CHAPTER TWO
CHAPTER TWO – LITERATURE REVIEW

2.1 INTRODUCTION

The word hospitality refers to the friendly and big-hearted reception and entertainment of guests, visitors, or strangers who come to you either socially or commercially. Indians believed in hospitality right from the beginning and the world know them for their generosity “atithi devo bhava” (the guest should be treated like god) has been our motto since people started travelling and visiting us. In olden time travelers depended on road side homes to provide for meals, in place of worship & monasteries. Even today some place of worship still offer meals to the devotees. In India various old universities provided accommodation to pilgrims. Chandragupta Maurya built inns and guest houses that were referred to as a Sarai & Dharamshala. During the rule of the Britishers Circuit houses and Dak bungalows came into being in India. In India the first commercial hotel by an Indian- Taj Mahal, Mumbai was built in 1903 as the Britishers had hotels where Indians were not allowed. With the growth of movement of people for the purpose of employment, transportation-roadways, waterways, airways was developed so that people could move from one place to another faster. Since people started traveling -Inns, Motels, Hotels, Resorts came into existence. It was necessary to provide manpower to these hotels. There was a shortage of manpower. To overcome these shortages and to train manpower hotel management institutes came into existence. The Institute of Hotel Management, Catering Technology and Applied Nutrition, Mumbai, the first of its kind in South East Asia was founded in the year 1954 by the All India Women’s Central Food Council under the leadership of Late Smt. Lilavati Munshi. Mr Belfield Smith, from WHO encouraged Catering Education in India. The Three Year Diploma Programme in Hotel Management & Catering Technology was started in 1958, recognized by the State Government. The Maharashtra State Government was keen on promoting Catering Education so it leased its land at Dadar, in Mumbai and appointed Miss. Thangam E. Philip as its Principal. Presently there are more than thirty Institutes of Hotel Managements in almost all the capital cities of India managed by Ministry of Tourism, Government of India and the State Governments.

There was a shortage of manpower at entry level hence it resulted in creation of Food Craft Institutes at various cities in the country so that trained personnel would be
available. In the year 1984, the Ministry of Tourism (MoT) took over hotel management education in India and created an autonomous body, 'National Council for Hotel Management (NCHM)', a nodal and affiliating organization to monitor the standards of education for all the institutes run by the Government all over India under common syllabus and norms. During this period many Food crafts Institutes were also upgraded to Hotel Management Institutes- most of them offering degree courses duly approved by AICTE and NCHMCT and many private institutions, government and deemed universities started with the approval of the UGC. Presently AICTE does not recognize the IHM’s degree because it is of three years duration.

2.2 Emerging trends in hospitality education: New challenges

Hospitality means the relationship process between a customer and a service provider; it also refers to maintaining the customer with the art or practice of being sociable. The economic liberalization in the country, impetus to transport specially in the aviation sector in the 1990's and later on the effect of the progress in information technology and globalization, gave a new thrust to hotel and tourism management education. National Council for Hotel Management had their Institutes but the Government gave permission to Non-Government colleges to start the course in Hotel Management and that saw mushrooming of hotel management institutes all over major cities. Some of these Institutes have poor infrastructure, insufficient space for conduct of practical, inadequate books in the library, and incompetent teaching faculty because of low wages. Can these institutes turn out quality students?

Customer is the king and he has to be satisfied with goods and services as per his requirement to be successful in any business, hospitality cannot stay behind in giving customer satisfaction. A lot of students realize after passing out from hotel management institutes that they have lot of opportunities not only in hotels, motels, resorts, floatels, clubs, restaurants and eating houses, passenger/luxury liners and other food outlets but also in other non-catering industries like, banking, events, amusement parks, entertainment, shopping malls, hospitals, telecom industries, food packaging, and BPOs(Business Process Outsourcing).

The Government is reluctant to allow the entry of foreign universities and institutions as they would be a real challenge for hospitality institutes in the country. Foreign Universities and institutions from developed nations (USA, UK, France, Switzerland,
Australia, and New Zealand) have an aggressive marketing strategy to attract students in India from affluent families who can speak fluent English and at the same time fill in the seats at higher fees then the locals.

Few hospitality management institutes have entered into strategic partnerships with various foreign universities to award degree, facilitate student transfers, faculty exchange programme and student internship programs, curriculum sharing and so on. Students have a choice to complete their final year in India or abroad and internship in those countries. The fees charged are high as they have to share with their foreign partners, with a promise to the students that they can recover the money during their internship programme of six months to one year in that country. The present foreign collaborations for hotel management education in India is not attracting students. A lot of Hotels in Switzerland have their own Educational programme, are engaging students for an educational programme and make them work in Hotels as cheap labour.

2.3 Status of Hospitality Management Education in India:

A survey on the state of hotel and catering management studies was conducted by the Federation of Hotel and Restaurant Associations of India (FHRAI). Financial Express as well as Hotelier & Caterer highlighted startling facts that the research revealed.

No studies has been conducted in India on the state of Hotel and Catering Management education since the number of educational institutes is small and it would be not be beneficial as there are various vacancies in the Hotels and Restaurant but you don’t find students from Hotel Management background working in these places. Although a large number of Government and private sector institutions are working in this area, there is no data about the number of students passing out on all India bases. National Council for Hotel Management will be able to give their data, State Governments would give their data from their state and various universities will be able to give data from their Universities. More than that, there is no data about the demand for trained manpower in the hotel, restaurant and catering industry in India. The Universities are giving permission to various colleges to start with the Hospitality Management courses.
On an average from a batch of students passing out from an Institute, thirty percent join the hotels whereas seventy percent of students join customer care related organizations or go for further studies.

It is a known fact that hotel management graduates and certificate holders have much wider job prospects. There is demand for students in all the tourist destinations out of our country. Though this appears to be too small a number, there are students going to Arabian Gulf, Europe, South-East Asia for jobs in Hotels. Few students apply for higher education to countries like Australia, New-Zealand, USA, France, Canada etc. with an intention of migrating to that country.

