CHAPTER II
REVIEW OF LITERATURE

2.1 Hospitality Education a review

Hospitality education is a professional field where educators and industry practitioners work together to play the role of specialists/experts in the field. It reduces the hospitality educator-practitioner gaps. Breiter & Clements, (1996) from International Labor Organization (ILO) infer that demanding clientele, increased competition, advancements in technology, changing expectations of investors, increasingly sophisticated changes in workplace is creating a profound impact on hospitality training and education.

Hospitality domain researchers have diverse views of the hospitality arena, essence, and essential nature of hospitality education. (Haywood 1992; Powers 1992) believed that hospitality is a discipline that is responsible to produce knowledge to be applied by hospitality professionals. Cho et al. (2006) found, primary stakeholders have diverse perspectives and expectations regards graduate education programs in hospitality, whilst studying student learning outcomes, teaching methods and curricula. They identified that industry, educators and graduate students perceive student learning outcomes differently. The expectations of the job providers in the industry are not fully met by the current educational objectives emphasized in hospitality graduate management programs. Opinion gaps continue to exist between the industry and educators, as more importantly the industry recognizes action skills. Deanne (2005) found that graduate success in the hospitality industry and the success potential is impacted by program structures of Hospitality Administration curriculum design.

Gruman, et al (2009) stated that work-based learning in undergraduate management courses is appreciated by students which also enables them in furthering their education as managers. Gruman (2010) also contends that these practices promote managerial and interpersonal skills as the industry is a key player in accomplishing a part of the curriculum study through work place learning. However these work place learning should be structured, assessed and mentored.
Swanger & Gursoy (2009) The program curriculum should be evaluated and aligned to meet the needs of all identified stakeholders on an on-going basis, wherein the accrediting agencies should emphasize the need for assessment in higher education at all levels. Williams (2001) studied contemporary approaches to curriculum design and stated that a flawless curriculum has not yet been planned and an agreement from industry and academia on a single one is highly improbable. The existence of an ideal curriculum is not possible as curriculum relevancy and content will change and the process of curriculum review will be on-going. Although a good model may be in place stakeholder participation in the curriculum is very important in order for a positive outcome of the design. The effective use of guest speakers was identified by McCleary & Weaver (2008) the positive outcome included industry speakers into the academics, providing potential benefit for everybody involved. The industry speaker’s relevant information or experience through case studies may benefit both graduates and faculty members through enhanced networking for internships and usage of industry information inside the classroom to be applied at work place.

2.2 Hospitality Education in India the current reviews

Education in the hospitality domain of India continues to be debatable, mostly negative. All stakeholders today believe that the dynamic environment has brought about many change. The hospitality industry needs potentially high human resources for achieving its targeted success not only just market growth. (De, 2012). According to Dahiya & Shelly (2014) Hotel management education is having a fair presence in India compared to other Asian countries. Mishra & Pal (2010) opined that in the Indian context, the inputs of regulatory bodies like AICTE, UGC, NCHMCT, and also of industry experts has facilitated the development of the numerous courses of hospitality education. The lacuna in the delivery mechanism has caused the failure in desired results. However Seth (2005) quoted that the faculty members of the hospitality domain complained that the quality of industrial exposure (training) in hotels was not at the expected level. The conflict between faculty and industry continues as an ongoing tussle, this can be positively tuned if both are brought together to handle and review the problem.

The principal of a top ranked hotel management school in India, Jayaram (2012) has quoted that the All India Board for Tourism and Hospitality Management under the
AICTE of MHRD has put in motion certain positive developments for the curriculum with efforts in extensive benchmarking exercises with international models. However the challenge lies in duly customizing to the local industry realities, in collaboration with industry partners, developers/ investors of infrastructure and knowledge management experts to provide the required impetus. The leadership of major hotel chains in India are nominated as advisory boards who execute a very professional approach to this government initiative. These major players are committed to competence development models as well as future visioning and innovative exercises in skills development initiatives, and (CSR) corporate social responsibility. Culinary programs are more preferred by the hospitality students due to tremendous media exposure and professional status. Jayaram, reiterates that warmth and hospitality is part of every Indians DNA. Customized models of hospitality to enhance positivity and to initiate social change can be achieved only if Hospitality educators in India are vested with a responsibility to take hospitality education to the masses and classes alike.

The courses offered in India either privately or in PPP are certificate, diploma, undergraduate degrees, honors degrees and master’s degrees in hospitality management. A 48 weeks internship has been instituted in their 4 year degree which allows the industry to actually observe an individual performing within operations before making a job offer rather than making the hiring decision in a 15 minute interview. The industrial training or (IET) allows the student to adapt learning through the working environment, culture and interpersonal factors creating a win-win situation for academia, industry, students and the society. Until 1986 there were no undergraduate degree programs in hotel management in India, The Manipal Academy of Higher Education was the first private university to initiate historically a three year degree affiliated to the Mangalore University.

2.3 Hospitality Skills and Competencies Framework

Raymond et al. (2013) due to the rapid amalgamation of the International and National chain hotels, the industry requires the modern skill sets that are important for a competent management newcomer to transit into the industry. There arises a need to re-focus and re-orient the hospitality curricula. The hospitality curricula model and the hospitality programs need to reflect the capacity to meet the demand for specific
issues relevant to the hospitality industry, augmented professional skills through faculty trainings and renewed focus on industry trends. On the flip side, hospitality educationalists are not keeping pace with the speed of the growth and trends in the industry. In USA the hospitality programs rapidly integrated travel and tourism. Most developed countries have hospitality programs that prepare students for management professions in a service centered industry. Due to this, the distinction amongst hospitality schools as well as business schools is reducing. Marketing, Finance and Information Technology seem to be the disciplines that the industry identifies as long term leadership talent that scores an edge over operational and functional aspects of hotel management. According to Raymond (2013), retaining stakeholder loyalty is of utmost important by increasing the quality and breadth of the curricula.

