Simulation Training in Hospitality Education of India - Effectiveness, and Dilemmas

(Shakesh Singh, Assistant Professor , Banarsidas Chandiwala Institute of Hotel Management & Catering Technology, New Delhi)

(Ranojit Kundu, Assistant Professor-HOD- Bakery, Banarsidas Chandiwala Institute of Hotel Management & Catering Technology, New Delhi)

Abstract

Simulation is the artificial representation of a real-world process with sufficient fidelity in order to facilitate learning through immersion, reflection, feedback, and practice without the risks inherent in a similar real-life experience. Simulation in hotel education has come a long way from the basic task trainers used for the rehearsal of basic restaurant skills (production and service) with the faculty who acts like a guest. The ultimate goal of the present study was to evaluate the effectiveness of simulation in imparting the desired skills. It further scrutinized the perceptions and beliefs of 106 Hotel management students enrolled in GGSIP University of New Delhi, at Banarsidas Chandiwala Institute of Hotel Management. In this study, a closed-ended questionnaire was framed and a telephonic interview was planned for the Principals of various hotel management colleges. The outcome of the research project revealed that simulation is very helpful in providing an opportunity for the students to practice various aspects of food and beverage practically in their institutes. It has resulted in improving trainees' motivation, team spirit, communication, interpersonal first-hand knowledge of various F and B Skills.

Key Words: Simulation, Hospitality Education, India, Competence, Curriculum.

Introduction

Simulation is derived from the Latin word 'simulare' which means 'to copy' (Amrita Sinha, Karen Flood T, David Kessel, Sheena, 2009) Johnson, Carianne Hunt et al. Simulation has been defined as a situation in which a particular set of conditions is created artificially in order to study or experience something that is possible in real life; or a term that refers to the artificial representation of a real-world process to achieve educational goals via experimental learning (Cooke M, Irby DM, Sullivan W, Ludmerer KM, 2006). The beginning of hotel education in India could be traced back to the inception of present IHM Mumbai in 1954 by the All India Women's Central Food Council under the leadership of Late Smt. Lilavati Munshi. Later in 1963 three more Regional Institutes were established in New Delhi, Kolkata, and Chennai. Since then a simulation is being applied in the curriculum of hospitality education by creating a restaurant, kitchen and various other training labs for the students.

Hospitality education has emerged as a driving force for developing economies like India, these economies recognized hospitality as a vehicle for their envisaged development and growth (Mill & Morrison, 1999). India too favors the same and gives much thrust to hospitality and its allied sector development (Honey & Gilpin, 2009). The increase in sanctioned amount in every budget indicates the government interest towards the same. Along its way towards developing new attractions, the similar significance is also given to developing the capacity of individual joining to learn this trade through initiating educational institutions to offer hospitality, tourism and its related programs, simultaneously offering the same discipline in the existing institutions.

Simulation in hotel education has come a long way from the basic task trainers used for the rehearsal of basic restaurant skills (production and service) with the faculty who acts like a guest. The ultimate goal of the present study was to evaluate the effectiveness of simulation in imparting the desired skills. It further scrutinized the reason whether it is an effective way of imparting training. And this also aims to find out the reason why this training is not counted as a learning session for the training. We have used a mixture of a qualitative and quantitative method for this study. Moreover, to explore and gather in-depth information telephonic, unstructured,

individual interviews were conducted with the Principals, faculty, and students of Hotel Management College.

The objective of Research

To examine the status of Hotel Education in India

To evaluate the effectiveness of simulation in imparting the desired skills.

To find out the reason why this training is not counted as a learning session for the trainees.

Literature Review

The beginning of hotel education in India could be traced back to the inception of present IHM Mumbai in 1954 by the All India Women's Central Food Council under the leadership of Late Smt. Lilavati Munshi. Later in 1963 three more Regional Institutes were established in New Delhi, Kolkata and Chennai in 1982. The government of India formed an autonomous body – National Council for Hotel Management & Catering Technology (society) to accelerate the rate of hotel education in India.