It is surprising to hear that most students of hotel management were happy with their learning and the institute (having satisfactory class-room studies and task practices, sufficient books in the library, good teaching staff). After returning from training in the hotel and seeing the working environment particularly in terms of long hours and low pay, most of them said that they would still join hotel management, as they had known about this in prior to joining this course and were eager to join the hotels and make their careers in the hospitality industry. Some said that no other colleges other than hotel management helps them in grooming, communication and presentation skills and personality development. The long hours in college, cooking, serving and cleaning, prepares them for their line of business.

2.4 The story of Pune’s hospitality growth. Pune was a pensioner’s paradise since it was a military centre and most people retiring from Government services found Pune’s weather pleasing, and being closer to Mumbai and well connected to other parts of the country decided to settle down. Since the middle of seventies when the economy was taking a turn, most automobile companies started operations in Pune as there was availability of trained manpower. In the nineties the boom to IT industry and the decision of the State Government to encourage information technology centre in Pune saw the city bustling to a metro city, Pune also saw a growth of Educational Institution which provided manpower to Automobile and IT industry. The Kirloskars were first to construct a five star hotel in early seventies having just 69 rooms. The industrial growth in Pimpri-Chinchwad and Hadapsar saw Pune expanding from Hadapsar to Talegaon and from Hinjewadi to Wagholi. In this process all major chains of hotels made their presence felt in the city which includes, JW Marriott, Le
Meridian, The Westin, Hyatt, Radisson, Four Seasons, etc. The availability of Hotel Rooms were less than 1000 guest rooms about few years ago, but today the availability of rooms is more than 5000 rooms and another 3000 guest rooms expected. Hotel Conrad Hilton is the latest hotel to enter the city. India saw a rooms growth rate with a CAGR (Compound Annual Growth Rate) of five percent, hence Pune was no exception. Moreover, Pune being closer to Mumbai, investors found Pune a better destination.

As mentioned earlier the influx of IT and automobile industry in Pune due to the manpower available has given impetus for the need and expansion of hotels in Pune. Investors are speculating that investment in the hospitality sector would bring higher returns in the future compared to other options in the future. Due to foreign direct investment, the Building and construction industry has helped most companies for building their branch offices, manufacturing units, housing etc, in and around the city and its periphery. There is a reasonable expatriate population, which visit the city, which helps the city to retain guests in hotels for longer period. People are of different opinions when they tell you about the expansion of city which is happening in Pune.

On one side there is traffic congestion, there is problem of garbage disposal, and maybe there will be shortage of water in the near future and how the city will plan and manage it in the years to come. But most hospitality specialists feel that since the returns on Hospitality would bring returns, more and more hotels came up in a span of five years that the growth was unplanned and the city had oversupply of rooms, resulting in competition and rates cutting for the hotels in Pune. However, after tough times they feel that real expansion is happening and though the hotels are undergoing tough times, it may not remain same and may improve in the future. Oberoi and Leela group had to drop their plans of building their hotels in Pune. The growth in Pune is mainly due to high prices of estate in Mumbai, growth of IT centre employing quite a work force, real estate development because of housing to these employees, auto-mobile industries because of availability of man-power and development of Educational Institutions have given importance to city of Pune.

The optimists are convinced that the expansion is sensible and demand for rooms will catch up with the supply. People feel that in the future, there will be growth in business in MICE (Meetings, Incentives, Conventions and Exhibitions) space and hence JW Marriott has come up with a large convention centre. Pune is ideal
destination because of its accessibility by good road, nearer to Mumbai, well connected to various cities by Air, weather is favourable. However, hotels are doing their best to improve sales on rooms and food and beverage, and the forecast for 2015-16 looks positive.

When it comes to having Food & Beverage options in the city, Pune is flooded with umpteen number of Restaurants and eating houses, Quick Service Restaurants, serving different types of meals and cuisines of different nationalities. Festival and New year gives lot of opportunities for Pune to celebrate.

2.4.1 Challenging times

Presently the situation of availability of more rooms is the biggest test for hoteliers in Pune and the competition is with smaller hotels who are most affected as Luxury hotels are offering rooms at the price of smaller hotels. Most of these hotels including the International brands have slashed their room rates offering a high graded product for a competitive price. It is natural to offer rooms at competitive rates as the supply is more than the demand. Comparing the RevPAR(Revenue per available room) and ARR(average room rate) scene, Panchaamiya feels that both are on down ward slide all hoteliers struggle amongst themselves for the little business. He mentions that both these hotels would be selling a room within a band of Rs 3500 to Rs 4800. Barot predicts the RevPAR to be around Rs 2200. Adds Mishra, “While Pune has seen over 320 per cent of overall supply growth in the past five years [Source: HVS report 2011-2012], demand has also grown significantly. While RevPAR was on the decline in 2011-12, Pune’s RevPAR has seen a YTD growth as of July 2013. As far as ARR goes, that continues to be a challenge in a market where there is an oversupply.” He continues to say, “Owing to the increasing demand for rooms that was witnessed in the past five years, hotels stepped up their occupancy capacity manifold. These efforts then led to an over-supply of rooms vis-à-vis the demand, which has proven to be our industry’s biggest challenge. Due to this, there has undeniably been a downward trend observed in pricing. As the growth in supply plateaus, we look at occupancy rates to continue to improve. However, hotels located in the Pune-Nagar Road belt will continue to face pressure from over-supply of rooms.”

Nowadays the hotels use various techniques, ideas, packages to attract the customer. Barot is also of the opinion that excess availability of rooms over demand and
reasonable pricing by bigger players will dent the smaller mid market and traditional players to some level. He however adds, “Besides bigger players the generic properties which do not require any debt servicing also create a downward pressure on the room tariffs. Today, with the increasing number of rooms being added, the growth seems to be a bit unrealistic. Having said that, we can be hopeful that the demand in this city will increase and eventually investors will get a reasonable ROI.”