Hospitality education programs must update the curricula, to meet the growing challenge, Haywood (2008) & Tas (1988) identified six essential competencies; guest problem solving skills, customer relation skills, communication skills, ethical standards, professional appearance and work relation skills with personnel. He also opined that General Management Skills (GMS) could be effectively taught with the appropriate teaching methods, required for hospitality graduate students through three main stakeholders: Industry professionals, educators and students. Similar studies conducted by (Boyatzis & Kolb 1995; Kretovics 1999) identified 12 skills and grouped them into 4 general management skills: Interpersonal, information gathering, analytical, and behavioral, finally concluding that the three stakeholders perceive this as important for success in a hospitality career. Lefever & Withiam (1998) have identified leadership and controlling cost as an outcome of their survey as essential skills. It is also important to note that writing as skill was identified by Deale et al (2004).

Dawson (2008) found that Hospitality programs show the value of their degree as striving to provide students management skills that are tailored specifically for the hospitality industry. There are significant differences in the areas of customer relationship, motivation, propitiousness and motivation, between hospitality and other related disciplines. He observed no significant difference in areas of principles, risk taking, accuracy, empowerment, respect, and composure, whilst mentoring and being a natural leader had a low score. Green (2007) identified certain essential
competencies, although there is much similarity in the rating of most management competencies taught as compared to the competencies desired by industry leaders, differences still exist. He added, faculty teaching 4 year degrees should solicit industry input in improving curriculum in order to keep it contemporary and relevant and cultivate strong relationships with industry. The gaps identified in the study suggest that industry experts focused on particular management competences that may be receiving less emphasis. Wiener (2001) concluded that graduates with hospitality degree have substantial difference in perceptions as against those with other graduate degrees (Business / Science). Over the years the expectations of graduates by the recruiters has changed and some place a heavier emphasis on skills classified as emotional intelligence (EI), educators continue to embrace the technical and KSA’s. (Knowledge, skills and attitude) the Avant-garde perspective of industry continues to clash with the old guard perspective of the academics. Alexander et al (2009) stated that there is a need for developing not only conceptual skills, but also interpersonal and technical management skills. Specialized courses that are targeted at special student interests and niches in the industry will continue to play a particularly important role. Deale et al (2009) propose that hospitality educators are exclusively positioned to play a role in recommending sustainability practices in the hospitality industry and suggesting promoting innovative business practices model, through inclusion of sustainable education in the hospitality curriculum. Scott et al (2007) concluded that curriculums of hospitality and tourism management majors are tipping towards a business management discipline. Prakash et al (2007) opines that although there are many issues in core curricular of Hospitality and Tourism Education; hospitality and tourism schools may need to develop positioning strategies of the five forces of the business environment as a basis to develop a curricular model to build the foundation for students on being better managers of tomorrow. Hospitality and Tourism schools could develop orientations and differentiate from business versus vocational. Hence, the success of hospitality management education depends upon range of management skills and competencies that graduates are expected to possess. This range if identified may be spread over a hospitality curriculum model and progressively handled in the four year duration.
2.4 Hospitality education primary stakeholder Gaps

Zopiatis (2007), found that there were noteworthy gaps in the association among the hospitality education and industry education in the context of how the students performed on their industry internships. Zopiatis used both qualitative and quantitative data to produce a model with 5 components and discovered many of matching gaps on issues between the hospitality industry-education associations. The gaps identified as investigated, indicated incongruity between the educational experiences distributed to hospitality students and the “real world” rehearsal they experience whilst training on the job. The diagram below is a good example to prove that curriculum models framed need to be in discussion with the hospitality industry environment and the academic environment. Zopiatis approached the study through triangulation method to find out the exclusive stakeholder characteristics of hospitality industry. The conclusions of a study undertaken by Zopiatis (2007) as expressed in FIG 4 on hospitality internships in Cyprus deliberated on the problem of specific competencies needed by hospitality management students. There were many gaps in perceptions among all stakeholder which has been studied by Zopiatis, but the outcomes stated that faculty of hospitality need to prepare students’ for transition into industry environment and its strategies for survival. It concurred with the definition of hospitality Hemmington (2007) as behavior and experience having exciting inferences for the management capabilities needed for the hospitality businesses as new perspectives continue to develop that takes hospitality beyond services administration to a place where hospitableness, a sense of theatre and generosity are essential. The curriculum models should be ready to create a sense of action oriented, smart, business persons of the future. The millennial managers.
2.5 Relationship with stakeholders

According to campus recruiters, the university educators are disconnected and unaware of existing needs of the industry Davies (1994). A hospitality education program should target to educate graduates who can replicate the specialists, owning a wide range of manageable skills, training, personal initiative, and who are logical in their attitude towards situations. (Ladki 1993; Blanch 1999) see a conflict between the interests of Industry, Classical educators and Progressive educators and their perceptions mostly are incompatible with each other.

According to surveyed literature, most hospitality curriculum models proposed are with perspectives approaches from all stakeholders or some, may be primary and others influential.
2.5.1 Hospitality Management Trainees: Stakeholder – 1

A university curriculum may not be able to train students with leadership skills or managerial skills and everybody is not a born leader. Managerial skills are gained and cultivated only from industry experience. Every established hotel company in the world and in India needs able managers on its team. However, the lack of managerial potential among the graduates makes it difficult to find qualified personnel to reduce the gap. To resolve this, many hotel companies in India recruit management trainees. A management training program is the most suitable way to prepare workforces to develop as managers in the future. The required know-hows of an effective and responsible manager can be imparted through these training programs. It remains debatable whether students are worthy enough to participate in research studies that
are conducted on appropriateness of curriculum models. That is one main reason that students have not been included as respondents and considered management trainees more valuable as a stakeholder. The management trainee in most hotels is from a hotel school background and so they are eventually an alumni also as a stakeholder.

2.5.2 Hospitality Industry Practitioners / Managers, employees: Stakeholders 2

The further development of the hospitality industry is mostly dependent on the quality of the workforce wherein the pivotal role is played by the hospitality curriculum in developing the workforce Raybould & Wilkins (2006). Industry professional often claim that the hospitality curriculum is generally obsolete and does not preserve the demands of the ever changing industry, although hospitality program curricula are updated constantly to remain contemporary and significant, Miller & Moreo (2010). The valuable insights provided by the industry professional to measure the essential skills and knowledge of hospitality graduates more precisely to evaluate the importance of course subjects (Min et al., 2016). To consolidate the above discussions Gursoy et al. (2012) compared the industry professional ranking of the importance of course subjects using a longitudinal method and recognized discrepancies in rankings over a time period of 10 years, which concludes that at any point of time no two perceptive studies will emerge with similar outcomes from different stakeholders and time periods.

