



Gap Analysis of Skills Provided in Hotel Management Education with Respect to Skills Required in the Hospitality Industry: The Indian Scenario

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Significant changes in the competitive environment of business and education, along with changes in the macro-environment, point to the need for reforms in hospitality management education. The objective of the study was to find key skills demanded by the industry in the Indian context, and how the education system responds and needs to respond to these. The null hypotheses stated that there is no significant difference between the existing and expected skill sets for the entry level hospitality graduates. A descriptive research design was used to conduct the study for which 30 (Five Star, Four Star and Boutique) properties were surveyed using a well-designed questionnaire. The data was collected from the heads of all the core departments in the hotel i.e. Human Resources, Food and Beverage, Front Office, Food Production and Housekeeping. Chi square and Anova technique was used to analyze the data. The findings revealed significant differences in the existing skill set and the desired skills. Students were found to be lacking in almost all the areas. The indication to the institutions is very clear. They need to tighten their belts, if they have to survive the competition posed by the IHMs and other premier institutes.

KEYWORDS: *Gap analysis, Soft skills, Chi Square, Level of Significance*

INTRODUCTION

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

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

There has been a tremendous growth in the number of hospitality programs over the past twenty five years. There has also been a palpable shift from the traditional home economics based program to a business-related focus. The new millennium has brought in immense opportunities for the hospitality professionals. Seizing these opportunities and developing the workforce with employable skills and competencies is the challenge of educators and entrepreneurs.

The current status of hospitality education in India leaves a lot to be desired in terms of training manpower in these competencies. The hospitality education curriculum offered in public hospitality schools and in most institutions operating in the private sector focuses only on

operations training. Jauhari (2006) cites that, "... only half the total of

180 institutions/colleges in India provide a worthwhile education which is of use to students and to those hiring students for work in hotels and restaurants."

A recent brainstorming session between the industry and the academia at Grand Hyatt, Mumbai (2009) raised the issue of availability of trained candidates for filling various positions in the industry. The

Industry pointed out the dire need for reforms in education sector in India.

According to Pavesic (1991), hospitality education has attempted to make significant curricular changes in order to meet the industry's perceived evolving needs. And, given the shifting nature of all micro and macro-environmental events that have occurred during the past twenty five years (e.g. social cultural changes, technological advances, growing concern over sustainability and green practices, globalism), it appears likely that the competencies desired by hospitality professionals have also evolved.

Since the 1920s, hospitality educators have looked upon industry leaders for guidance regarding the essential competencies that graduates need for professional success (Kay & Russette, 2000). Despite the emphasis on leading rather than following (Lewis, 1993), by design, hospitality education may not be able to adapt as rapidly to change as the industry it serves (Miranda, 1999). Nevertheless, the goal of hospitality education is to provide industry with graduates that are capable of conducting the affairs of business and maintaining a readiness to approach future management issues without reservation (Enz, Renaghan & Geller, 1993). Knowledge creation in essence has become the most significant objective of educational programs that are oriented to whet the skills of students in meeting the needs of the industry (Tesone & Ricci, 2005; Chathoth & Sharma, 2007).

However, as the sheer number of hospitality degree programs increased so did the criticism that higher education programs were in fact becoming out of touch with the direct needs of the industry (Beth et al. 2003). Tension has been detected in the hospitality literature between hospitality educators and industry professionals regarding the extent to which higher education is responsible for competency and skill development (Harper, Brown & Irvine, 2005; Williams 2005). Arguably industry is "buying a product," and it is essential that today's curricular and educational experiences prepare students for leadership (Raybould & Wikins, 2006).

REVIEW OF LITERATURE

In a developing country where the jobless rate is high it is expected that university graduates should be able to find employment but there are

many who do not (Ntuli, 2007). The labour market oscillates between the skills shortage on one hand and the number of graduates who are without work on the other. It seems paradoxical that a country with a high unemployment rate, has graduates without work, and that professionals need to be imported or lured to the country. This situation may arise from the fact that students lack employability skills. Behavioural (soft) skills such as those gained through curricula that embed critical outcomes such as analytical skills, teamwork, organize and manage oneself, usually deliver more competent and employable graduates (Coll&Zegwaard, 2006).