2.4.2 The Future is optimistic

The hoteliers may find the present time as tough for business, with low room rates and each one rushing to get that little business that is available, the situation will optimistic in the future. Over the period of two years there has been an increase in the occupancy and it may increase in the future. Paanchamiya confirms that the future is bright, with additional growth. “We look at another 2000 rooms to open up in Pune and all the big brand names making a presence in the city. The way out for the next two-three years, would be to try and sustain in this competitive market by trimming expenses and overheads, yet not compromising on service and quality standards. I expect the scenario to improvise in the future, especially if the current airport can add some more international flights and in the future with the proposed Purandar Airport.” Vinay Chotalia, President, Poona Hoteliers Association and GM, Royal Orchid Golden Suites, foresees and confirms that the future does looks hopeful only if there is general growth, “The big players who have initiated cannibalisation in the mid-market segment need to reconsider and formulate a rate integrity strategy to reduce the commotion of selling rooms at any rates without considering the impact it creates on the market. The state in which the Pune hotel industry stands at this moment would not have surfaced if the rate integrity part had been considered by all players. The market now is already disturbed. Ultimately, we need to remember that demand can only be influenced and not created.” He cautiously adds note and says, “I wish the government of Maharashtra would take tourism more seriously than complacently due to the transit gateway advantage. Pune actually has a lot to offer especially for the domestic market. There are a number of temples and religious places.” Maharashtra, specially Pune has number of Manufacturing Industries where many locals are employed hence not due attention is given to promote of tourism.
2.4.3 Future Plan of Ministry of Tourism and Government of India

- According to a study conducted by the Ministry of Tourism on manpower requirement in hotel & restaurant sector the demand for manpower far exceeds the supply.

- The Tourism Ministry has also developed a master plan to increase intake in existing institutes. More craft and skill-level programmes have been introduced, while hospitality education has been broad-based to include hospitality vocational courses at ITIs, polytechnics, at 10+2 stage of CBSE and introduction of specific tailor-made skill testing and certification programmes.

- By the end of the 11th five-year plan, the target is to have 49 Institutes of Hotel Management and 31 Food Craft Schools, a tourism management Institute in South India. There are plans to have one syllabus for one course in whole of India so that hospitality education can be standardized.

2.5 List of Hotels and Hotel management Institutes in Pune

Presently there are thirty five luxury hotels in Pune (Pune, Pimpri-Chinchwad, Kharadi, Hinjewadi, Chakan) namely

1. Novotel Pune Nagar Road, with 223 rooms
2. The O Hotel with 112 rooms
3. Hotel Aurora Towers with 88 rooms
4. Oakwood Premier Pune with 200 rooms
5. JW Marriott Hotel Pune with 414 rooms
6. Hyatt Pune- with 209 rooms
7. Royal Orchid Central Pune with 115 rooms
8. The Westin Pune Koregaon Park with 277 rooms
9. Sun-n-Sand Hotel, Pune with 139 rooms
10. Four Points by Sheraton, Pune with 217 rooms
11. Keys Klub Hotel Parc Estique with 115 rooms
12. Vivanta by Taj-Blue Diamond with 110 rooms
13. Radisson Blu Hotel Pune Kharadi with 141 rooms
14. Hyatt Regency Pune with 222 rooms
15. The Hotel Hindustan International Pune with 48 rooms
16. Royal Orchid Golden Suites with 71 rooms
17. Le Meridien Pune with 100 rooms
18. Courtyard by Marriott Pune City Centre with 173 rooms
19. Seasons – An Apartment Hotel with 50 rooms
20. Ramee Grand Hotel Pune with 36 rooms
21. Oakwood Residence Naylor Road with 84 rooms
22. Fortune Inn Jukaso with 44 rooms
23. St Laurn Hotel, Pune, Koregaon Park, Pune with 63 rooms
24. Kohinoor Executive with 47 rooms
25. Deccan Rendezvous with 56 rooms
26. Courtyard by Marriott Hinjewadi with 153 rooms
27. Citrus Hotels with 142 rooms
28. Courtyard by Marriott Pune Chakan with 175 rooms
29. Double Tree by Hilton with 115 rooms
30. The Pride Hotel, Pune with 111 rooms
31. Hotel Lemon Tree with 124 rooms
32. Hotel Holiday Inn, Pune with 172 rooms
33. Hotel Sayaji with 244 rooms
34. Hotel Taj Gateway with 140 rooms

**Total Rooms 4894**

Presently there are seventeen Hotel Management Institutes in Pune (Pune, Pimpri-Lavasa, Chinchwad, Kharadi, Hinjewadi, Lonavla/Khandala) namely
1. AISSMS College of Hotel Management and Catering Technology
2. Sinhgad Institute of Hotel Management & Catering Technology. LONAVALA
3. Bharati Vidyapeeth University Institute of Hotel Management and Catering Technology(Deemed University)
5. Dr. D. Y. Patil’s Institute of Hotel Management & Catering Technology, Tatwade
6. NOVEL's NIBR College of Hotel & Catering Management
7. M.A. Rangoonwala Institute of Hotel Management & Research
8. Suryadatta College of Hospitality Management & Travel Tourism
9. Ambrosia Institute of Hospitality Management, Pune
10. U E I Global Education Pvt Ltd
2.6 Status of Hospitality Management students in India

“Employability of graduates coming out of our educational system is becoming a matter of great concern”. E Ahamed (Minister of State for HRD and External affairs) confirmed that only 25% of the general graduates across all streams have employable skills.

Internationally, countries are finding it difficult to find skilled workforce who would be employable and contribute toward GDP. The shortage is as high as 81% in Japan, 71% in Brazil, 49% in USA, 42% in Germany and 48% in India. We are wondering what our Universities and Colleges are producing – only useless graduates who are unemployable. At this stage even for India, where the population is high and there is shortage of skilled workforce is embarrassing. India has the largest population of young people of (workable age group of 18-25) and also the highest global unemployment rate- it does point out that something is wrong with our Educational system. The job market is changing over time and now it requires specialist in specific skills. Because of globalization and competition, nobody runs businesses the way people did 25 years ago. There is lot of automation and cost cutting. The entire skills required to work in a company have undergone a sea of change, and Education, particularly Higher Education has to catch up with the new realities.

In our country due to family pressure and work, children drop-out of school children in large numbers at young age as they have to assist their parents in their work or work in
the fields or work in the house. There is around 10-12 percentage of children going into higher education because of affordability. It is very important that we have to start tapping into a small percentage at a time and make the youngster skillful in order to render them readily fully employable. In view with this, S Ramadorai, Advisor to the Prime-Minister in National Skill Development Council firmly believes that India would be at an advantage when the a large number of children would go into higher education. The percentage of labour who have acquired formal training is minimal and imagine what could be if we have a larger percentage when at present our economy is averaging 8.5% growth. It would definitely bring change in the lives of people.