The national council is the apex body and around 80 institutes are affiliated to NCHMCT including 21 central institutes and 12 state Government Institutes. The National Council also lays down the curriculum for the courses to ensure uniformity in the academic standards. Initially, it was offering 3 years diploma after 10+2 which was later converted into 3 years bachelor degree by collaborating

with IGNOU in 2002. Both NCHMCT and IGNOU has signed a memorandum of understanding (MOU) on the 11th March 2002 at New Delhi. Further from the 2005 National council (NCHMCT) with IGNOU started offering Master degree in Hotel administration (NCHMCT and IGNOU'S MOU Circulated to IHM's, 2002). Beside IHMs several other private Hospitality Institutes also mushroomed. Out of which most of them were awarding unapproved degrees and diploma. Some of them tied up with the State Technical Education Board. Many Private hospitality institutes got affiliated to universities (www.ugc.ac.in) and AICTE.

Other institutes

In total there are more than 180 institutes, both government and private by Oberois, Taj etc., offering certificate, diploma or degree courses in hotel management or in specialized areas like food and beverage production, housekeeping etc.. There are also around 25 institutes, which impart short courses on particular crafts skills required in the industry. These courses are run as per the guidelinesissued by All India Council of Technical Education. Various universities such as Rohilkhand University at Bareilly, Bundelkhand University at Jhansi, Nagpur University, Bangalore University, MKU, Mudarai, HNB Garhwal University at Srinagar and Amity University at Noida etc. areoffering Bachelor degree in Hotel Management. MDU, Rohtak and Kurukshetra University are also offering two years Master's Degree in Hotel Management. From the year 2009 onwards under Central Financial Assistance of Rs.2 crore; a lot of universities like BPS Women University, Sonipat, Punjab University, Chandigarh, H.P University, Shimla, MLS University, Udaipur and Jiwaji University, Gwalior etc. have introduced Hospitality courses at Bachelors level.

Simulation is a teaching methodology employed by a teacher in order to play certain roles without any training and it focuses on extempore performances. In this respect, Simulation can be defined as learning by doing (Schank, 1997). The terms simulation and role-playing are closely related to each other. Role play involves certain parts to be played within some specific situations whereas, simulation involves certain complexities which later turn up in the form of conflict resolution by means of authentic scenarios. Also, simulation as a teaching strategy can be employed as an effective and dynamic scenario changer in second language learning. Hsu (2006) and Miccoli (2003) hold the view that such kind of dramatization enhances second language skill and proficiency, whereas Brauer (2002) reveals its significance in cross-cultural understanding. Murillo (2007) focuses on the behavior of learners in the development of critical thinking skills through contribution in simulated drama activities while Dornyei (2009) observes that teacher's role as a facilitator becomes inevitable in such learning. Hence, simulation, owing to its effectiveness as a teaching strategy, is progressively being used not only in military and industry but also it has miraculous effects in the fields of medicine and nursing (Eaves & Flagg,

2001). In the field of medicine, Okuda, Bryson, DeMaria, Jacobson, Quiones, Shen, and Levine (2009) examined around 100 articles and concluded that simulation-based training is more effective regarding procedural performance as compared to standard training. In the field of vocational teaching and learning Penfold, Kong, and Ma (2007) highlighted the development and use of the virtual hotel for teaching hotel management through e-simulations which proved quite valuable in nurturing problem-solving and interpersonal skills. Teach & Govahi (1993) further explored the rating of four teaching methodologies-lectures, case studies, computerized simulations and experiential exercises (including role-plays). Findings highlighted that experiential exercises proved effective in the development of various skills like interviewing, conflict resolution and effective public speaking. Moreover, Yasmin (2014) also studied the role of simulation as a teaching strategy in the development of oral skills of undergraduate students of Hotel English enrolled in University of Gujrat, Pakistan. Her findings revealed that simulated situations have a productive and positive role in developing oral skills. Moreover, simulation-based teaching motivates the students and helps them in the refinement of vocabulary, grammar, fluency, and conversational strategies.

