790      | 4.083      | 51.032     | .823        |
| The final objective is customer satisfaction            | .767      |            |            |             |
| Understand customer desire                              | .759      |            |            |             |
| Putting effort to achieve customer's objectives         | .746      |            |            |             |
| Trying to achieve customer desire                       | .730      |            |            |             |
| Exactly answering customer's questions                  | .715      |            |            |             |
| Hotel service which tries to find the best for customer | .630      |            |            |             |
| Try to follow customer even though it is out of control | .544      |            |            |             |
| KMO=.895, X2=822.593, p=.000                            |           |            |            |             |

### 4.3. Analyzing correlation

<Table 4> provides Pearson correlations among the institutional variables. All variables are positively correlated.

**<Table 4>** The result of correlation analysis

|                                  | (1)    | (2)    | (3)    | (4)    | (5) |
|----------------------------------|--------|--------|--------|--------|-----|
| Curriculum(1)                    | 1      |        |        |        |     |
| An instructor's qualification(2) | .651** | 1      |        |        |     |
| A learner's attitude(3)          | .520** | .600** | 1      |        |     |
| Education satisfaction(4)        | .582** | .648** | .614** | 1      |     |
| Customer orientation(5)          | .337** | .493** | .375** | .478** | 1   |

\*\* Correlation coefficient is similar to 0.01 level

**<Table 5>** The result of regression analysis about service education-training of role-play and education satisfaction

| Model                         | Standardised coefficient | t       | Significance possibility | Collinearity |       |
|-------------------------------|--------------------------|---------|--------------------------|--------------|-------|
|                               | Beta                     |         |                          | Allowance    | VIF   |
| (invariable number)           |                          | 123.619 | .000                     |              |       |
| An instructor's qualification | .442                     | 10.618  | .000                     | 1.000        | 1.000 |
| A learner's attitude          | .431                     | 10.359  | .000                     | 1.000        | 1.000 |
| Curriculum                    | .376                     | 9.034   | .000                     | 1.000        | 1.000 |
| R2=.523, F=100.555, p=.000    |                          |         |                          |              |       |

**<Table 6>** The result of regression analysis of service education-training of role-play and education satisfaction

| Model                         | Standardised coefficient | t     | Significance possibility | Collinearity |       |
|-------------------------------|--------------------------|-------|--------------------------|--------------|-------|
|                               | Beta                     |       |                          | Allowance    | VIF   |
| (invariable number)           |                          | .097  | .923                     |              |       |
| An instructor's qualification | .441                     | 8.540 | .000                     | 1.000        | 1.000 |
| A learner's attitude          | .210                     | 4.056 | .000                     | 1.000        | 1.000 |
| Curriculum                    | .164                     | 3.179 | .002                     | 1.000        | 1.000 |
| R2=.266, F=33.164, p=.000     |                          |       |                          |              |       |

**<Table 7>** The result of regression analysis about role-play education satisfaction and customer orientation

| Model                            | Standardised coefficient | t     | Significance possibility | Collinearity |       |
|----------------------------------|--------------------------|-------|--------------------------|--------------|-------|
|                                  | Beta                     |       |                          | Allowance    | VIF   |
| (invariable number)              | (invariable number)      |       | -8.894                   | .000         |       |
| role-play education satisfaction | .477                     | 9.060 | .000                     | 1.000        | 1.000 |
| R2=.228, F=82.086, p=.000        |                          |       |                          |              |       |

#### 4.4. Verification of Hypothesis

##### 4.4.1. <Hypothesis 1>, regarding to service education-training of role-play and education satisfaction

To verify the <Hypothesis 1>, this report analyzed to check whether service education-training of role-play has a positive impact on education satisfaction through regression analysis.

As a result of the regression analysis, <Table 5> shows that overall influence of explanation of dependent variables is .525% and statistical significance, regarding regression equation is .000; therefore, this regression equation has significance in terms of statistics.

##### 4.4.2. <Hypothesis 2> about service education-training of role-play and customer orientation

This report analyzed to identify <Hypothesis 2>, whether service education-training of role-play is beneficial to customer ori-

entation or not, by using regression analysis.

As a result of <Table 6>, regression analysis turned out that the overall explanation influences of dependent variables is .266% and statistical significance of regression equation is .000. This regression equation is also meaningful.

##### 4.4.3. <Hypothesis 3> about role-play education satisfaction and customer orientation

This report also used regression analysis to examine the positive impacts of role-play education satisfaction on customer orientation.

Total influence of explanation of dependent variables has been shown as .228% and significance of statistical regression equation has been identified as .000 in the <Table 7>. This regression analysis has statistical regression equation as well.

## 5. Conclusion

It was able to obtain practical evidence which can prove that service education-training through role-play affects customer orientation, and the foreshadows of the hypothesis empirical analysis are suggested below.

First, owners of a business and training instructors should enthusiastically activate service education to enhance each member's evaluation on customer satisfaction and customer orientation. Service education improves the business and each employee's potential ability. Since service education is also related to sales contribution and improvement of a business's image, managers and training instructors should recognize the significance of service education and prepare professional education system and management system to improve employees' customer orientation.

Next, the most effective factor of customer satisfaction and orientation is an instructor's qualification. Different from other lecture techniques, the effectiveness of role-play has a variance which is the level of participations of learners. An instructor's rich experience and detailed education preparation should be conducted before the lecture to maximize the effects of the education.

Third, since higher level of education-training satisfaction leads to better customer orientation, education-training is extremely essential.

However, there are some limitations, next part will provide some recommendations on how further research should go.

First of all, there is a deficiency of advanced research, regarding hotel employee targeted role-play education training. Most of researches have been conducted in schools, targeting children and teenagers, and there were some research regarding Christianity education.

Second, provided research about education put emphasis on a fundamental principle and theory of role-play, which leads to the shortage of detailed context to adapt in practical situation. The reason for this is relatively short history of role-play to introduce usefulness of it.

The next is the limitation of sampling. When selecting the sample, this research chose six hotels based on convenience sampling method. By randomly extracting the samples, a doubt can be raised about whether the selected sample can represent the entire hotel industry. Moreover, since the research has relied on respondents' self-evaluation, it might be hard to conduct precise and objective evaluation; therefore, the necessity of sequel research can be required to make it objective.

Lastly, as advanced research of the effects on customer orientation, various internal factors within a business should be considered. By excluding external factors of service education, there is a limitation to see the level of customer orientation as the effects of service education.

For the point of this study, there are several studies about hotels' educational training when finding existing journal articles regarding role-play educational training. However, there is no research about education training of the hotel industry regarding

role-play. Therefore, in this research, it has revealed that a role-play's educational training factor has a positive influence on customer satisfaction and orientation. To control human resource in the service industry, more investments and efforts should be put by regarding the important of role-play's educational training.

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