The hotel industry is an extremely important component of the tourism industry. Hotels that provide living spaces, food, entertainment, shopping, and conference venues occupied the most important position. And hotel operations are an employee-centric industry. In the past, as Stonham (1992) has noted, that human resources will become the primary reason for companies competition in the twenty-first century. Worker skills and team work will be the key criteria for being victorious in the race. In the hotel industry, head of the departments and supervisors are the backbone of the management level (Kavanaugh & Ninemeier, 2007). Thus, the core competencies that head of the department and supervisors must have constitute a topic of great importance.

The importance of hotel management education has been recognized globally. ILO has played an important part for many years now. Hotel management education plus formal education provides the necessary human resource who are skilled in delivering service, required for the hospitality industry. In popular tourism destination countries, hotel educational methods have been developed, in order to train the students in such a way that they come up to the expectations of what is required for travel and hotel industry. The responsibility of developing personnel for hotel management also lies with the hotel industry by involving themselves in the activities of the colleges and guiding educational institutes and how they can improve the higher education system of any country (Christou, 1999).
All Educational Institutes feel that their objective is to provide skilled and competent hotel personnel by completing the syllabus as prescribed by the University. Hence formal education is important to get suitable job in the hotels. The responsibility and value of hotel management education is vital as it prepares and provides human resource to the hospitality industry. (Christou, 1999). Guest satisfaction will largely depend on the trained and skilled personnel available in the respective country (Baum, 1995).

According to Mariger and Miller (1999), in a situation where there is global competition in business, those hotel will survive whose personnel are educated as they can interact with the guest and make their stay comfortable. Moreover, Partlow and Gregorie (1994) argue that due to the involvedness of the hotel personnel in relation to continuous needs, it is essential that management executives develop their knowledge and skills. The development of value-adding skills of human resources contributes to the success of the hotel business that is guest satisfaction and more business (Baum, 1995).

There is difference in hotel management education and training, it is important to identify the differences. Baum (1995) states that, educational institutes provide the basic hotel management education required to work in hotel industry and the hotels should take initiative for training the new comers and make them worthy to serve in the hotel.

Wexley and Latham (1991, p.3) argued that there is difference in training and development, training means all learning actions will be obtained at any time in a working line of business, which may or may not lead to qualifications and development is a designed endeavor by a society to help the expansion of knowledge of work-related behavior.

There are number of job requirements in the hotel and catering industry. Quite a number of competencies have been identified and are required for doing satisfactory jobs like, planning abilities, communication abilities(both written and oral), creative abilities empathy, decision making and problem solving abilities, motivation. (Verhaar & Smulders, 1999).
Framing of a right course and formal education is the right way to develop human resource i.e. the right competencies (knowledge, skills and abilities) of future employees.

Considering that the times are changing, there is economic development and change in the labour market, demographic changes, and technological changes in the hospitality industry, the education pattern needs to change if youngsters are to be educated in taking hotel management education. Hotel Management graduates are expected to be all-rounders with the ability to adapt themselves to the surroundings, and with some experience be innovative and creative in their work. Education must provide the future work force for the industry (Barrie, 2006). Job markets get affected if there are many graduates competing for the post as well as experience persons are upgrading themselves with degrees for better to enhance their chances of vertical growth in the organization (Woodley & Brennan, 2000).

Colleges and Universities of post higher secondary education, are increasingly feeling the pressure of preparing the students with the right competencies so that they are employable and the teachers have to take efforts of preparing the students for employment. That means their studies includes factual knowledge, technical skills, recommendation from the industry so that the graduates entering is ready product to start working on joining. Hotel management education is relatively young in comparison to other education and it is adopted from developed countries in comparison to medical, or engineering or other discipline in higher education, hotel management education has always had a strong vocational focus in that curricula have always, to some extent, included training in operational skills in house-keeping, kitchen, front office and restaurant and competencies that are vital for the working in mainly the four departments in the hotel.

Similarly, hotel management education curricula have also been developed by the desires and recommendations of various hotel professionals, and this has reflected in progress of course curriculum for post higher secondary education in hotel management. In hotel management syllabus, management and operations have become important and prominent.
These new conditions have led to specialty on operational subjects, discussions focusing on hotel management syllabus, including up to date information, specific disciplines and a list of skills and competencies that have been termed as important, for example, “communication skills,” “soft skills,” “generic skills,” “attributes,” or “capabilities” (Atkins, 1999; Hager & Holland, 2006; Holmes, 2001).

2.7 Summary of Literature review

Several studies have been approved in improving the performance of students joining hotels all over the world. According to A.F. Marrelli and others have defined competency as “A competency is a measurable human capability that is required for effective performance. A competency may be comprised of knowledge, a single skill or ability, a personal characteristic, or a cluster of two or more of these attributes”. Competencies are the building blocks of work performance. The performance of most tasks requires the simultaneous or sequenced demonstration of multiple competencies (Hoge, Tondora, & Marrelli, 2005).

Knowledge is awareness, information, or understanding about facts, rules, principles, guidelines, concepts, theories, or processes needed to successfully perform a task (Marrelli, 2001; Mirabile, 1997). The knowledge may be concrete, specific, and easily measurable, or more complex, abstract, and difficult to assess (Lucia & Lepsinger, 1999). Knowledge is acquired through learning and experience.

A skill is a capacity to perform mental or physical tasks with a specified outcome (Marrelli, 1998). Similar to knowledge, skills can range from highly concrete and easily identifiable tasks, such as filing documents alphabetically, to those that are less tangible and more abstract, such as managing a quality improvement project (Hoge, Tondora, & Marrelli, 2005; Lucia & Lepsinger, 1999).

An ability is a demonstrated cognitive or physical capability to successfully perform a task with a wide range of possible outcomes (Marrelli, 1998). An ability is often a constellation of several underlying capacities that enable us to learn and perform. These are often time-consuming and difficult to develop, and usually have a strong component of innate capacity. For example, the ability of analytical thinking comes
more naturally to some than to others, and can be quite challenging for many individuals to develop.