Employers have indicated that students are often not prepared for the workplace and call on universities to produce more employable graduates (Barrie, 2006; Kember& Leung, 2005) by providing transferable skills that can be taken into the workplace (Smith, Clegg, Lawrence & Todd, 2007). Students' subject matter knowledge is usually satisfactory (Crebert, Bates, Bell, Patrick &Cragolini, 2004; Hind, Moss &McKellan, 2007) but by improving and developing their competencies such as interpersonal skills, teamwork, communication and problem solving skills, value will be added to their intellectual capabilities making them more employable (Hind et al., 2007; Maher & Graves, 2007). Employers are expecting graduates to be work-ready and demanding a range of competencies and qualities of them (Yorke& Harvey, 2002). Educational institutions should be critical of their programme offerings and question if they are nurturing the appropriate competencies and consider how best to ensure these are developed (Kember& Leung, 2005).

There are a variety of interpretations of the term competency. It can be viewed as a characteristic of an individual (Zegward& Hodges, 2003) and related to personal attributes rather than technical skills (Hodges &Burchell, 2003).Coll, Zegward& Hodges (2002) define a competent individual as "one who has skills and attributes relevant to tasks undertaken". They used Birkett's distinction between "cognitive skills which are the technical knowledge, skills and abilities, whilst behavioural skills and personal skills such as principles, attitudes, values and motives". Kay and Russette (2000) also explored the topic of competencies (skills) that hospitality managers should possess at two different stages in their career, entry-level and middle management. They titled the skills needed to work in the hospitality industry essential competencies (ECs), while Core essential competencies (CECs) are the

competencies that were considered common to all management positions and levels. Specific essential competencies (SECs) are the "competencies found to be specific one of the six defined functional areas and management levels (i.e., food and beverage, front desk, or sales; or middle and entry levels)" (Kay and Russette, 2000). Eighty-six ECs were identified by the respondents. Of the ECs identified, 18 competencies were found to be core competencies for the six combination functional levels and management areas, while 55 of the 86 competencies were found in more than one management level and functional area. In comparison to the studies used as a base for their study, Kay and Russette's study was the first study that "ranked 'working knowledge product-service' and 'adopting creatively to change' as CECs" These terms could also be related to "employability skills" (Hind et al., 2007). Work-integrated programmes have the purpose of preparing students for the workplace by identifying and developing the important competencies that are believed to be needed by employers (Hodges & Burchell, 2003)

Buergermeister (1983) revealed in his study the competencies common to all hospitality entry-level management positions during this timeframe. Specifically, customer satisfaction principles, effective leadership skills, such as motivation and communication, as well as training ability and profit realization were thought as essential for any beginning hospitality manager. Little importance by industry was given to computer (hardware and software) skills, as well as the ability to identify and select proper marketing media. Conducting labor studies and understanding management's role in collective bargaining were considered competencies also of little importance to the future success of hospitality management in the 1980s. In another study, he further identified competencies needed for hotel segment. Promotion of the safety and security of guests' was the single identified competency seen as essential for beginning managers in that sector, while the foodservice segment identified, 'possessing skills to effectively supervise personnel in food production and serving area' as their single most critical competency demanded of future managers. In a study to determine the competencies needed to succeed in food and beverage operations, hospitality educators, students and industry representatives were surveyed (Okeiyi, Finley & Postel, 1994). , there were ten competencies that all the three groups considered important. They included: a. Human Relations b. Leadership Skills and Supervision. c. Oral and written

communication. d. Customer relationse. Professional conduct/ethics. f. Time management. g. Energy managementh. Conflict Management.i. Recruitment and j. Training.Specific to the hotel segment of the industry, two key studies have been published in the hospitality literature since Buergermeister's(1983) landmark competency study outlining the skill sets demanded by industry. Tas (1988) produced the first comparison study revealing eight essential competencies for management trainees. He uncovered the following as essential:

a. Management of guest problems with understanding and sensitivityb. maintaining professional and ethical standards in the work environment. c. EffectiveCommunication d. Professional appearance and poise. e. Development of positive customer relationsf. Positive working relationships with employees. g. Leadership qualities to achieve organizational objectives h. Motivates employees to achieve desired performance.