Industry practitioners are instrumental in the development of hospitality curriculum and have inspired many regulatory bodies within the Hotel companies and professional organizations Quinn & Bosselman (2011). Their contributions resulted in the development of specialized subjects and concentrations within the hospitality curriculums of different courses. Moreover, certificate programs and minors are developed to satisfy industry demands. The hospitality Industry has to modify over time for critical motives such as changing customer / guests wants and needs in order to be abreast and to fit into legislation of the corporate world and competition, Min et al (2016). The specific knowledge of industry for hospitality graduates is perceived as essential, however perceived as not so most important because success in industry depends on employee’s industry specific knowledge and skills Littlejohn & Watson (2004). The Australian TAFE model can interest hospitality educators and a large base of stakeholders. But quite significant aspect of the model is recognising the need
of skill based modules concerning professional training and industry needs. A blend of skill based modules with university subjects, is an attempt to satisfy the needs of various stakeholders. This model could be viewed as an attempt to meet these conflicting demands. However in most private universities in India certifications and diplomas are not offered as this is left to other national level central bodies e.g. NSDC.

2.5.3 Hospitality Academia / Faculty: Stakeholder 3

Many conceptual research papers are published capturing perceptions of faculty on academic dishonesty Kidwell et al (2003), faculty perceptions of academic journal quality Lowensohn & Samelson (2006) and many more on faculty perceptions of electronic journal quality. Substantial research is evident on studying the change in faculty perceptions over a period of time examining faculty work life and satisfaction Rosser (2005). All research conducted in an academic environment that had full time academic teaching faculty as respondents have shown that there is considerable value to be attached to their perceptions especially with regards to quality of education and student satisfaction. Universities across the world continue to deal with high attrition levels of faculty and student dissatisfaction for reasons unknown. Full time faculty teaching on professional management courses need to be considered as important stakeholders whilst studying a curriculum fit. Many curriculum models of hospitality management courses in higher education exists across the world that best suit the requirement of the industry and regulations of the countries in which they operate either on campus or off campus. Many universities have models across the world and sometimes teaching medium and medium of instruction is not English.

2.6 An overview of the Hospitality regulatory bodies in India

2.6.1 The National Council for Hotel Management and Catering Technology and Applied Nutrition –India (NCHMCT)

The National Council for Hotel Management and Catering Technology (NCHMCT) was established in India in the year 1982 for the formal development of hospitality education in India. The Ministry of Tourism, Government of India administers the council (www.nchm.nic.in). It is an autonomous body that functions as the apex foundation in India to safeguard coordinated growth and development of its 50
affiliated catering institutes. The Minister of Tourism, Government of India is the President of the society whose role is to administer the council. The Minister for State for Tourism is the Vice President and the secretaries of state and Union Territories of the affiliated state institutes are the members of the board. The council reports the conduct of the courses, the admission statistics, and data of students, counselling schedules, admission processes, affiliations conferred, and results of success and failure rates of students. NCHMCT awards the hospitality degree program through the Indira Gandhi Open University (IGNOU). The council has 21 central government colleges, 16 state run colleges and 14 private institute affiliated colleges. There are 8 food craft Institutes as on Dec, 2014. More than 60,000 alumni are recorded at NCHMCT. The course curricula are standardized and prescribed by the council in India and is recognized as the only government run hotel management and catering council in India. Students are admitted based on their performance in a JEE (Joint Entrance Examination) conducted in exam centers all over the country (India).

2.6.2 All India Council for Technical Education (AICTE)

Set up in November, 1945 as the national level Apex Advisory Body, the (AICTE) facilities the technical education and to encourage growth in India in a regulated coordinated and cohesive manner. The scope of (the Council) includes technical education programs comprising of Architecture & Town Planning, Management, Pharmacy, training and research in Engineering & Technology, Hotel Management, Catering Technology and arts. The Council also geared up its faculty development plans through numerous schemes. The AICTE has 104 approved Hotel Management Institutes offering the BHM program of 4 years duration. In the year 2012 -13, 03 new (HMCT) Hotel Management and Catering institutes were approved.

2.6.3 University Grants Commission (UGC)

The University Grants Commission (UGC) is recognized as a statutory organization since 1956. The purpose is for direction, determination and upkeep of values of university education both qualitative and quantitative. The commission provides scholarships to entitled colleges and universities, counsels the central and state governments on measures necessary to establish and develop Higher Education.
Headquartered in New Delhi the UGC has established six offices regionally mostly in capital cities or tier 2 cities. The programs such as; education, research and training in the areas of engineering & technology, architecture, management, pharmacy, applied arts & crafts, hotel management and catering technology, computer applications, are included within the scope of “Technical Education”. Hence, the institution has to follow the norms and procedures outlined by the UGC regulations. The duration and entry level qualification for an undergraduate hotel management program as per UGC is four years. The approved nomenclature as per UGC for a hotel management program is Hotel Management and Catering Technology (HMCT). The UGC has recommended all universities and affiliated colleges to adopt Choice Based Credit System (CBCS) which helps in continuous agility of students as well as allocation of credits across the higher education institutions within the country.

2.7 A framework of the word curriculum

The Latin verb “currere” meaning to run is the origin for the word “curriculum”. A curriculum denotes a course to be “run”; and it is a compared to an educational course taught or learned. The nature of curriculum is implicit, the word curriculum considered is to refer course syllabus as approved by a statutory/ regulatory bodies. Actually, it has a wider meaning. Curriculum refers to syllabi, print and electronic media materials, teaching strategies, learning activities, assessment of the students, evaluation of syllabus, the class rooms, laboratories and library facilities, staff training and consultancy, and so on. Mishra & Singh (2015). The areas of hospitality curriculum, that requires such deeper understanding will be the areas relating to attracting and retaining the customer, leadership skills, planning facilities, human resources issues, strategic issues etc. to name a few. Such modules, which are covered in higher classes, involve conceptualizing various principles and their application. For the reasons mentioned earlier, the learning in these areas is open ended in the sense that the student outcome is indeterminable. Similarly some of the areas in curriculum are related to arts, like interior design of a room or restaurant, food presentation etc. It is advised to encourage students to explore these areas. The aim of these modules is evocative rather than prescriptive. The learning will evolve as a result of the process, rather than pre-determined. Of course, how to deal with these subjects (teaching strategies) has to be specified for the desired results. The teaching methods in these
field become more important and not the end objectives. The basic principles and information, has to be given to the students which will help them explore these topics.