Competency experts note that many personal characteristics may be required for or may influence effective performance. These characteristics, such as attitudes, values, and traits, often have an emotional or personality component. Marrelli (1998, 2001) has argued that it is useful to define these personal characteristics as “enabling behaviors.” These include work habits, ways of interacting with others, or manners of conducting oneself that contribute to effective work performance. Examples of enabling behaviors are managing work priorities and assignments to meet schedule commitments, developing rapport with others, and treating others with respect (Marrelli, 1998, 2001). Enabling behaviors can emerge through learning, experience, innate predisposition, or a combination of these determinants. For example, developing rapport with others appears to be an almost instinctive behavior for some, while others have to consciously learn how to develop rapport and then practice constantly before they can achieve it routinely.

A competency model is an organizing framework that lists the competencies required for effective performance in a specific job, job family (i.e., group of related jobs), organization, function, or process. Individual competencies are organized into competency models to enable people in an organization or profession to understand, discuss, and apply the competencies to workforce performance (Hoge, Tondora, & Marrelli, 2005).

The competency format may vary from organization to organization. No organization can claim that their approach is better than other. Rather, the organizational needs will decide the optimal framework for the model. A common approach is to list several “core” or “key” competencies that are vital for all workers, and then identify several additional list of competencies that apply only to specific subgroups. Some competency models are organized according to the type of competency, such as leadership, personal effectiveness, or technical capacity. Other models are based on job level, with a basic set of competencies for a given job and additional competencies added cumulatively for each higher job level within the job.
According to Tony m Kiely and Monica Brophy study of hotels in Ireland, they found that the advantages of developing competencies which are the skills, knowledge, behaviours, and attitudes required performing a role effectively. A competency is described as student’s ability to perform a given task efficiently. When one is trying to analyze a competency-based approach for improving performance, it is essential to know the behavior pattern of the individual to carry out the given task. In other words, competencies concentrate on the task or work is performed efficiently by a particular behaviours which contributes to achieve successful performance. Behaviour plays an important role as it reflects one’s attitude and aptitude in responding to the situation. Each individual’s proficiency depends on a certain evident behaviour which is pertinent to the performance of the task.

Competency frameworks were developed as it benefited the management and it helped employees to have a say extensively to own development thereby making them realize clearly how to perform the task efficiently, as well as in a wider context make it known to others in the industry. They also provide a guideline to find various methods and procedures to further improve job routine.

**Competency models and clusters.**

Individual competencies were combined to form a competency model framework. Middle management competencies were initially divided according to the competency clusters used by the Irish Public Service Centre for Management and Organizational Development (CMOD). This competency cluster was the result of three years research by CMOD involving a number of international consultancies as illustrated in Table 2.1
### Competency Clusters (CMOD)

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Manager Competencies</th>
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<tbody>
<tr>
<td><strong>Personal Effectiveness</strong></td>
<td>Competencies that determine how we manage ourselves</td>
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<tr>
<td></td>
<td>• Teamwork</td>
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<td></td>
<td>• Effective communication</td>
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<td></td>
<td>• Enthusiasm</td>
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<tr>
<td><strong>Thinking Style and Problem Solving Ability</strong></td>
<td>Competencies that relate to effective analysis and problem solving</td>
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<tr>
<td></td>
<td>• Strategic thinking</td>
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<td></td>
<td>• Problem solving</td>
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<tr>
<td><strong>Group and Interpersonal</strong></td>
<td>Competencies which determine how we affect desired responses in others and relate to those around us</td>
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<td></td>
<td>• Customer service focus</td>
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<td>• Leading for results</td>
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Table 2.1 Centre for Management and Organizational Development

The CMOD research became a guideline for managers. However, for practical purposes it was considered more appropriate to link the middle manager competencies according to appropriate key result areas thus incorporating the need to be realistic and make competencies relevant to day-to-day work.

Consequently, the competency model was modified specifically to hotel middle managers within three star hotels in Ireland.

The advantages of competency model included:

- Increased identification with and sense of ownership of the model.
- Employees themselves defined the competencies thereby making them industry specific.
COMPETENCIES AND KEY RESULT AREAS

In addition to clustering competencies, it was also possible to map competencies to key Result areas. This approach was adopted within the current project and lead to a sharper clarity of relevant behavioural indicators. Most academic skills are necessary to perform above one feature of the job. For example, effective communication helps when delivering customer care as well as for managing staff. The key result areas provide a useful framework in which to illustrate in a practical way, the relevance of the competencies as illustrated below:

According to Wen-Hwa Ko who carried a study in Taiwan pointed out that employees associated with greater performance and level of self sufficiency feel fit and full of confidence on doing their jobs and their morals are high. The expression of ingenuity, talent, practical knowledge and skills gives them a greater job satisfaction and encouragement to continue with the organization. If the right students are counseled and given sensible information about career in the hotels and future prospects they would definitely join the hotels. Bad treatment and exploitation develops negative attitude among graduates during their training and interaction with the hotel employees. This reduces the prospects of Hospitality students joining the hotels. The results from the study disclose that the students have to continue learning and updating their knowledge and skills, understanding the trends in order to stay in synch with the food service industry. The teaching staff should not be complacent but rather upgrade themselves so that they can train the students and build up knowledge, skills, trends, and teach the students about generating creative ideas, so that the students benefit from it. The study also provided a base for curriculum assessment, expansion and improvement in pedagogy in hospitality education and training.
In 2009, David Solnet, Christine Kay and Linsley DeVeau in their study found that the students were confident after undergoing internship in various hotels. The development of competencies would take place faster if the student demonstrates professional appearance and poise, portrays enthusiasm, work commitment, have listening skills and oral communication skills. The chances of picking up competencies of leadership, ethics and trust competency, customer centeredness competency, interpersonal competency, creative and technical competency, are greater. The internship programme should positively influence the students of hotel management.

In her study done in Hong kong, Catherine Cheung stated that the hotel managers perceived the important competency in order of merit that students should have are that of leadership, industry knowledge, communication, self-management, interpersonal, critical thinking, strategic positioning and implementation. The graduate students perceived that the important competency in order of merit are that of communication, knowledge about hotel industry, how you manage yourself, adaptability to the group, leadership, critical thinking, tactical position and execution. And the top five specific managerial competencies identified by Hotel managers are a member of the team, respects people, guards and discreet about information, tackles unmanageable problems early so that they have solutions and foresees hindrance and develops contingency plans to handle them.