More than ten years later Nelson and Dopson (2001) uncovered the top relevant skills and abilities the industry deemed as extremely important for future leaders during this time frame, ten competencies were found within this category.Miranda.P (1999) examined the hospitality recruiter's perception of hospitality education training in relation to industry-site based training programs. It was found that five of the most important skills needed by college graduates as ranked by hospitality recruiters are: employee relations (73%), leadership (72%), guest services (67%), staffing (65%), and conflict management (61%). The study also found that the industry should play an instrumental role in developing contemporary and applicable curriculum. Further, the basic competencies of research chefs have also been examined (Birdir & Pearson, 2000). For the research-focused chefs the following competencies in order of importance were identified:

a. Knowledge of recipe development and formula ratios b. Ability to work with a product development team. c. Knowledge of culinary fundamentals and production systems.

Similarly for the management focused chefs the following competencies were identified: a. Ability to work with customer/client group b. Knowledge of end user skills (e.g. cooks in national chains). c. Skilled at food presentation. Some items were considered less important. These included Knowledge of finance systems, Skilled at/with computer presentation programs (PowerPoint, CorelDraw), Ability to develop ``packaging" for finished products. On the other hand Nelson and

Dopson (2001) revealed the following a. Identify and solve managerial problems b. Demonstrate leadership abilities c. Control costs effectively d. Develop positive customer relationships e. Adapt the organization to meet customer needs f. Train and coach the employee g. Manage crisis situations h. Solve customer problems i. Develop positive employee relations j. Demonstrate effective oral communication skills.

Perdue, Woods & Ninemeier, (2001) in a study focused on future club management competencies, researchers divided the knowledge, skills, and performance abilities that comprise them into nine domains or areas. a. Budgeting b. Ability to read financial statements, and c. Effective communications. Being more comprehensive Beth et al (2003) compiled a list of 99 competencies or skills (grouped into eight overarching factors comprising 28 dimensions) that might contribute to leadership success in the hospitality industry. Those competencies were rated on a five-point scale, in a survey of 137 industry leaders. The competency labeled “self-management” was the top dimension (of the 28)—composed of ethics and integrity, time management, flexibility and adaptability, and self-development. Second in importance was competency in strategic positioning, comprising awareness of customer needs, and commitment to quality, managing stakeholders, and concern for the community. (However, concern for the community was rated least important compared to the other three dimensions in that category). Industry knowledge, leadership, and interpersonal skill were factors that, while important, were ranked lower by the respondents.

Raybould, M and Hugh, WT (2006) compared hospitality managers' expectations of graduate skills with student perceptions of the skills that hospitality managers valued. In contrast to previous research on this topic, this study adopted a generic skills framework and managers rated skills associated with interpersonal, problem-solving, and self-management skill domains as most important. Although students tended to rate conceptual and analytical skills more highly than did managers, overall their perceptions of the skills that hospitality managers valued when recruiting graduates were realistic. Manaktola (2007) elaborates on this analysis and notes that competencies required in the hospitality industry at the supervisory and management level in India differ from those provided in India's educational institutions. In general, the training provided is sufficient to meet the needs of entry-level positions in the industry but it is not geared towards developing students for supervisory and managerial work. Ipe Mary (2008) cites the experiences of various

hotel chains in India and concludes that the traveler in the future will be tech-savvy and discerning. Soft skills appear to be the base for customer service - from recruiting the right 'fit' for the brand and property to providing service in hotels. The challenge for the industry is to combine hospitality training which embodies high-tech inputs with a 'high-touch' culture. Baum and Devine (2009), identified communication skill, customer care and interpersonal skills, as most important skills needed for front office personnel.

The vocational nature of hospitality management is ideal to utilize work-integrated learning as a method of transferring classroom activities to the work place. Higher Education institutions offering such programmes have the infrastructure of physical facilities that allow for the teaching of technical skills such as reception proficiency, culinary methods and service to customers, which students will need in the workplace environment. These technical skills are then transferred to the real work environment by the students having a compulsory semester of work-integrated learning (Crebert et al., 2004; Fleming & Eames, 2005). The time spent in real life situations gives students the opportunity to apply abstract concepts learnt in the classroom. The soft skills are handled in a realistic manner rather than trying to simulate opportunities by carrying out role play or similar teaching methods in a classroom experience (Tovey, 2001; Waryszak, 1999).

