



A STUDY ON PLANNING AND SUPERVISION OF HOSPITALITY OPERATIONS

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ABSTRACT

For students to be successful in the hospitality industry, it has been advised by researchers that they get job experience in addition to formal education. Despite widespread agreement on the need of expanding students' business literacy, very few studies have examined the advantages and disadvantages experienced by students. Both the advantages and disadvantages of working while a student have been well recorded at the present time, and statistically significant differences have been established between students who worked while in school and those who did not graduate. Most students (87.5%) also held down employment outside of school; specifically, 26.7% of undergrads reported working an average of 21–30 hours per week, while 23.3% reported working above 31 hours per week. Seventy-five percent of those who held down jobs while attending school were employed full-time in the hospitality industry, whereas just 56 percent of those who didn't work did so. Determining career aspirations in this way, establishing a foundational standard for future research, was unique to this analysis.

KEYWORD: Hospitality, Degrees, Industry, Business

INTRODUCTION

Hospitality refers to the act of welcoming guests into one's home or other place of business. Compassionate hospitality is the art of accommodating the needs of the disadvantaged via friendly conversation and thoughtful service. Hospitality, as suggested by its root, is an attitude toward and treatment of guests and strangers that is kind and welcoming. Specifically, this includes getting together with strangers and having fun with them in an open, kind, and generous manner. The word "hospitality" originates from the Latin word "hospes," which may imply either a guest or the host who accommodates guests.

Some of the responsibilities of hospitality executives include

arranging for pleasant conversation, delicious meals, comfortable lodgings, entertaining activities, and relaxing atmospheres. Homestays, hostels, and other forms of informal accommodation all contribute to the hospitality industry's reputable size, although food service, housing, and tourism are its traditional strong suits.

For food services, the most common establishment types have been restaurants and catering businesses; for lodging, hotels and motels; for entertainment, fairs and amusement parks; and for transportation services, airlines, bus lines, trains, car services and guides. All hospitality ventures aim to expand their businesses in order to generate income, and they share a common fundamental goal: to provide



the highest possible quality of service to their guests, increasing the likelihood that those guests will choose to stay at their hotels, resorts, or bed and breakfasts.

LITERATURE REVIEW

Prakash K. Chathoth, (2014) The study of hospitality procedures evolves and broadens the scope of the hospitality writing's central concept. It was clear from a review of the literature from 1980–2013 that authors were following a common pattern of combining hypothetical points of view and applying more procedure-based concepts to research on hospitality technique. There were a few obstacles to advancing hospitality methodology research, including the instructional framework, the development of hypotheses, and the quantity and quality of researchers.

Barron (2008) examined the work habits of students majoring in hospitality and tourism in Scotland (N = 232). Barron and Anastasiadou (2008) found that 30% of female undergraduates and 39.0% of male [5] worked 16-20 hours per week, and that 39% of female undergraduates and 40% of male undergraduates worked at least 21 hours per week. Although students reported no problems with this workload, the authors nonetheless suggested that universities develop support programs providing students with flexible educational opportunities to accommodate employment demands.

Fournier (2011) investigated Swiss food service sector representatives' thoughts on competence testing for

new hires. On a scale from 1 (irrelevant) to 5 (very significant), temporary job supervisors gave assistants' personal abilities and qualities (like dependability, positive attitude, personal cleanliness, and correspondence) mean scores between 4.74 and 4.85, while they gave assistants' technical abilities (knowledge on food and drink administration techniques) mean scores between 4.24 and 4.28. Students' personal skills were rated higher than their technical knowledge by company representatives following admission into an entry-level employment.

Dickerson (2008) looked at three projects giving varying entry level job work requirements, with and without homeroom segments and academic credit needs, to determine the effects of a positive first experience on the long-term success of students in the hospitality industry. All three initiatives had different structures and criteria, but they all improved upkeep in some way. Entry-level job support among UK undergraduates in the hospitality, tourism, and event 56 management sectors fell from 37.2% to 10.4% as the need for work experience became more common.

Holmes (2008) examined the work and scholarly contacts among UK praises qualifying undergraduates (N = 42). The vast majority of all participating students reported that work requirements impeded their degree progress, and many students reported a lack of available time to fulfill class requirements. Students cited financial concerns as the primary motivation for



working (36% detailed it added to their fundamental average cost for basic items, and 31.0% revealed it gave extra/going through cash).

METHODOLOGY

The purpose of this study was to determine whether students' work-related knowledge and experiences in the classroom had any impact on their future career choices, aspirations, and expectations. The test was a composite of an online survey that specifically targeted two events. Senior-level hospitality the board understudies and graduates of participating hospitality the executives programs made up one group. Each study objective was accomplished thanks to the data and analysis from these two meetings. The purpose of the survey was to learn about the realities of working in the hospitality industry while pursuing a degree in one of the following areas:

- Academically-related (both inside and outside of the study hall).
- Job accomplishment desires and as an occupation candidate (effect of understanding and the resume and meetings).
- Preparation and discernments for his/her picked profession (nearness of information and skills for progress).

Research Design

A more quantitative strategy for answering the study's objectives was integrated into the research design. The academic and professional backgrounds of prospective responders

in the hospitality industry were gathered via a survey. The respondents' perspectives on the advantages and disadvantages of bridging academic and professional knowledge were also assessed.