Dana V Tesone in her research study the college graduates lack management skills because of various reasons. Students in professional education may be with experience or may not be with experience. This makes a difference in their competence level. Normally there are four levels that begins with unconscious incompetence (students don’t know what they needs to know), to conscious incompetence (students know what they need to know), to conscious competence (new skills) ending with unconscious competence (habituated skills). The more experience they have, learning becomes easier rather than the traditional way of class room exercises where the interest in other subjects distracts them from learning.
Herve Fournier and Elizabeth M Ineson in their study in Switzerland stated that the students have to learn various competencies but they need to concentrate on Adaptability, e.g. When complaint handling, Prioritizing tasks, clear telephone communication, ability to handle stress, clear spoken communication, knowledge of current food service, knowledge of classical service, readiness to accept criticism, knowledge of beverage service, linguistic competence, acceptance of responsibility, displays maturity, contributes to staff morale, displays common sense, awareness and knowledge of local culture, questioning, respect for opinions of others, enthusiastic and self motivated, willing to learn. These competencies would help the students to be successful.

Ioannis Valachis in his study in Greece noticed after investigation that there are two types of knowledge to be developed in hotel management colleges: theoretical knowledge and practical or skills. It all depends on how the teachers deliver the lectures as the student’s performance shows. The students were satisfied with the topics on leadership, motivation, work under pressure, and training, interviewing, ability to promote-sell yourself. However they were not convinced fully with the skills of written communication, dealing with guest’s complaints, critical analysis, problem solving, time management, and work under pressure and time management. They required more practice. The educational institutes were not equipped to provide and develop the necessary competencies as required by the hotels.

Lynn Van Der Wagen have done study in Australia stated that that the customer varies with the type of establishment. From single star hotels to luxury hotels the customers differ, similarly the food outlets also differ from quick service restaurants to fine dining restaurants or specialty restaurants. Students are made to learn a common package in colleges. Hence they have to get adjusted to new knowledge and skills, understanding the trends in order to stay in synch with the industry. Students learn more on the job rather than classroom. You really require some experts (from academics as well as industry) to frame the curricula as the tourism industry is dynamic and current changes to the will go a long way in producing good results in the future.
Professor Conrad Lashley, in his study in United Kingdom noticed that more of students were employed in Bar, pubs and clubs, restaurants and contract catering. These jobs were casual rather than part time jobs. The students were employed by hotels in banquet department for functions, celebrations, weddings, banquets and other events. The students were flexible, hard workers and quick learners to style of work which were well-matched with extra demand patterns during the peak hours of work. They were of better quality and many had understanding of how to conduct oneself and transact with the customers. The girls fared better than the boys because they had better communication ability. The temporary workers were not developed into becoming permanent employees. Their employment remains mostly, routine and semi-skilled and a minimal amount of training is sufficient to put them on the job, inadequately paid, and promotions are rare. For majority, there is no chance of becoming supervisor or manager. Just a selected few are offered long term relationships or careers in the organizations.

Sherriff T K Luk and Roger Layton in their study in Hong Kong stated that, a total of twelve types of service skills were necessary and divided into technical and functional. It was found that performing technical skills had greater impact on quality of service. Training does not refer to only honing of technical skills but also on a variety of other factors like communication and presentation skills, service culture, personality of the trainee and role play.

Dr Hui-O Yang and Dr Hsin-Wei Fu in their study in Taiwan found after exploring the view of managers that the hotels need to pay attention to day-to-day operational problems which may vary from shortages of skilled worker to workers migrating to other properties thereby increase in labour turn over. Though the managers recognize these problems are as significant and challenging, there is a tendency to view these as a routine rather than finding solutions to end these problems.

Mohinder Chand in his study found that the syllabus of hotel management is multidisciplinary, the manager perceived the important operational subjects(food production, food and beverage service, house-keeping and front office) along with management subjects(Business law, Hotel marketing, human resource management, information technology, hotel economics, facility planning, accounting and finance,
Tourism, hotel French and event management) and supportive subjects (communication skills, generic skills, personality development, Entrepreneurship development, Project report, business ethics and analytical skills) for the curriculum of hotel management. The expectations of the all managers is high as they would require ready-made, made to order products who serve their needs with very less efforts. Few managers blame the educational system and the syllabi for the outcome of the students. Few Managers had positive evaluation in regard to the supportive subjects which adds on value of hotel management course that the student gets employment in any customer care department. Such subjects does help on the managerial development due to multidisciplinary subjects.

The expectations of Managers that the curriculum has to develop leadership quality, make them creative and innovative, have good communication skills, and have analytical ability are asking for the impractical. It all depends on the exposure the student has in school education and higher education that means, hotel management educational institutions should provide good school education and higher education so that the student has good exposure and hands on experience by the time he graduates.

We are all aware of the importance of hotels-educational institutions tie-up for developing a suitable course. However, expectations from the industry being ready-made students, it becomes difficult to come up with a course that can address all the different requirements.

The hotels were looking for workers rather than managers. A study is required to find out if colleges promote vocational skills development and provide man-power at shop floor level, or create graduates, train them with operational and management studies and the hotels would still recruit them at shop-floor level stating that they are not yet prepared or suitable for supervisory jobs. The curriculum prescribed by University Grants Commission is a step in the right direction, the course is apt as it has taken into consideration the various aspects and it would standardized hotel management course.

Hsiou-Hsiang J Lie in his study concluded that non-subject specific skills such as one show initiative in his job, writes correct English, have good ability for analysis, contributes towards the working of a group, good generic skills have been rated higher than technical skills. It is important to prepare more all rounders than individuals with specialty to reduce the risk of employment in a particular area, which
is extremely unfavorable to if one wants to grow in the organization. It is expected that the present students should lead the society in the future, the students should continue to upgrade himself/herself and yearn for new knowledge with the help of various sources, have awareness and facts about what their work requires, go beyond being professional; and learn to deal with new issues, decision making and problem solving techniques, be in touch with reality and increase contact through net-working.

Anita Zehrer and Claudia Mossenlechner in their study pointed out that the changes in the environment (social, economical, political and cultural) changes the developments related to tourism sector, which in turn lead to new challenges for change in higher education system. In order to meet the demands of the industry, people need competencies that enable them to cope with the changing circumstances of the business world. People feel that there is a considerable gap between what is expected and expressed by the tourism industry and what is offered by educational institutes of tourism education. Though the basics remain the same the expectations are high. Following the trend towards institution/industry collaboration, the study sets out to contribute to the development of competencies which are required to be integrated into the progress of educational programmes.