2.7.1 Different approaches to curriculum

According to Blanch (1999) there is a fundamental curriculum paradox that we don’t understand. He suggests that there are three significant educational ideas.

1) There is a need to shape the students as per the current norms and conventions of adult society;

2) It is important to teach students knowledge that ensures that they think real and true things about the work to conform to the norms.

3) Educators essentially encourage the growth of each student’s distinct potential Egan & Blanch (1999).

These three ideas have inhabited the education landscape for so long that they have now become the dominant conception of education. As our society has become increasingly concerned about educational effectiveness, our stakeholders, clinging to one or another of these ideas, have insisted that their particular conception of education should prevail. (Blanch 1999)

2.7.2 The subject-centered hospitality curriculum model

The very first model was housed in a business school of an attached hotel. The hospitality curriculum model and its features are predominantly driven by the industry in most developed countries. Although as early as Williams (1996) stated that program features do affect the success potential of the graduate success in the hospitality industry. Hospitality curriculum design and certain curriculum models have been developed and approached in many ways for over 70 years. Mostly models consist of a sequence of subjects that are highlighted without any specificity of skills and competences. The general tradition in a hospitality program is to develop a curriculum model to teach the fundamental theories and principles of operations and management of a hotel, believing that it is the industry role to teach the application specific or work place attitudes and values. Some are defined as ‘models’ and as they become more specific they may be stated as ‘designs’, i.e. subject-centered designs.
In the context of professional courses and programs, five types of approaches to models of curriculum are used.

1. Subject matter disciplines
2. Specific competencies and technology
3. Human traits and processes
4. Social functions
5. Individual needs and interests

This study undertakes the approach of Subject matter discipline based model on observing the appropriateness of similar hospitality models suggested by Swanger (2016). Designs, content and context of each hospitality subject may vary from country to country, however the fundamental principles remain the same. Each subject is characterized by its distinct and inherent discipline and design. For example science subjects are characterized by evidenced experimented knowledge which has been observed and recorded, tested, experimented, evaluated and a theory postulated or confirmed. Subjects related to arts are characterized by theories of social phenomena’s usually generalized by behaviors observed naturally, also from theories and documents (historical) and other forms of anthropological evidence that explains the difference in various cultures. Once a model is identified, it is easier to place the subject items selected. Hospitality subject items are driven by an interdisciplinary approach especially in the 4 year undergraduate level. The subject of management studies may include a combination science and arts, example operations research and organizational behavior.

Once the subject items are determined and placed at various levels in a curriculum model the objectives may be framed. Since the research has captured subject items from the world ranked curriculums, it is presumed that due diligence applied is in designing objectives, learning outcomes and assessment strategies. Most curriculum models propose behavioral change in a student as a result of organized instructions that help students achieve the articulated objectives.

2.7.3 The benchmark approach to curriculum models

The benchmarking process or approach is mapping or studying of one or more models and comparing them with each other for differences or similarities for various
purposes of change. A mature product whilst being assessed or benchmarked does not need to address the fundamentals of designing the model from scratch. The best curriculums with articulated syllabi and objectives are already existing across the world and so is considered as an existing base for the subject items choice from the benchmarked universities. Since this research design has captured subjects items from courses across the world, objectives framing has not been part of the study. It is assumed that the best design, objectives and learning outcomes is already in place as these institutes are benchmarked for their best practice models and flexibility. The content reviewed through their websites revealed highly evolved curriculum models and a critical appraisal is that there is a very high degree of clarity on what is being taught, how is it being taught, what is the form of assessment and the flexibility of choices based on students interest and options. Of the top 10 content analyses of websites conciseness, exactness, completeness and preciseness was observed on the Glion Institute, Switzerland. Perhaps this is due to their curriculum model being a niche for hospitality education only. The benchmarking process identifies the minimum core subject curriculum items as important to a discipline or profession of hospitality.

Hospitality programmes in India, are taught after 12 years of schooling. These programmes prepare the students to move into the real world of hospitality, the world of hospitality that has its own ground realities, some of these being hard ones. Therefore there is no denial of the fact that the programme should prepare students to think on their feet. The programme must prepare the students to gain the ability to think and solve the problems as they arise in hospitality situations. Not all these problems and situations can be predicted. Since knowledge requires understanding and such understanding is speculative, the outcome cannot be decided in advance. An attempt to decide outcomes first, amounts to pre-deciding how students should understand, which leaves little scope for individual thinking.

2.8 The approaches of the top world hospitality curriculum

For educators, knowing the requirements and content of other hospitality programmes appears to have several benefits. First, despite the desirability of being unique and occupying a distinct niche (Tress 1996, in Bartlett 1998), the basic content of hospitality management education will presuppose some commonality of curricula.
The popular notion of academic benchmarking by comparing one programme with others again requires information about the others Bartlett (1998). As per the studies of (Lambert & Riegel 1996; Kent & Kah 1996; Bartlett 1998), the US programmes are perceived to be top programmes as studied through a Benchmarking of Hospitality Management Curricula, comparison of Top US Programs.

Riegel & Melissa (1999), gives a brief account of five broad categories of Hospitality education programmes. This is important as it not only mentions about different approaches, it also highlight the diversity in different programmes. Most hospitality and tourism programs consist of four main areas.

- The major
- General education and advanced learning skills
- Electives.
- Work experience.

2.8.1 Skill/Craft Approach:

Programs dropping into this category take a no-nonsense, “nuts and bolts” method to the field. The major is grounded on the functions and crafts engaged in hospitality and tourism operations, and its main focus is on helping students attain technical operations skills and, in some cases, management and supervisory skills. Craft-and skill-based curricula are often found in community and technical colleges, but they happen in some four-year curricula as well.

