

# Hospitality Management

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**ABSTRACT:** t. It critically reviews the definitions and perspectives on these fundamental issues proffered in the contemporary literature in an attempt to create a clearer view of what "hospitality" and "hospitality management"

**Key words:** hospitality, critical, research, management

hospitality organisations but also with the system of a country's hospitality management education. To satisfy customers through the delivery of quality services by skilled and competent staff, an effective hospitality education system must exist. Thus, the paper has two aims: to outline the basis for the development of a critical agenda for hospitality management research; and to identify the key questions and challenges that such a critical approach raises for academics.

## I. INTRODUCTION:

The responsibility for developing service-oriented human resources lies not only with the

## II. REVIEW OF LITERATURE :

YEAR	TITLE AND YEAR PUBLISHED	AUTHOR	FINDING
1999	Towards a definitive view of the nature of hospitality and hospitality management 1999	• Bob Brotherton	Perhaps one, if not the, key question faced by hospitality management researchers is; What is hospitality? The term, let alone the concept of, hospitality, is defined and used by most, if not all, hospitality management researchers in a quite indistinct and unsatisfactory manner

2001	Hospitality management education in Greece An exploratory study	<ul style="list-style-type: none"> <li>• Evangelos S. Christou*</li> </ul>	<p>➤ y education system in Greece. In order to examine the nature of hospitality management education, a distinction between education and training has to be made. According to John Dewey (1916) the American philosopher, education is de"ned as: &amp;&amp;... that reconstruction or reorganisation of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience l l.</p>
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2006	Challenges in Hospitality Management Education: Perspectives from the United Kingdom	<ul style="list-style-type: none"> <li>• Peter Lugosi Stephanie Jameson</li> </ul>	<p>➤ The transformation of the international educational landscape has prompted growing questioning of how higher education (including research) operates in contemporary society more generally. These changes have also driven increasing critical debate on the current state and future prospects for hospitality management education (cf. Fullagar &amp; Wilson, 2012; Lugosi, Lynch, &amp; Morrison, 2009). However, the debate concerning contemporary hospitality management education has thus far been dominated by non-</p>
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			empirical discussion pieces
2009	Critical hospitality management research	<ul style="list-style-type: none"> <li>• Dr Peter Lugosi a Dr Paul Lynch b Professor Alison Morrison c</li> </ul>	<p>➤ This paper discusses the development of critical hospitality management research (CHMR) and explores key issues that such approaches raise. The paper is split into two parts. The first reviews contemporary writings that reflect the changing nature of hospitality management research and accounts for the emergence of a critical tradition. The second part identifies eight areas which are central concerns for the future development of CHMR: criticality, ethics and advocacy, scale, claims of legitimacy and research quality, representation, audience, affiliation, institutions and institutional contexts, and the relationship between management research and pedagogy. Associated questions and challenges are surfaced and conclusions drawn.</p>
2010	Research in strategic management in the hospitality industry	Michael D. Olsen !,* Angela Roper"	<p>➤ .The concept of strategy suggests that organizations seek alignment with the forces in their environment in order to achieve sustained performance. This effort is often referred to as the co-alignment principle. In abiding by this principle organizations scan the relevant environment of their business domain, develop competitive methods and grand strategies to take advantage of threats and opportunities in that domain and, allocate resources to the most appropriate competitive methods</p>
2012	Hospitality studies and hospitality management: A symbiotic relationship	<ul style="list-style-type: none"> <li>• Alison Morrison, Kevin O'Gorman</li> </ul>	<p>➤ Thus, the paper addresses some of the significant aspects that have shaped this subject development including: discourse relative to the higher education context; vocational and/ or liberal educational approaches; engagement with the social sciences; and the</p>

			<p>emergence and relationship between management and studies schools of thought. The paper argues that significant knowledge and intellectual advances can potentially be gained through a healthy inter-disciplinary relationship between management and studies, drawing on a multi-disciplinary social science resource base</p>
2015	Can hospitality researchers contribute to the strategic management literature?1	<ul style="list-style-type: none"> <li>• Fevzi Okumus*</li> </ul>	<p>➤ e. One can strongly support this ambitious suggestion believing that this is feasible and every research study in the strategic hospitality management field should aim for this. However, when critically assessing the current level of the strategy literature in the hospitality field, it emerges that there are a number of reasons that make it very difficult to accomplish this suggestion. This paper, therefore, aims to discuss whether and how hospitality researchers can really contribute to the mainstream strategic management literature.</p>
2017	Careers in Hospitality Management: Generation Y's Experiences and Perceptions	, Maxwell and Ogden's	<p>➤ The hospitality industry continues to be economically important around the world and in the UK (UNWTO, 2006) at a time when career structures (Baruch, 2004) and attitudes to work are changing (Rolfe, 2001). Building on the work of Broadbridge et al. (2006a), this article examines the job experiences and career perceptions of young people in the UK who are about to embark on their full time careers in hospitality management</p>