Participants

Participants in this study were drawn from a national sample of graduating seniors and current undergraduates enrolled in and/or recently completed bachelor degree programs in hotel management throughout the United States. The Guide to College schools in Hospitality, Tourism, and Culinary Arts (ICHRIE, n.d.) is an internet directory of accredited schools in the hospitality industry. The International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) developed and maintains the guidance to universally raise hospitality initiatives to fascinated partners. The program must be located in the United States and provide a four-year degree for its students to be eligible to take the test. A total of 151 projects were identified by the researcher as fitting these criteria.

Potential Programs

The all out number of projects recognized were stratified into the four areas (federations) of ICHRIE in the United States (Northeast, Southeast, Central, and West) and sorted out sequentially (see Appendix C). In the four strata (locales) on the gathered rundown, consistently program was chosen and welcomed to take an interest; this diminished the first rundown by practically half (49%), for an aggregate of 75-welcomed program



(later decreased to 69). The first federation portrayals (level of the aggregate) were kept up in the diminished determination, including 24 projects from the Northeast (unique = 31.8%, and stratified = 32.0%, individually), 20 Southeast Federation programs (26.5%, and 26.7%, separately), 17 Central Federation programs (23.2%, and 22.7%, separately), and 14 West Federation programs (18.5%, and 18.7%, individually). One test that happened was affirming the total precision of the hospitality program on the stratified rundown before contact with the office seat or program chief. At the point when an increasingly nitty gritty survey of each program was done, six extra projects were expelled in light of the fact that they didn't meet the four-year degree necessity.

Agreeable Programs

The office seats or program chiefs were reached from the last 69 distinguished hospitality programs. Of all projects consenting to take an interest, seats or executives from 16 of the projects answered to the underlying email inside four days (incorporates end of the week), which incorporates ten that answered around the same time the email was gotten. Just two projects where an answer was gotten in the underlying four-day window were not ready to partake in the real investigation.

Alumni challenges

Numerous seats and chiefs documented their ability to help, yet could just offer dissemination to their senior-level understudies. The best

three reasons incorporated no clarification given, no entrance to graduated class data, and another office controlled graduated class information. Simply over portion of the taking part programs disseminated the data to their graduated class and just two (documented by means of email correspondence) dispersed to graduated class through a proper procedure that incorporated the recording of use and endorsement structures at one college.

Questionnaire

An electronic poll intended to assemble information on scholastic encounters, work openings, vocation desires, and general arrangement and observations was produced for the investigation. The poll content, including website composition, pilot study, survey dispersion, and information investigation are talked about underneath.

ANALYSIS & RESULT

JMP 10 (Statistical Analysis and Discovery Software) was used for the analysis. Frequencies for all factors were evaluated and cleaned, varied, to adjust for any miscoding, before any study was launched. Complete (all questions answered) and partial (seen anything beyond the underlying segment questions) survey responses were both used for the final results. Frequencies, means, and standard deviations were calculated, among other fascinating findings. Means were correlated using analysis of variance (ANOVA). Chi-square testing was used to see whether there were any statistically significant differences in

responses between undergraduates and graduates. The aggregated responses to the questions with free-form answers. Consistent with the goals of this inquiry, the open-ended responses were not analyzed in the last two publications recalled for this exposition.

Table 1: Work Experience Benefits and challenges

Variable	Hospitality students (n = 318-355) ^a		Hospitality graduates (n = 240-264) ^b		F	p
	M	SD	M	SD		
Work Experience Benefits and Challenges						
Preparation for future work in the hospitality industry contributed by:						
Work experience	4.61	0.80	4.23	0.92	29.02	<.001
Academic coursework	3.85	0.87	3.81	0.78		
Internship/s	4.43	0.88	3.94	1.01	39.98	<.001
All three	4.44	0.79	4.14	0.85	21.01	<.001
Progress toward completing degree was affected by:						
Money/finances	3.05	1.08	3.26	0.84	6.27	.013
Work obligations	3.21	0.93	3.32	0.75		
Family obligations	3.36	0.88	3.33	0.62		
Academic advising	3.62	0.89	3.60	0.73		
Personal motivation	4.31	0.76	4.37	0.75		
Academic performance	4.03	0.82	3.99	0.75		
Health issues	2.98	0.81	2.97	0.46		
Personal relationships	3.37	0.88	3.40	0.70		
Reason for working:						
Pay tuition and other bills	3.78	1.20	3.49	1.33	7.44	.01
Earn spending money	4.28	0.76	4.35	0.70		
Gain knowledge, skills, or experience	4.35	0.78	4.08	0.89	14.45	<.001
Support my family	2.55	1.22	2.11	1.02	20.94	<.001
Socialize or make friends	3.12	1.10	3.01	1.14		
Work-related issues faced:						
Completing boring tasks at work	3.29	1.10	3.00	1.07	9.83	.002
Lacking advancement opportunities	3.47	1.11	3.13	1.10	13.74	<.001
Dealing with unpleasant customers	3.45	1.10	3.21	1.06	6.70	.001

CONCLUSION

The purpose of this study was to identify the positive and negative aspects of working in the hotel industry while pursuing higher education. The purpose of this study was to examine the relationships between senior-level hospitality students who gained work experience during their studies and those who did

not, between recent hospitality graduates who gained work experience during their studies and those who did not, and between current hospitality students and those who have graduated. Present at this discussion were students and recent grads from India's various hospitality institutions, who discussed the opportunities and pitfalls of the workforce.

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