Faculty is depended upon for quality graduates that they produce and send in to the world of work. Their view on what generic competencies such as analytical thinking, ability and willingness to learn, self-confidence, relationship building was sought in order to compare these with the students' views. The challenge though is to make students realize how important it is to have generic competencies, how these improve their employment opportunities in a highly competitive market and that they should take ownership of these (Maher & Graves, 2007). They should also be aware of the needs and be able to relate their abilities to those required by employers (Yorke & Harvey, 2002). If students do not see the need or importance, the likelihood of higher education institutions managing to convince students to instill these, will be difficult (Coll & Zegward, 2006). It is not advised that competencies be taught as a form of a check list but be integrated and contextualized into a curriculum (Bath, et al., 2004). Employability skills need to be embedded not only in any one module but must be throughout the curriculum at all levels (Hind et al., 2007). But faculty needs to be

mindful that attempts to introduce attributes into the curricula have generally been unsuccessful (Barrie 2006).

"Current calls to 'integrate' academic and vocational curricula reflect the notion that the present system which separated students, teachers and subjects is ineffective" (Brewer, 1996). In addition to the specific example above, various other integration models have been identified. Plihal, Johnson, Bentley, Morgaine and Liang (1992) organized and categorized curriculum integration models around theoretical approaches. A report by Grubb and Kraskouskas (1992) said that integration provides natural paths for faculty to collaborate and breaks down the barriers between academic and vocational instructors.

OBJECTIVE OF THE STUDY

- To study the gap between the existing & expected skills of the present HMCT students for the hotel industry of hospitality institutes in India.

HYPOTHESES

H₀1: There is no significant difference between the existing and expected qualities possessed by the entry level graduates in the hotels.

Versus

H₁1: There is a significant difference between the existing and expected qualities possessed by entry level graduates in the hotels

H₀2: There is no significant difference between existing and expected skills for different departments

Versus

H₁2: There is a significant difference between existing and expected skills for different departments

H₀3: There is no significant difference in skill sets as perceived by the executive housekeeper

Versus

H₁3: There is a significant difference in skill sets as perceived by the executive housekeeper

- H₀₄:** There is no significant difference in skill sets as perceived by the Executive Chef
Versus
- H₁₄:** There is a significant difference in skill sets as perceived by the Executive Chef
- H₀₅:** There is no significant difference in skill sets as perceived by the Front office Manager
Versus
- H₁₅:** There is a significant difference in skill sets as perceived by the Front office Manager
- H₀₆:** There is no significant difference in skill sets as perceived by the Food and Beverage Manager
Versus
- H₁₆:** There is a significant difference in skill sets as perceived by the Food and Beverage Manager

METHODOLOGY

The study makes an extensive use of primary data collected from the Indian hotels of Mumbai, as well students of hospitality institutes in Mumbai. The all-inclusive sample size for the study was 800 respondents. Thirty hotels which included five star, four star and banquet properties were contacted for the purpose of survey. A list of 'Essential Qualities' for hospitality graduates was made in consultation with 10 principals/heads of hospitality education institutes. These were put on a five point scale. The Managers of five core departments of the hotel i.e., Training, HR, front office, food and beverage, food production and housekeeping were asked to judge the graduates for their existing as well as expected level of the qualities they saw in a hospitality graduates. Training and Human resource functions although different were handled in many cases by the one person only in many properties and therefore they have been put under one head. Secondly as soon as the graduates are recruited they are under the guidance of the training manager and therefore he was thought to be the best person in many cases who understood the entry level graduate. The data collected was analyzed using various statistical tools. Frequency and percentages were used to present it along with variance. Chi-square was used to find the difference between the existing and expected set of skills among hospitality

graduates. Also, discussions were conducted wherever there was an opportunity to interact with other levels of management staff, particularly the supervisory levels. This helped in gathering qualitative data for the research and also drawing logical conclusions from the findings.

FINDINGS AND DISCUSSION

Various heads of departments of the hotels were asked about the skill sets possessed by the graduates. The departments covered were training/HR, food and beverage, front office, food production and housekeeping.

Table 1 shows the educational qualification and years of service of managers in the industry indicating Managers are loyal and passionate about the work and the attrition rate is least.