2.8.2 Tourism Approach:

These curriculums primarily emphasis the content of tourism – concepts, leanings economic impact, etc., and the numerous social sciences that contributes to the tourism arena such as sociology, anthropology, and economics. These programs often include coursework in area of corporate administration as well.

2.8.3 Food Systems/Home Economic Approaches:

Hospitality programs contained or started in colleges of home economics naturally employ this method. These departments normally place heavy emphasis on nutrition and food science, and food production and delivery systems, as well as together the
natural and social sciences. Principles of management and organization are also stressed, but to a lesser degree limited to business administration programs.

2.8.4 Business Administration Approaches:

These programs are adopted in colleges or schools of business administration, tend to pay more attention to the disciplines of administration – management, finance, marketing, operations, accounting, etc. – and less concerned with products such as food or rooms.

2.8.5 Combined Approaches:

Programs falling into this category will combine two or more of the methodologies previously mentioned. This is often the case in self-governing hospitality schools and colleges with four-year degree programs. For example, some programs may combine a business administration approach with a food system/home economics approach. Riegel & Melissa (1999).

2.9 The Australian approach to tourism and hospitality education model

La Trobe University, in Melbourne, Australia has introduced an integrated teaching model. This model has combined the skill based technical subjects with the university subjects. A detailed account of this successful experiment is given by Michael (1999). The current Australian model provides for a divided tertiary education system where locally based “Technical and Further Education” (TAFE) Colleges service the requirements for trade and vocational training while the University sector provides academic and professional education. The problem, of course, is the growing overlap between education and vocation and the lack of a clear articulation process between the two. The issues of overlapping educational needs are particularly affect the disciplines of travel, tourism and hospitality where the employment requirements are for both prescribed skills and professional education. (Michael 1999). TAFE students could gain some credit towards a University degree but the same subjects were never accessible to University students. The La Trobe model sought to eliminate the anomaly by making use of the best features of both systems in a concurrent format that, in particular, would provide for the delivery of the industry determined professional skills and supervised work experience. A variety of skill-based modules
concerning professional training and industry needs that the TAFE system was actually better equipped to teach and which the University could not easily replicate. These modules were then repackaged into baskets of like activities for delivery by the TAFE colleges to students as degree subjects.

2. 10 Undergraduate hospitality curriculum at the Cornell University

With an objective of developing graduates to lead the hospitality industry, Cornell University thrives to impart to students,

1. The knowledge to act and analyze appropriately in diverse business contexts;
2. Effective communication and teamwork skills;
3. Impart ethics to analyze dilemmas and make thoughtful, principled decisions; and
4. Self-awareness to understand their strengths and augment their professional skill set.

The SHA practice credits of Cornell is a benchmarked practice that was envisioned way back in 1950’s which was later emulated by most hotel schools of later origins. In achieving this objective, the student will be able to;

- assess their career interests to increase work experience in different segments of the hospitality industry
- identify, develop, and exercise skills necessary in one’s future career
- place classroom theory into practice in the “real world” and apply this practical experience in forthcoming academic projects
- equate and contrast different kinds of organizations, work environments, and company cultures
- discover diverse subdivisions/areas within an association, attaining an invaluable viewpoint regarding matters, apprehensions, and behaviors of personnel at various levels in order to enhance one’s marketability upon graduation
Core curriculum at SHA Cornell

The curriculum has listed 26 variables for related to careers and leadership through a business management foundation based on the industry requirements. They are under the categories of: Electives, Concentrations & Minors, SHA Concentrations, Undergraduate Minor in Real Estate SHA, Cornell University Minors SHA and Extended Academic Opportunities and Management Intern Program (MIP)

Culinary Institute of America Alliance – The SHA/CIA alliance provides students with the opportunity to pursue an associate’s degree at the CIA in Hyde Park, NY while they are completing their bachelor’s degree at SHA. In four years, a graduate with two degrees and combine the education in culinary arts and business to provide a solid foundation for the future career.

Table 2.1 Credit hours at CORNELL University Hospitality Program

<table>
<thead>
<tr>
<th>Credit Hour Distribution</th>
<th>credits</th>
</tr>
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<tbody>
<tr>
<td>Required core course credits</td>
<td>29</td>
</tr>
<tr>
<td>Concentration/minor elective credits</td>
<td>15</td>
</tr>
<tr>
<td>Free elective credits</td>
<td>04</td>
</tr>
<tr>
<td>Total credits to graduate</td>
<td>48</td>
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</tbody>
</table>

A Graduate requires 48 credits for a degree at SHA. An externship professional of 800 hrs.is mandated. Across the world credit in various countries offering hospitality courses vary from minimum 48 credits to 190 credits. IET (Industrial exposure training) hours may vary from a minimum of 800 hours to 1248 hours.

Most programs of Hospitality in the USA are accredited by two important bodies, the International Council on Hotel Restaurant and Institutional Education, USA, (CHRIE) and an established Accreditation Commission for Programmes in Hospitality Administration. (ACPHA).The objective was to ensure a continual and effective system for the accreditation of baccalaureate degree granting hospitality programme. (CHRIE). The final standards were published in 1990 and the accreditation process began in January 1991. (Dahl1992-1993; McGrath 1993/1994 & Su et al 1997/1998).
2. 11 Private Institutes of Hospitality programs in Hotel industry partnership in India

The need for trained manpower grew faster than the rate at which the system of education in India could turn around graduates to be employable at the top end hotels in India. In order to augment the need to meet their specialised requirements, the private hotel chains had to set up their own institutes.

2.11.1 The Oberoi School - OCLD

The Oberoi group was the first hotel chain that took initiative to address this essential for skilled managers and the set up OSHM, in 1966. The school’s directive was to provide superior managers for Oberoi chain. The initial two years are spent in both academics and hands on training in subjects including Food and Beverage, Front Office Management, Hotel Accountancy, Sales and Marketing and Human Resources and organisational behaviour. In the third year the trainees are posted as assistant managers at an Oberoi Hotel. OSHM evolved in 1995 into Oberoi Centre of Learning and Development. However, the Oberoi School ushered the notion of training for luxury hotels, it did not bridge the demand supply gap. They absorb all the trainees into Oberoi Hotels, and therefore can be seen as an amalgam of in house training and education. It is not open to students for other hotel organizations.