The present study is exclusively relevant to analyze the effectiveness of simulation in promoting trainer with special reference to perceptions of BCIHMCT students of New Delhi. It also attends to the perceptions, beliefs, and practices of students which are almost non-existent in the relevant literature. Moreover, the interrelationship of simulation and trainees has been explored. Therefore, the study will be fruitful regarding its practical benefits in imparting food and beverage training in order to enhance communication, anticipation, interpersonal and workplace skills.

Research Questions

The present study deals with the following questions:

1) What is the role of "Simulation" in Hotel Management Colleges?

2) How far Simulation is an effective teaching strategy in developing skills in Food and Beverage?

3) To find out the reason why this time period spent on simulation is not considered as a learning session for the trainees?

Research Methodology

Our research is based on a mixture of qualitative and quantitative research method due to the nature of the research topic. A questionnaire consisting of 10 questions were circulated to students of Banarsidas Chandiwala Institute of Hotel Management, New Delhi. At the same time, 10 faculty and 5 Principals were interviewed (telephonic interview) in order to have a 360-degree opinion regarding the simulation training in Hotel Management.

The interviewees were over the telephone as the respondents were staying in different cities. Enough time was provided to answer the question. Around 15 - 20 minutes took for each interview.

Findings and Discussions

The quantitative Part

1 It helps me to learn by doing.

Strongly agree	Agree	Disagree	Cannot Say
86 %	14 %	-	-

2 It motivates me to take orders in a less challenging environment

Strongly agree	Agree	Disagree	Cannot Say
66 %	24 %	5%	5 %

3 It helps me to engage in service

Strongly agree	Agree	Disagree	Cannot Say
10 %	90 %	-	-

4 It helps me to work in a team

Strongly agree	Agree	Disagree	Cannot Say
75 %	25 %	-	-

5 It helps me to learn through the Trial-and-Error method.

Strongly agree	Agree	Disagree	Cannot Say
30 %	60 %	-	10 %

6 It encourages creativity.

Strongly agree	Agree	Disagree	Cannot Say
72 %	14 %	10 %	4 %

7 It involves activities from real restaurant situations.

Strongly agree	Agree	Disagree	Cannot Say
100 %	-	-	-

8 It helps me to interact with the guest.

Strongly agree	Agree	Disagree	Cannot Say
80 %	20 %	-	-

9 It helps me to anticipate guests' needs.

Strongly agree	Agree	Disagree	Cannot Say
60 %	35 %	-	5 %

10 It gives me an opportunity to take feedback and to improve thereafter.

Strongly agree	Agree	Disagree	Cannot Say
40 %	44 %	2 %	12 %

The qualitative part

The telephonic interview was qualitatively analyzed. Questions were asked to understand the importance of simulation training of the Food and Beverage department.

First 4 questions have been prepared to understand the **structure** of classes (practical classes) and B

By analysis of the first 4 questions, we find that the food and beverage classes are planned in two stages a) 9.30 AM or 11.20 AM to 1 PM and from 1 PM to 2 PM. We also conclude that there is not any formal lunch break for the trainees on the day of their practice session. However, they are given 15 – 20 minutes break before the simulation training.

.

The question no – 5 to 7, have been asked to analyze the level of **leaning/learning opportunities/ exposure** in the mentioned slots of the training class.

The analysis of the received answers we came to know that the latter part of training is very important that gives an opportunity to the trainees to practice in an actual environment. There are various things to practice like - the service of food, plating, portioning, guest interaction, situation handling etc. All the respondents agreed that this time period (1 – 2) of simulation training is the most important time for learning and teaching in the entire day. However, this is the observation of authors and also clearly mentioned in the time table that this is not counted as learning time for trainees nor considered as teaching load for the concerned faculty.