It can be seen from the above table that all the managers possessed a diploma degree in hotel management. The training/HR manager however had a diploma in HR also. The executive house keeper was seen having the maximum work experience. This was typically seen in five star properties that had extremely trained manpower. This was followed by the food production staff.

TABLE 1. Educational Qualification and Years of Service of Managers in the Industry.

S. No	Manager	Educational qualification	Years of service			
				Min	max	variance
1.	Training/HR	Diploma in HM with a diploma in HR	14.03	7	18	5.82
2	Food and beverage	Diploma in hotel management	13.40	9	18	4.04
3	Front office	Diploma in hotel management	13.40	11	17	3.00
4	Food production	Diploma in hotel management	14.73	8	20	7.51
5	Executive housekeeper	Diploma in hotel	15.50	7	23	13.63

		management				
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Core qualities of the entry level staff for all departments remain the same. Therefore all the managers of the hotels were asked regarding the communication skills, team work, attitude, leadership qualities, grooming standards, knowledge regarding safety and first aid, and professional and ethical standards.

Chi square test was conducted in order to find out if there was any significant difference in the existing and expected qualities found among the entry level graduates.

Table 2 depicts the calculated chi square values for 5% Level of Significance indicating the difference between existing and expected among the hospitality graduates.

It was found that Null hypotheses H_{01} was rejected by all the departments except the Food and Beverage Department, which seemed to be stating that there was no significant difference between the existing and expected levels of skills. Other skill that could be considered about was the attribute that housekeeping being a back office job is mostly the choice of students who are weak in communication skills. Housekeeper was not expecting them to be fluent in English communication.

TABLE 2. Difference in Skills: Existing and Expected among Hospitality Graduates.

Skills Departments	Communication	Team work	Attitude	Grooming	Leadership qualities	Knowledge Of safety and First aid	Professional and ethical standards
Chi square values (at 5% level of significance)							
Training	16.133	25.40	13.33	54.80	49.20	32.133	12.80
Food and Beverage	29.40	.533*	30.20	16.133	38.40	11.40	14.60
Front office	11.40	16.20	28.133	7.80	25.20	13.99	26.00
Food production	39.60	36.03	21.80	22.00	29.20	11.40	12.60*
House keeping	2.13*	18.20	4.80	26.13*	8.53	14.6	12.60

Working in team is an essential trait required by the people in this industry. The null hypotheses H_{02} was rejected in all the departments i.e. most found that the entry level graduates were not working in teams. All students of HM who are interested in F&B are exposed to banqueting and service to large gatherings. They are already aware that it will be difficult to survive if they do not learn to do team work. This could be the reason for this department not showing any significant difference between the existing and expected quality of team work. This is obvious that the students by force are together only for F& B.

The rejected null hypotheses H_{02} indicated that the students did have attitude problem. They did not show willingness to learn and were not ready to do hard work. A tremendous need was felt to inculcate right attitude among students early in life.

The entry level graduates were poorly groomed as reported by all departments. Housekeeping however reported them to be well groomed. This could be attributed to the fact that being low on the communication front, they made up for it by good grooming.

Table 3 indicates the calculated chi square values for difference in skill sets as perceived by the executive housekeeper.

The null hypotheses H_{03} has been accepted only in one case I i.e., the entry level graduates had knowledge of cleaning agents. This could be attributed to the fact that during their industrial training they were exposed to manual jobs in housekeeping, so knowledge of cleaning agents is acquired by them during that time. On the Job Training would provide them the necessary understanding of the cleaning agents.

Table 4 depicts the calculated chi-square value indicating difference between existing and expected skill sets as perceived by the executive chef under 5% level of significance.

TABLE 3. Difference in Skill Sets as Perceived by the Executive Housekeeper.

S. No	Skill sets in housekeeping	Chi square values
1	Use of cleaning agents	000*
2	Knowledge of rooms	12.20
3	Knowledge of Housekeeping equipment	30.20
4	Use of technology in rooms	12.20
5	Detailed checklist of job schedule	21.8

TABLE 4. Difference in Existing and Expected Skill Sets as Perceived by the Executive Chef.