2018	The impact of education and Training interventions For nurses and other health care staff involved in the delivery of stroke care : An integrative review (2017)	<ul style="list-style-type: none"> <li>• Stephanie Jones.</li> <li>• Colette miller.</li> <li>• Josephine M.E Gibson.</li> <li>• Julie Cook.</li> <li>• Caroline L.Watkins.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The aim of review was to explore the impact of stroke education and training of nurses and other healthcare staff involved in the delivery of stroke care.</li> <li>➤ Practice education should consider the delivery of interactive education and training delivered to multi disciplinary groups and the use of protocols or guidelines which to be associated with a positive impact of patient and quality of care outcomes.</li> </ul>
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**Research gap:**

The feedback of training of nurses was done in various methods but not particularly in Madurai, Tamilnadu, India hence we have catered to it.

**Data Collection:**

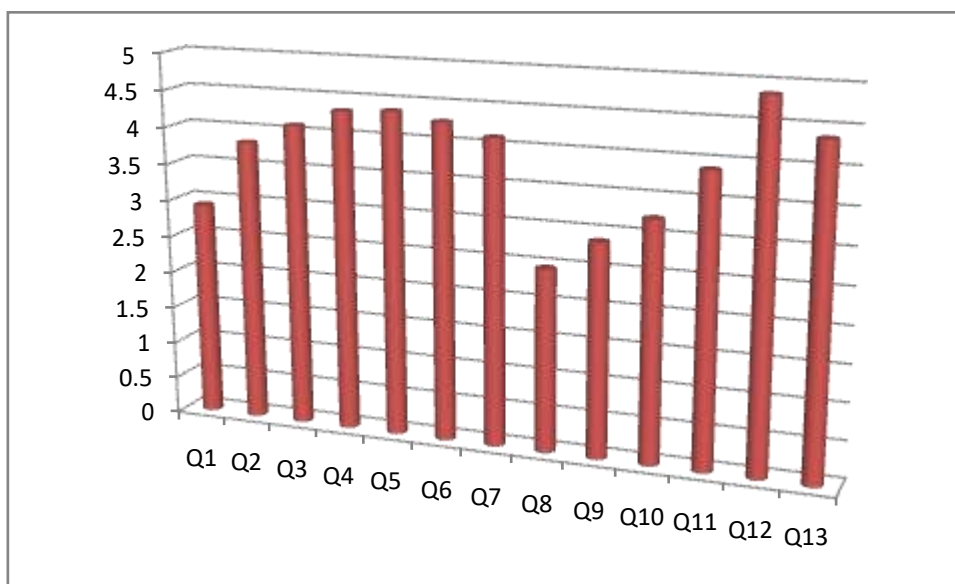
We used a closed ended questionnaire to collect data. Data collection was done in person in hospitals in Madurai-Tamil Nadu. The nurses were ever co-

operative.

We gave more than 120 questionnaires and received 100 valid questions with which we did the analysis.

**III. DATA ANALYSIS AND CONCLUSION :**

We use excel sheet to analysis data and we use simple random sampling to pick data. Convergent and Discriminant was proved.



**Highest Question:**question 12:  
 career development clinical opportunity existed-  
 4.862745  
 question 13:  
 supervisors used mistakes as learning opportunity-  
 4.372549  
 question 5:  
 physicians and nurses had good working  
 relationship-4.372549  
**Lowest Question:** question 08:  
 active staff development or continuing education  
 program existed

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**Appendix**

TRAINEE NAME :		TRAINING CENTRE	
JOB ROLE ENROLLED :		BATCH ID	
TRAINER'S NAME :		CENTRE ID	

A) About Trainer and Training :

Items	strongly disagree	disagree	neutral	agree	strongly agree
The Trainer is knowledgeable					
Adequate time is provided for question and discussion and clearing doubt					
Nurse manager was a good manager and leader					
Class are conducted regularly and ontime					
Adequate support services allowed you to spend time with patients					
physicians and nurses had good working relationship					
Chief nursing officer was					

highly visible and accessible to staff					
High standard of nursing care were expected by admin					
Active staff development or continuing education program existed for nurses					
Opportunity for staff nurses to participate in policy decision					
Career development clinical leader opportunity existed					
There was enough staff to get the work done					
Supervisors used mistakes as learning opportunities					