Ioannis Valachis from University of Strathclyde, mentions that the provision of hospitality services is labour intensive and requires highly skilled employees. The provision of quality hospitality management education at a tertiary level is strongly linked to the development and success of the industry. However, there is a strong indication that the current hospitality and tourism education system needs revision that will lead to major adjustments and improvements (Papanikos, 2000).

It could be assumed that the provision of the hospitality management education in Greece does not fully meet the current needs of the industry. If in the future the existing system will remain in its current form, the gap between the industry’s needs in qualified human resources and the efficiency of the educational system to come up to these needs will probably increase (S.E.T.E., 2003).

The forms of teaching and learning might also need to be revised. The vast majority of the courses are delivered in Greece in the traditional lecture form. New forms of learning like role-playing, case studies, simulations, games, out of class assignments and internships might need to be introduced as similarly claimed by Christou (2002). It
should also be examined if it is necessary to introduce even more sophisticated forms of teaching that discussed likewise by Christou (1999), such as laboratory sessions that allow students to study the relationship between theoretical concepts and working experience that provides an external laboratory for implementing and experiencing the potential of management.

Herve Fournier and Elizabeth M. Ineson in their study found that the following skills to be concentrated on are to be developed in students:

- Adaptability, e.g. when complaint handing,
- Prioritizes tasks,
- Clear telephone communication,
- Ability to handle stress,
- Clear spoken communication,
- Knowledge of current food service,
- Knowledge of classical service,
- Readiness to accept criticism,
- Knowledge of beverage service,
- Linguistic competence,
- Acceptance of responsibility,
- Displays maturity,
- Contributes to staff morale,
- Displays common sense,
- Awareness and knowledge of local culture,
- Questioning,
- Respect for opinions of others,
- Enthusiastic and self-motivated,
- Willing to learn

And the following skills are required to continue with the good work:

- Good communication with customers,
- Dependability,
- Hardworking,
- Flexibility/adaptability,
- Follows instructions,
- Harmonious working relationships with others,
- Competent in hygiene practice,
- Good team worker,
- Ability to work with all nationalities,
- Clear communication with colleagues,
- Positive attitude towards customers,
- Trustworthiness,
- Clear and accurate communication with supervisors

Positive attitude towards colleagues, Positive attitude towards supervisors

First, educators need to employ teaching methods and processes to help students to raise their performance on the identified key skills and competencies. Support schemes, including a faculty advisor system, a supervised study hall and peer tutoring have been established (Fournier, 2009).

Second, hotel schools must improve links with the industry to help supervisors better understand what to expect from interns and then make much more effort to maintain this contact, perhaps though industrial liaison panels (Ineson & Stone, 2008) in a move to closing the identified gap.
Third, curriculum developers need to reconsider the assessment criteria and processes, perhaps by employing an action research model that aims to develop not only teachers but also students as active practitioners and professionals (Greenbank, 2004). Workshops should be organized in the schools, with invitations to the interns’ supervisors. It is also very important that the school F&B service instructors and the kitchen chefs remain active in the various industry professional associations.

V Jaykumar, Dr Leena N Fukey and Kandappan B, in their study recommended that Hotel managers have different views about the demands of the hotel industry. They would concentrate more on the aims and objectives of the hotels, how to achieve its goals rather than spend time on how hotel management colleges should prepare the students with necessary knowledge and skills. The students’ expectations and assumptions of needs and requirements of the industry might come from their time spent in the colleges, what their teachers have taught them. As a result, there are gaps between what the students know and what the expectations of the hotel managers are. Empowerment may lead to a level of employer-employee commitment which relates to offering discretion especially to front-line employees when dealing with customer needs. (Rafiq & Ahmed, 1998). If the hotels allow some degree of employee empowerment, this may result in employee motivation, increase in productivity and satisfied service for the customers (Rafiq & Ahmed, 1998). Therefore, Rafiq and Ahmed state that empowered employees will meet customers’ demands better which will result in both employees and customer’s satisfaction, which may affect the financial statement positively because of better performance by the employees.

Youngmi Kim, Samuel Seongseop Kim, Jeongmo Seo and Jaechun Hyun in their study in South Korea stated that despite a great deal of effort in identifying the required competencies or qualifications for hotel employees according to the five different divisions (General Management Division, the Sales & Marketing Division, the Rooms Division, the F&B Service division, and the Food Production Division), it is still difficult to generalize the concept for all hotels worldwide. As the current study only focused on hotels located in Seoul, it might have its own culture, which may not be applicable to all hotels worldwide. Thus, further study should be carried out targeting a wider range of hotels in different regions.
Beth G. Chung-Herrera, Cathy A. Enz, Melenie J. Lankau in their study listed 99 hospitality competencies which are required for Hospitality leaders. Self management is the dominating competency that was rated on the top, followed by knowledge of strategic positioning, implementation skill, and critical thinking. Overall, self-management skills ((1) ethics and integrity, (2) time management, (3) flexibility and adaptability, and (4) self development) encompass actions related to the personal characteristics of the leader and how he or she handles himself or herself. Proficiency in strategic positioning ((1) understanding of customer requirements, (2) dedication to deliver quality, (3) managing stakeholders, and (4) concern for the people) was the second important factor considered for hopeful managers.

Competencies that appear to be the most important for the hopeful managers are ethics and moral values, understanding of customer requirements, importance of time management, forceful talk, No compromise on quality, and team spirit.

Competency development among students is further supported by specific modules offered by faculty members to enhance key skill areas. These modules contain both lecture and practical components. Competency models recommended by hotel can also assist students to seek out jobs and track their career that will give them ample opportunity to develop the necessary skills. A good competency model serves as both a roadmap and a prototype for achieving success. It tells you what is needed or expected, what needs to be done in order to become competent managers in the future.

Marriott employs a system-wide leadership-development initiative, called the Benchstrength Management System, which is used by current senior managers to build leadership capacity. The Benchstrength Management System used in Hotel Marriott provides a reliable system to evaluating its future managers and make certain that the Hotel concentrates on core competency that are essential to future success.