2.11.2 The Welcomgroup Graduate School of Hotel Administration of ITC Ltd.

The Welcomgroup Graduate School of Hotel Administration (WGSHA) has been in hospitality business since 1987. The institute offers a four-year bachelors programme in Hotel Management and is affiliated to Manipal Academy of Higher Education. From the year 1999, the duration of the course is approved to 4 years as recommended by the technical programs apex body AICTE. The syllabus covers over 75 course subjects spread over 8 semesters, including experiential inputs and on the job exposure to hotel operations at the 70 room Fortune Inn Valley View Hotel attached to it, as well as a 6 months industrial training at an approved hotel or catering unit. This instituted is professionally managed by the ITC Hotels Division through a MoU drawn in the year 1987. The WGSHA is the first institute in India to be offering a course managed by a professional hotel company and an attached full serviced Hotel.
2.11.3 Institute of Hotel Management Aurangabad

Mr Len D’Costa (the then Director corporate Human Resources, Taj Group) quotes “unlike other hotel schools like Oberoi’s, we are in the business of education, not just training our own employees. Students are groomed to fit into any hotel, and at the end of three years though we would like to absorb the whole batch, the option of choosing a hotel is left open to them.” The need for this diploma (now a degree), arose out of a pressing need for a quality driven hospitality education program. In order to bond the gap between academics and practical setting, it was decided to start a hotel together with, which would be run by the students. The idea of hotel management education is to impart men and women to think and in the progression, the teacher acts as a facilitator. Being a product of ample deliberation, the institution scores over its counterparts in many areas. IHM started as three-year diploma in Hotel Management, and later the programme was upgraded to BA (HONS) in Hotel Management, which is affiliated to University of Huddersfield, UK. The three schools run with the support of the hotel companies, have the technical expertise and financial support available to them. The strong industry support helps in staff development and the end result is superior schools of Hotel Management. The IHM Aurangabad was established in 1993.

2. 12. The hospitality (Hotel Management) degree programmes in India

Hospitality education in India needs many reforms and reformatting. Up to 2002 the colleges offering diploma programmes run by the government controlled NCHMT only. Nonetheless these colleges remain the mainstay of hospitality education in India, but then their programmes prepare students only for the entry level jobs and the focus is on craft and skill training rather than management education. Merely a small percentage of students, on getting right opportunities and with further self-development are able to reach the managerial positions in the hotel industry. There is a dire need to revise their curricula and include business/management studies. The colleges that enjoy the maximum acceptability are the colleges run by private leading chains. These colleges have the industry support and expertise available to them. With more flexible approach to the programme and adaptability to change, these colleges are much better accepted. However the existing course contents in most of the
institutes are inclined towards operational subjects with focus on craft level training rather than education.

In the early 90s numerous colleges offering degree sprung up all over the country, predominantly in South India. More than 30 BHM (Bachelor of Hotel Management) degree colleges came up in Bangalore, all of them affiliated to Bangalore University. It is quite serious of these colleges, some did not provide even a training restaurant or basic training kitchen, and they churned out hotel graduates by the hundreds every year. Some of the colleges operated out of two rooms that function as classrooms and had only one staff member on their rolls. This indicated the necessity of the requirement of quality control exercised by the universities and the expertise they have in managing such colleges.

2.12.1 The core subjects in all curricula in hospitality education in India

Based on the references made through the curriculums of NCHMCT and AICTE affiliated hotel schools and some prominent private hotel management institutes, the main course subjects offered are as follows:

Table 2.2 Core subjects offered in India

<table>
<thead>
<tr>
<th>Food Production</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Beverage Service</td>
<td>Housekeeping operations</td>
</tr>
<tr>
<td>Accommodation Operation</td>
<td>Hotel French</td>
</tr>
<tr>
<td>Front Office</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>Basic Accounting</td>
<td>Marketing and Sales</td>
</tr>
<tr>
<td>Hotel Maintenance</td>
<td>Law</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Computer applications</td>
</tr>
<tr>
<td>Food Science</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>Hygiene and Sanitation</td>
<td>Financial Management</td>
</tr>
</tbody>
</table>

The above topics are generally found in most of the syllabi, but the comprehensive study of the curriculum also reveals that the emphasis is high on operational subjects like Food Production, F&B Service, Front Office, and Housekeeping. The focus in these subjects is mostly at craft/skill level. The other management subjects, if present,
are not covered in detail and considered on the curriculum only if faculty were easily available.

2.13 Hospitality Curriculum subject importance and stakeholder perspectives

The term curriculum means different things to academician, student, and industry. Hicks (2007). For academic educators (faculty), it is disciplinary fundamentals and ideal ways of teaching, or knowledge that considered significant for a student. On the other hand, for students, it is what a student to know to clear the examinations. For employers, it is essential ability and skills that are critical to accomplish one’s work well. In this perspective, it can be inferred that the curriculum in any field have multiple meanings. According to Hicks (2007), the term ‘Curriculum’ is commonly used in dual ways either as the content that shielded in a course, or a vehicle to address specific issue. In the literature though, the term is employed broadly to denote to ‘that which is taught’. Botterill & Tribe (2000) state that curriculum is the complete program of educational experiences that is offered as a degree program. The word ‘core curriculum’ denotes a compulsory element or content of knowledge.

Researchers have opined that undergraduate hospitality management programs in the western countries take on a diverse form based on curriculum, structure, location, and specialization of the university. Michael & Bosselman (2011). However it remains debatable whether the hospitality management curriculum model is robust enough to make the student ready for employment and ready to sustain the professional requirements of the industry. Most of the literature involving hospitality curriculum focuses on the skills that need to be taught rather than the individual courses that will realizes the requirements of the industry. Competencies related to hospitality management education need that graduates to possess, is vital for the success of hospitality management education programs. In the past, various researchers have studied various issues related to hospitality curriculum and its implication for the success of different stakeholders. Buergermeiste (1983) Found that skills related to customer satisfaction, effective leadership, motivation, communication and profit realization is crucial for young graduates to pursue a career in hospitality industry. Lefever & Withiam (1998) surveyed the effectiveness of hospitality-education curricula and determined that leadership and controlling costs were the most important skills and abilities for graduates entering hotel management positions.
Writing was identified as an essential skill to be stressed in hospitality and tourism classes. Interpersonal, management of self and problem solving were identified as indispensable skills for graduates entering into hospitality services by Raybould & Wilkins (2006).

