

A Review on Perspectives of Educators, Students and Employers on Hospitality Internships

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Abstract—For hospitality education, the internship is one of the most common forms of experiential learning. But to be effective it needs teachers, employees, and educators to collaborate. One of the most important ways to help graduates plan for their jobs, and life, is by incorporating practical skills, whether it be internships, apprenticeships, or even outsourcing. Not only does a hands-on approach to learning help students develop a deeper understanding of their theoretical knowledge, but it's also their first step into exploring an environment that could affect the rest of their lives, which is why having the interaction truly count is important. This paper identifies the role and value of hospitality education internships. The benefits and negatives are addressed from the viewpoints of the three owners, and an aggregate evaluation is explored. The article concludes by presenting suggestions for future study.

Index Terms---Hospitality, Students, Educators, Employers, Internships, Education.

I INTRODUCTION

The mixture of learning and experience provides an effective teaching method. Methods of teaching which actively engage students in the learning process will enhance their progress. This method, defined as experiential learning, offers students the opportunity to become active participants in their own schooling. Experiential learning demonstrates that theory represents action, and vice-versa while creating a meaningful connection between what is taught in a classroom and what is applied in business. Researchers report that one of the experiential learning's more frequent uses is an internship, often recognized as sandwich placement, cooperative research, field experience, a work-study program, activity. The word is progressively being used to describe some kind of practical experience. Regardless of the words used or the methods implemented, the overall goal is the same-to maximize learning for students through combining practical work knowledge with classroom instruction.

There is nothing new about the notion of universities and companies joining forces to improve the professional education experience. Researchers found a collaborative system of education at the "University of Cincinnati" in the US as early as 1906. It was perhaps the first-ever internship program approved by the institution. In American higher education, internships, by far the most common of all experiential learning types, have a long and fascinating background. The source of experiential learning in the hospitality sector may have been pioneered by a pioneer in the American hotel industry, who claimed that hospitality graduates had to have "hands-on" learning experiences in order

to fully understand the requirements of real-world management. Today, nearly all hospitality programs worldwide integrate internship experiences of one way or another in their curricula, with a strong focus on obtaining practical experience outside a classroom.

Internships are work-based training opportunities that involve the effective collaboration of graduates, managers, and educators. As an integral part of an undergraduate degree program, all three partners need certain degrees of consensus, appreciation, or congruence to ensure that partnership is a success. Recently the prevalence and perceived importance of internship programs have increased considerably. Many college hospitality management programs require their students to obtain industry experience through internships or other field interactions according to the researchers. To be sustainable in a competitive market, the hospitality industry requires a willing, well-trained and skilled workforce. For hospitality students, internships are vital; they encourage them to experience real work scenarios while they are in school, so they can shape realistic expectations about their futures. Researchers claim the hospitality industry needs experienced staff, so they propose that a portion of work experience should be deemed an essential part of a degree course.

Nevertheless, external factors such as the recent recession's impact, along with rapid growth in student numbers in various countries such as the United States and the United Kingdom, render the job market more difficult, and as such, they may discourage educational institutions from adequately fulfilling this need. Therefore, work into the issues related to hospitality internships is essential in defining current trends and concerns and in designing effective strategies to ensure that the needs of all three stakeholders are addressed.

II LITERATURE REVIEW

This literature study explores how management skills evolve inside Hospitality and Tourism Management education programs at a Midwest-based four-year higher education college. The aim is to address concerns posed by business about how universities should best prepare students for career success. As a consequence, this study explores internships as a tool to recognize both the growth of management skills and conversely is used to assess possible flaws in the progress and marketability of graduates [1].

The literature study states the information which explores the aspirations and satisfaction of hotel industry employers with graduate skills relative to graduate views of what is expected for their jobs and their satisfaction with how well their educational experience equipped them. Methodology / Design/approach: The study of literature included a questionnaire sample of 40 employees and 32 hotel students, followed by a series of interviews [2].

The connection between internship and education was discussed at length. Studies note that most students find it difficult to begin their professional careers while moving through the transition from the classroom to the workforce. As such, internship programs provide an opportunity to close the sometimes significant gap between practical reality and college-learned theory and provide useful work-centered skills and work-related experience for graduates. A primary objective of hospitality internship programs is to train students to become analytical professionals who, based on a sound understanding of philosophy, will make good decisions in real life. Researchers claim that "experiential education provides the opportunity and atmosphere for students to observe, events and functions directly related to the

implementation of science, outside of the classroom [3]."