Michelle Millar, Zhenxing Mao & Patrick Moreo, in their study stated that the restaurant and eating houses agreed that the teachers in colleges are doing a good job as that is what is expected out of the students. However, the rooms division department professionals and the educators did not agree fully that the teachers are doing a good job. There are some gaps, between what is required and what is delivered. One teacher pointed at the hotel by stating that majority of hotels recruit personnel without them having degree in hotel management. The job description gives
importance to experience and not qualification in a hospitality degree. The reasons could be since most of the graduates are not available, the hotels could do with experience personnel, in the bargain the students tend to lose out on the jobs. If the educators prepare the students for the purpose of employment, expose the students to up-date their skills essential for growth and promotion in the Hotel industry, the Hotels would definitely engage the students or hire the students whereas the hotels need to tell the educators which route to take so that the students become employable. It is important that the faculty does internship during their vacation in hotels to update their knowledge and observe the new trends prevailing in the hotels. This would narrow the gap and the students will be well informed and prepared. The faculty should be motivated to spend time in the industry so that the students benefit from it. Promotion of teaching faculty should be based on their motivation.

The management of educational institutions should encourage the faculty to participate in conferences, paper presentations and seminars and similarly invite the hotel managers, departmental heads for the same. This will enable them to have dialogue with the hotel industry, other teaching faculty so that their information could be incorporated in the syllabi for preparing competency among students. In addition, visits to various outlets, hotels operation areas, field trips and placement for students for vacation training and lectures on trends in hotels will definitely go a long way in having interaction with the hotel industry.

Kavita K M and Priyanka Sharma in their study pointed out that identifying the qualities needed in a Hospitality Management graduate is prerequisite for the industry as well as the academic institutions. For the former it helps in hiring the right candidate and for the latter it discerns whether the training provided by them is meeting the objective of providing the right manpower to the industry. Specifically, industry has strived to identify valid job competencies and skill sets required for future leaders (Tesone & Ricci, 2005) in an effort to reduce turnover as well as combat challenges in the recruitment and retention of quality managers (Ghiselli, La Lopa & Bai, 2001).

Hospitality leaders have long demanded that students graduating from industry specific higher education programs possess appropriate management skills and competencies required to remain competitive. These underscore the critical role of the
educational experience and the importance of curriculum development in shaping the industry’s future leaders (Tsai, Chen & Hu, 2004).

There has been a tremendous growth in the number of hospitality programs over the past twenty five years. There has also been a palpable shift from the traditional home economics based program to a business related focus. The change in the economic condition in the 2000’s, has brought a lot of job opportunities for the hospitality professionals. It has become a challenge for the Government and educators for developing the workforce with employable skills and competencies to work in the hospitality industry.

Our education system in India is backward as far as hospitality education is concerned. From certificate course it became diploma course, from diploma to degree course, and from degree course to master’s degree. We have noticed that all along there is concentration on operations training. The syllabus is framed by experience persons from Educational Institutes and Hotel Professionals. They strongly focus on hotel operations training. Jauhari (2006) cites that, “… only half the total of 180 institutions/colleges in India provide a worthwhile education which is of use to students and to those hiring students for work in hotels and restaurants.”

A recent brainstorming session between the industry and the academia at Grand Hyatt, Mumbai (2009) raised the issue of availability of trained candidates for filling various positions in the industry. The Industry pointed out the dire need for reforms in education sector in India.

According to Pavesic (1991), hospitality education has attempted to make significant curricular changes in order to meet the industry’s perceived evolving needs. And, given the shifting nature of all micro and macro-environmental events that have occurred during the past twenty five years (e.g. social cultural changes, technological advances, growing concern over sustainability and green practices, globalism), it appears likely that the competencies desired by hospitality professionals have also evolved. Since the 1920s, hospitality educators have looked upon industry leaders for guidance regarding the essential competencies that graduates need for professional success (Kay & Russette, 2000). Despite the emphasis on leading rather than following (Lewis, 1993), by design, hospitality education may not be able to adapt as rapidly to change as the industry it serves (Miranda, 1999). Nevertheless, the goal of hospitality
education is to provide industry with graduates that are capable of conducting the affairs of business and maintaining a readiness to approach future management issues without reservation (Enz, Renaghan & Geller, 1993). Knowledge creation in essence has become the most significant objective of educational programs that are oriented to whet the skills of students in meeting the needs of the industry (Tesone & Ricci, 2005; Chathoth & Sharma, 2007). However, as the sheer number of hospitality degree programs increased so did the criticism that higher education programs were in fact becoming out of touch with the direct needs of the industry (Beth et al. 2003). Tension has been detected in the hospitality literature between hospitality educators and industry professionals regarding the extent to which higher education is responsible for competency and skill development (Harper, Brown & Irvine, 2005; Williams 2005). Arguably industry is “buying a product,” and it is essential that today’s curricular and educational experiences prepare students for leadership (Raybould & Wikins, 2006).

They concluded that

1. The students have poor grooming standards.
2. They do not possess the right attitude needed to work in the industry
3. Students lack in leadership qualities.
4. They need to improve in the areas of communication skills.
5. Professional and ethical standards are low among students
6. Students have casual approach towards safety measures and importance of First aid.
7. Institutes need to encourage the students for working across the Cross functional departments.
8. Team work has to be improved among the students by conducting outbound trainings.
2.8 The Objectives of the study

a) To explore the AICTE syllabus recommended for the course and see whether it develops the required competencies of the students who are completing the course.

b) To analyze the competencies (knowledge, skills, abilities and attitude) of the Hotel Management students acquired in the Institute during the course.

c) To increase the employability of the students in luxury hotels.

2.9 RESEARCH HYPOTHESES

Based on the objectives of the study the researcher hypothesizes the following:

- $H_01$: Knowledge has no significant relationship with competency.
- $H_{a1}$: Knowledge has a significant relationship with competency.
- $H_02$: Skills has no significant relationship with competency.
- $H_{a2}$: Skills has a significant relationship with competency.
- $H_03$: Abilities has no significant relationship with competency.
- $H_{a3}$: Abilities has a significant relationship with competency.
- $H_04$: Attitude has no significant relationship with competency.
- $H_{a4}$: Attitude has a significant relationship with competency.