Other reviews of hospitality curriculums focus on courses rather than skills that should be taught. Educators placed information analysis skills as the most critical competency, followed by relationship skills, leadership skills, information gathering skills, initiative skills and goal-setting skills. Students' perceptions were not similar to those of managers. An approach to facilitate the standardization and the quality of hospitality education, would improve the output of hospitality and tourism management programs. They also emphasis that, it will provide a framework for academics of hospitality to revise and formulate the curriculum. Curriculum need to design needs to impart dominant skills and abilities related to teamwork, communication, and customer relations and other job related general knowledge, conception of standards of work performance and job expectations Tesone et al (2012).

According to the views of top level hospitality managers “soft skills” to be a most crucial competency to be possessed by the hospitality management graduates (Evangelos, 2013). The stakeholders perceived that the students’ competency on operational and professional skills was perceived as high. Business and Entrepreneurial acumen, personal, professional, critical thinking, communication, ICT (Information and Communication Technology), research, and human resources management skills were perceived as low Chimutingiza (2012). Poor grooming standards, negative attitudes, and lack in leadership qualities, poor communication skills, low Professional and ethical standards, casual approach towards the safety measures, lack of first - aid knowledge have emerged as skills lacking by students in the Indian hotel industry Kavitha & Sharna (2011).

Most of the literature involving hospitality curriculum focuses on the skills that need to be taught rather than the individual courses that will fulfill the needs of the industry. The efficiency of hospitality-education programs was surveyed by Lefever & Withiam (1998) while Nelson & Dopson (2001) determined that leadership and controlling costs were the most vital skills and abilities for graduates entering hotel
management positions. Writing was identified as an essential skill to be stressed in hospitality and tourism classes O’Halloran & Deale (2004) and interpersonal skills, problem-solving and self-management were identified as the most important skill groups for graduates entering the hospitality industry by Raybould & Wilkins (2006). Other literature looks at hospitality curriculums and focuses on courses and concentrations rather than skills that should be taught. Casado (2003) suggests that foreign languages may be encompassed in hospitality program curriculum to meet the needs of the industry while Yuan (2006) adds that students need to learn foreign languages in order to remain competitive in a global environment. A large body of research on Hospitality and Tourism program curricula found that educators and students do not necessarily perceive curricula the same way. Educators, on the other hand, placed information analysis skills as the most critical ability, trailed by relationship skills, leadership skills, information gathering skills, initiative skills and goal-setting skills. Students' perceptions were similar to those of managers. Relationship skills was a key competency that students perceived as most important to possess upon graduation, followed by leadership skills, sense-making skills, information analysis skills and goal-setting skills Cho et al (2006)

2.14 Hospitality Curriculum and employability skills

Hospitality curriculum may be described as the options, order of courses and topics and other requirements needed for a hospitality management program Ogbide (2006). Hospitality education is the educational program comprised of hospitality specific program plans and curriculum designed for students who intend to work in the industry. A hospitality educator is known to be the person who is a member of the program or the department that concedes degree in the hospitality management field, Assante (2005). A hospitality program is a composition of a deliberate hospitality curricula structure offered at a university that concedes a degree in the hospitality arena. When comparing the hospitality curriculum to employability skills, the curriculum update should be a continuous process where in educators seek to remain up to date with the changes in the industry. When writing the curriculums, past changes that have occurred as well as future changes that are likely to occur should be considered in order to be updated and in line with the industry, Northhouse (2004). Continuous efforts are to be made to update and revise the curriculum to ensure that it
is meeting the students’ needs in an industry where change is constant. According to the assertions there can be an argument that periodic review of the curriculum is necessary to keep up with the changes and trends so that outdated and old knowledge is not passed on to the students Nelson (2001). Many studies show that most hospitality studies are aimed at developing students with technical orientation and minimum attention is provided to employability skills for the entry level positions.

Some four year programs have begun to respond to the demand for increased professional skills by seeking faculty with general business training and by encouraging them to focus on the particular issues facing the hospitality industry. On the flip side, hospitality educators are not moving fast enough. In USA the hospitality programs rapidly integrated travel and tourism. Most developed countries have hospitality programs that prepare students for management careers in a service based industry. As a result, the distinction between hospitality schools and business schools is blurring. There is already enough evidence that the hospitality industry is just as likely to recruit from business schools as from hospitality schools. Marketing, Finance and Information Technology seem to be the disciplines that the industry identifies as long term leadership talent that scores an edge over operational and functional aspects of hotel management. Therefore Raymond et al. (2013) suggests that traditional hospitality programs must continue to earn the loyalty of their stakeholders – students, faculty ad industry recruiters – by increasing the breadth and quality of their curricula, however the focus on services elements makes hospitality management programs a shrinking niche.