Why 1 PM – 2 PM is not considered as a productive time?

4 out of 5 respondents said, we have to treat every subject equally, that's we do not consider this learning or teaching hour. One Principal is of view that it should be taken into consideration. He mentioned that he was about to implement this in practice but he had to change his job location.

Last 3 questions (from question no – 8 to 10), have been included to have the **basic details of respondents**. And the name (Personal identification) has been avoided in order to have an honest and candid opinion/feedback

Conclusion

Simulation is the artificial representation of a real-world process with sufficient fidelity in order to facilitate learning through immersion, reflection, feedback, and practice without the risks

inherent in a similar real-life experience. Simulation in hotel education has proved to be very helpful in imparting training in real life situation. It gives them the opportunity to receive the guests, to interact with them, to take their orders, to place the order and coordinate with the kitchen team, to pick up the food, to do table clearance, getting feedback after the food service etc. At the same time, it gives ample opportunity to the students' kitchen team as well who portions the food, plates them creatively and places the order as per the demand of guest. This simulation also gives them an opportunity to handle complaints, to serve the food and beverage at right temperatures and with suitable accompaniments.

Overall this simulation training is very helpful to learn and practice the required skills in a comfortable environment of their Institutes. Most of the respondents also agreed and gave us the idea that this time is not considered a productive time, neither finds its mention in the time table. This is one of the greatest dilemmas of the Hotel management colleges regarding simulation training. However, the present study and analysis clearly prove the effectiveness and importance of simulation in imparting the desired skills.

Recommendations

Based on the current research, the authors have few recommendations.

First and foremost, the authors want every stakeholder to discuss. Let there be a healthy and creative discussion. All the stakeholders should come up with some idea. Pitch the ideas and brains storm together, select the best option. Implement and test this. If required, repeat the steps and let this be a continuous process of development.

We should treat the hotel management course as a specific field that is very different from arts, science, engineering or Management. Within hotel management, the nature and requirement of various departments are different; therefore food and beverage should be treated differently.

We got to be creative and try to find a solution that not provide equality but also think of equity as explained by Henery Fayol in his theory of management.

There could be a special time table designed to suit this situation.

Colleges could think of "one subject – a day" type plan to foster the training in food and beverage department.

Limitation

The main limitation of this study is related to the time duration, in which the study was carried out, that is December 2018 and January 2019. The second limitation is the sample size. We have considered 100 respondents; this could be increased to 500 or more.

References -

1. Annual Tourism Report, 2011-12. Ministry of Tourism (Govt of India).

2. Alok K (2014) Green Hotels for Sustainable Development. Avahan - A Journal on Hospitality & Tourism 2: 53-60.

3. Min H, Swanger N, Gursoy D (2016) A Longitudinal Investigation of the Importance of Course Subjects in the Hospitality Curriculum: An Industry Perspective. Journal of Hospitality & Tourism Education 28: 10-20.

4.Gursoy D, Rahman I, Swangera N (2012) Industry's Expectations from Hospitality Schools: What has changed? Journal of Hospitality & Tourism Education 24: 32-42.

5.Michael J, Manoharan A (2016) The Balance of Liberal and Vocational Values in Hospitality Higher Education: Voices of Graduates. Journal of Hospitality & Tourism Education 28: 44-57.

6.Gersh I (2016) Culinary Industry Practitioners' and Educators' Perceptions of Core Competencies for a 4-Year Bachelor's Degree in the Culinary Arts. Journal of Hospitality & Tourism Education 28: 32-43.

7. Wang YF, Tsai CT (2014) Employability of Hospitality Graduates: Student and Industry Perspective Journal of Hospitality & Tourism Education Volume 26: 125-135.

8. Zopiatis A, Constanti P (2012) Managing Hospitality Internship Practices: A Conceptual Framework. Journal of Hospitality & Tourism Education 24: 44-51.