S. No	Skill sets in food production	Chi square values
1	Knowledge of sauces	14.60
2	Knowledge of cuts	23.30
3	Use of kitchen equipment	9.80
4	Knowledge of food storage	12.60
5	Knowledge of safety and first aid	11.40

The Null hypothesis H_{04} was rejected on all the attributes here. A significant difference was found in the existing and expected skill sets of students. The industry found the students lacking in the basic skills needed to do the job of food production in the industry and had to be trained.

Table 5 shows the calculated chi square values indicating the difference between skillsets as perceived by the Front office Manager.

The Null hypothesis H_{05} was accepted in two skills sets i.e. Use of front office equipment and no expectations from students towards marketing. The industry did not expect entry level graduates to be well trained in the use of front office equipment, nor possessing the required marketing skills. They expected the candidate to learn them once they are on the job. In fact they were ready to train them once they joined and therefore they did not report any lack of training.

However Null Hypothesis H_{05} was rejected for the attributes viz-a-viz the Accounting Skills, Punctuality and the Adequate Knowledge of the Foreign Language. Graduates were expected to have a basic knowledge of accounting, be punctual and also knowledge of foreign language was desirable.

TABLE 5. Difference in Skills as Perceived by the Front Office Manager.

S. No	Skill sets in front office	Chi square values
1	Use of front office equipment	000*
2	Marketing skills	13.20*
3	Accounting skills	7.4
4	Punctuality	16.13
5.	Knowledge of foreign language	7.4

TABLE 6. Difference in Skills as Perceived by the Food and Beverage Manager.

S. No	Skill sets in food and beverage	Chi square values
1	Knowledge of service	4.20*
2	Punctuality	25.40
3	Knowledge of alcohols and beverages	326.60
4.	Concern for quality	25.80
5	Respect for rules and regulations	14.60

Table 6 indicates the calculated chi square values for the difference in skills as perceived by the Food and Beverage Manager.

The Null hypotheses H_{06} was accepted only in the level of Knowledge of service. The graduates seem to be aware of the various kinds of service and the industry trains the candidates and would develop the skill hands on and so did not expect too much out of the students.

However the alternate hypotheses H_{16} i.e., there was a significant difference in students' Knowledge of alcohols & beverages, and their commitment to the industry in terms of their punctuality, their concern for quality and their respect for rules and regulations.

SUMMARY AND CONCLUSION

This study was conducted to test the differences between the existing and expected skills among the entry level graduates of hospitality management. The findings revealed that there was a gap in most of the areas of desired skills needed by various departments. The highlights of the findings are:

1. The students have poor grooming standards.
2. They do not possess the right attitude needed to work in the industry
3. Students lack in leadership qualities.
4. They need to improve in the areas of communication skills.
5. Professional and ethical standards are low among students
6. Students have casual approach towards the safety Measures and importance of First aid.

7. Institutes need to encourage the students for working across the Cross functional departments.
8. Team work has to be improved among the students by conducting outbound trainings.

RECOMMENDATIONS OF THE STUDY

1. It is the responsibility of educational institutions to impart basic skills more hands on practice needed for the students in the hospitality industry.
2. Importance and consequences on safety and first aid should be taken seriously unlike causal approach of the students is noticed.
3. At least one Knowledge of foreign language reading & writing should be made mandatory for the students for are opting for the front office department.
4. The critical success factor for the industry is that a hardworking graduate with good managerial & leadership skills. The educational institutions must focus on developing these skills among the students.
5. The industry should conduct orientation for the freshers on software skills.
6. The culture of Research and development should be inculcated in the institutes seriously so that students should be well equipped with the emerging trends.
7. Synergy of Hospitality and Event Management would be an added advantage.

The educational institutes while focusing on academic fulfillment find it difficult to keep pace with the latest developments in the industry. The Indian education system does not emphasize on skills required by the Industry. On the other hand the study has shown that students in advanced countries emphasize that they must possess management skills.

We are in need to develop students with the basic skills like communication, safety, managerial, leadership skills and having the right attitude. Most industries prefer to hire graduates from colleges meeting the expectations of the industry. Considering the situation, Hotel management institutes should organize intercollege Food Festivals in order to develop the overall personality of the student as in case of

Cornell University USA. Or else, the day is not far away when the Hotels may have to tie up with the Institutes for productivity enhancement as in Case of PARK Hotels In association with APEEJAY Group of HMCT.

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