2.15 Hospitality curriculum model challenges

To meet the continuing challenges, hospitality education programs must update the curricula, in short the curricula of hospitality programs is outdated Haywood (2008). Dawson (2008) on identifying the importance of hospitality education on the organizational cultural fit of managers in the hospitality industry found that Hospitality programs want to show the value of their degree and strive to give students management skills that are tailored specifically for the hospitality industry. Green (2007) discussing on essential competencies opines that although there is much congruence in the rating of most management competencies taught as compared to the competencies desired by industry leaders, differences exist. Faculty teaching 4 year
degrees should cultivate strong relationships with industry and solicit their input in improving curriculum in order to keep it fresh and relevant. The gaps identified in his study suggest that industry experts focused on particular management competences that may be receiving less emphasis. Prakash et al (2007) also opines that although there are many issues in core Curricular of Hospitality and Tourism Education; hospitality and tourism schools may need to develop positioning strategies of the five forces as a framework to build a model that could strengthen the foundation for students to become better managers tomorrow. Hospitality and Tourism schools could develop orientations and differentiate from business versus vocational. Edelheim et al. (2007) quoted that “simulation-based learning is particularly effective in the development of decision-making skills for hospitality professionals.” Williams (1996) states that the success and the potential of hospitality management graduate in the industry is strongly affected by the curriculum design of the Hospitality Management program. Gehrel (2007) the educators should be responsible in considering the characteristics of hospitality Industry Managers’ in designing Hospitality Management Curricula and the companies also have a great a role to play in realistically preparing the students for the hospitality industry. Johanson et al. (2006) in a study that compared the learning styles of hospitality students and the Importance, concluded that Hospitality scholar prefer a more interactive learning style where they could solve assignments in form of group activities where decisions were made quicker and more creatively. Students these days are more challenge driven and are not afraid to experience failure. Swanger (2009) affirms that the tracing alumni movement through their careers using an e-assessment tool, along with the industry partner who has a stake in the design of the program may contribute to good curriculum design. Extensive literature review is available that consider the importance of the participation of industry professional in educational curriculum design. The most famous of hotel schools adopt a combined approach to their models mostly subject centered business studies approach. Contemporary Hospitality curriculum models may be of the multidisciplinary combined type as observed in the benchmarked hotel schools in the study.

It is clear that there is not one uniform model of hospitality curriculum adhered by hospitality programs, irrespective of one’s view regarding this argument, Meister (1998) opined that a futuristic hospitality programs must be built upon a sound
academic foundation. Nowlis (1996) stated, a comprehensive curriculum reform is to be undertaken for hospitality education on the threshold of the third millennium to better serve the hotel and restaurant industries. Ford & Bach (1996) suggest that the rapidly changing needs of industry for more general managerial skills and interpersonal competencies is challenging the traditional skill-based focus of hospitality programs.

With the turn of the millennium round the corner the most competitive of the universities are constantly vying for remaining on top. These universities offer programs with a global diversity as the students come in to study from across the world and the learning may not necessary be in English. A review of their vision statements clearly suggests that their models of hospitality are exclusively a business niche.

2.16 The Vision of Hospitality Education.

Most top ranked hotels schools of the world share some common vision statements that predominantly relate to the business of hospitality. The top ten hotel schools of the world focus on stated visions that share some common key words e.g. developing professionals, business economy environment, undertaking service delivery, business impact and ethics, the hospitality business, destination management, marketing principles, business of tourism, revenue management and the digital consumer. A representative diagram is provided in figure 2.3 which is collated from content analysis of benchmarked hotel school websites.

Data compiled from a website HotelierMiddleEast.Com that featured the top ten hotel management schools of the world. The researcher modeled this rankings due to its prevalence of hotel schools across the world. The top ten hotel schools of the world focus on stated visions that share some of the following – content analysis of website.
The curriculum structures of the chosen universities have a blend of core operational, business and management studies subjects. Specialization offered is for extensive on-the-job experience in hospitality and tourism. The course subjects extensively modeled are around the dynamic economic environment of USA, UK, Switzerland, UAE, Hong Kong, Australia, Spain, Netherlands, and India. The subjects with business models are designed to explore the key approaches and techniques vital to managing and operating an international business. The course offers specialist subjects that provide the graduate a detailed appreciation of the unique features and challenges of the global hospitality and tourism industry. The graduates finally would be employable in a wide range of sectors, namely hotels, casinos, airliners, tour operators, resort developers, real estate, and property developers. The careers of the graduates are in one of the world’s largest, most exciting, and fastest-growing sectors. Tenured international faculty through a balance theory and practice teaches on all the above institutes. Theory and practice course subjects are taught enabling graduates to apply knowledge, making use of case studies, business simulations, and site visits both local and overseas. This balance offers in-depth knowledge of international hospitality and tourism and a broader range of transferable skills that can be applied to a variety of managerial and entrepreneurial roles. The institutes have strong influences with major organizations in the hospitality and tourism sector, and there are regular opportunities for students to interact with seniors and experts. Refer Details of subject items Annexure – 3.
2.17 Conclusion

According to the literature review it may be concluded that there is no specific model that may be prescriptive in designing and implementing a hospitality curriculum in any country. Many authors have found it rational to survey the three stakeholders: The Industry practitioners, the student and the academia /Faculty periodically and develop models based on the perception of the evolving need of the three stakeholders. Others have said that the larger economy of the country and business needs of the industry and its mandates are important as learning outcomes, some authors have specifically studied the importance of sustainable business practices. That the core subjects and subject importance or competences vary from country to country. Eventually no two stakeholders think alike, the above review details that there will be continuing conflicts between all stakeholders, which if handled positively will lead to a set of balanced ideas on subjects in a hospitality model. Whilst some author have concluded that a regulatory framework is essential to define the core competences and specializations subjects according to the study of labour markets and industry evolution, others opine that niche courses capitalizing on business management competences are the need of the hour. It is also found that a student benefits in his long term career success and growth if his competences are honed in interpersonal skills, financial studies and information Technology. It may also be mandated to have councils or boards of all stakeholders to represent in forming curriculums. Student as alumni are to be consulted as council members in major reforms in curriculum design.

Since many Universities / Institutes conduct hospitality program as part of a business study program it may be important to distinguish between the Vocational Hospitality curriculum and the Business Management hospitality curriculum. Tourism studies and foreign language study has found to be imperative in all studies conducted. No mandatory framework has been found existing in any country or region, so far individual colleges and University are fighting the battle for competitive edge in the area of hospitality education through strategic differentiation. Curriculums across the world are found to be diverse, culturally sensitive and industry specific. Since countries remain in dynamic socio economic environments and industries continue to compete for a share of the market space it may be concluded the curriculum models should continue to change often to bridge the ever widening gap between the business
needs of the industry and the student competences. Moreover attitudes towards technology may remain the key drivers for both academics and hospitality business owners. Thinking from a global perspective and learning how to apply strategic knowledge to the many areas within hospitality management curriculum is the key to develop a hospitality curriculum model.