9. Millar M, Mao Z (2010) Hospitality & Tourism Educators vs. The Industry: A Competency Assessment. Journal of Hospitality & Tourism Education 2: 38-50.

10. Johnson M, Ghiselli R, Shea LJ (2011) Changing Competencies of Hospitality Leaders: A 25-Year review, Journal of Hospitality & Tourism Education 23: 3.

11.Christou E (2002) Revisiting Competencies for Hospitality Management: Contemporary Views of the Stakeholders. Journal of Hospitality & Tourism Education 14: 25-32.

12. Dana V, Ricci P (2005) Job Competency Expectations for Hospitality and Tourism Employees. Journal of Hospitality & Tourism 4: 53-64.

13. Yang LT (2014) Assessing the Competencies Needed by Hospitality Management Graduates in India. Journal of Hospitality & Tourism Education 26: 153-165.

14. Kalargyrou V (2011) Administrative Challenges in Hospitality Management Education. Journal of Hospitality & Tourism Education 23: 34-42.

15. Eunha Myung, Lan Li (2015) Hospitality Higher Education in Illinois: Current Status, Challenges, and Opportunities. Journal of Hospitality & Tourism Education 27: 93-101.

16. Prakash K, Chathoth, Sharma A (2007) Core Curricular Issues in Hospitality and Tourism Education - Present Structure and Future Directions. Journal of Hospitality & Tourism Education 19: 10-19.

17. Millar M, Park SY (2013) Sustainability in Hospitality Education: The Industry's Perspective and Implications for Curriculum. Journal of Hospitality & Tourism Education 25: 80-88.

18. Gregoire MB, Charles GP (2002) The Changing Role of Administrators in Hospitality Management Education. Journal of Hospitality & Tourism Education 14: 16-21.

19. Johanson MM (2006) The Value of Graduate Education in Hospitality: Industry's Perception. Journal of Hospitality & Tourism Education 18: 21-27.

20. Jung-Mao (Ronnie) Lin, Lynda Martina & Cihan Cobanoglu (2002): Journal of Teaching in Travel & Tourism 2(3-4): 47-59.

21. Knowd I, Daruwall P (2003) Peer Assessment in Hospitality Education Impacts of Group Size on Performance and Rating. Journal of Teaching in Travel & Tourism 3: 65-83.

22. Paul A, Whitelaw, Gillet S (2003) When the Girls Take Over in Hospitality and Tourism. Tourism Recreation Research 28: 41-50.

23. Clark S, Robert H (2000) Programmatic Issues in Continuing Education Associated with Post-Secondary Hospitality Education. Journal of Hospitality & Tourism Education 12: 39-45.

24. Cynthia S (2015) Hospitality and Tourism Education in the International Classroom: A Case Study. Journal of Teaching in Travel & Tourism 15: 301-324.

25. Ladkina A, Weber K (2011) Web era Leadership Issues and Challenges in the Tourism Industry: A Hong Kong Perspective. Asia Pacific Journal of Tourism Research 16: 273-288.

26. Ravichandran S, Gilmore SA, Strohbehn C (2007) Organizational Citizenship Behavior Research in Hospitality Current Status and Future Research Directions. Journal of Human Resources in Hospitality & Tourism 6: 59-78.

27. Marinakou E, Giousmpasoglou C (2015) Stakeholders' Views on the Development of a Higher Education Hospitality Program in Bahrain: Challenges and Opportunities. Journal of Hospitality & Tourism Education 27: 85-92.

28. Amrita Sinha, Karen Flood T, David Kessel, Sheena Johnson, Carianne Hunt et al. The Role of Simulation in Medical Training and Assessment. Radiological Society of North America - RSNA 2009, 2009.

29. Cooke M, Irby DM, Sullivan W, Ludmerer KM. American Medical Education 100 Years after the Flexner Report. N Engl J Med. 2006; 355:1339-44