The ability to connect theory and practice offers more concrete learning outcomes for the students. The research done by the researchers shows that internships may boost job skills learning; this may later translate into better academic skills and the creation of good personal work habits such as time management and self-discipline. Internships provide an actual-world experience and help students think creatively and solve problems and improve their communication skills. For hospitality management research an internship is often viewed as an absolute necessity. A hands-on approach to training hospitality managers not only promotes the organizational values taught in philosophy but also offers the opportunity to exercise and improve one's knowledge and competencies in a real-world environment. All educators and business professionals believe that curricula for hospitality and tourism management will combine philosophy with experience, giving students a range of learning strategies to improve such skills as building relationships, teamwork, coordination, team building and customer relationships [4].

A well-structured internship has the potential to help improve several of the qualities that hospitality students need, and as part of an overall program, it has a crucial role to play in training a student. Hospitality and tourism studies explored an internship's educational value in terms of abilities, competencies, career development and personal development. Studies stress that internships in hospitality are a field of intensive experiential learning through which participants [5].

Researchers suggest that the realistic knowledge aspect of a university degree is essential to the development of hotel management skills and competencies. Likewise, an analysis of hotels' educational value describes a variety of basic competencies that can only be acquired in a realistic environment. Researchers suggest that hospitality curricula should include organized work experience to allow students to develop the skills needed by the beginning food service manager to be more professional and public relations [6].

Advantages of Internships in Hospitality:

An internship can be described as a three-way relationship between the student, the educational institution, and the hosting organization (i.e., the position where the student experiences the difficulties of a structured experiential learning program. The tripartite benefits of an organized internship are evident: students gain real-world experience, the academic program improves their prestige and jobs. Employees have an enhanced number of applicants to draw from when recruiting students. Internships of hospitality provide an environment that supports everyone interested-employers, students and educators.

Student's Perspective:

"Internship" became an integral part of tertiary education. The internship is the very center of experiential learning for hospitality programs. The role in the professional and personal advancement of the students has been well reported. Different studies describe the importance and range of benefits gained by internship candidates, including greater understanding and knowledge of the roles and activities undertaken by industry professionals, improved opportunities for employment and professional development, networking with potential employers, learning new ideas, gaining experience, increasing self-confidence [7].

Students make internships a valid way of securing their first job. According to the report, internships merge a

"quick drive" resume-building role with hands-on, learning-by-doing work experience and offer the opportunity for candidates to incorporate theory and practice. Experts believe that students profit from time spent on an internship and recognize that such placements "have strengthened their perception of their own choices in life, allowed transferable skills to be learned and given a concrete connection between theory and practice". It may also be claimed that the internship is helping to develop management skills for graduates. Students with work experience may develop skills in several traditional management fields including leadership, human resources, oral and written interactions, interpersonal contact, coordination, problem-solving, decision-making and preparation [8].

Researchers suggest that graduates tend to be highly employable as a consequence of the technical focus on tourism and hospitality programs. An internship increases a graduate's likelihood of finding and thriving in jobs when it provides more than the learning of academic expertise, such as the growth of individuality, abilities, and experience in the learner. Research also shows that internship interactions improve the willingness of students to work alongside a variety of different individuals, and provide the opportunity to observe others in a working environment while enhancing common sense among students. In fact, graduates will have a more focused approach to their professions by having the correct kind of business insight and, most critically, the resources to determine whether they have made the right choice to enter the sector.

Employer's perspective:

Researchers report results from a survey conducted by 40 hospitality employers affiliated with the Council on Hotel, Restaurant, and Institutional Training, recognizing four important advantages of an internship: (1) creation of real-world experience, leadership skills, commitment and judgment; (2) market exposure; (3) improved client and employee relations; and (4) recruitment; From the employer's point of view, an internship offers access to a pool of staff who are typically known to industry-dedicated and bringing fresh concepts to the workplace. Competence of work ethics, research, and personality are more readily measured during a semester-or summer-long internship than during a prospective employee's one hour interview. The internship, therefore, offers a golden opportunity for students who an organization might want to hire after graduation without having any long-term promises to "use before you purchase" In fact, internships allow direct participation in educating potential managers. Various studies show that the company funding their placement gives the plurality of student interns a full-time position following their graduation. Therefore an internship is a very successful recruitment strategy for companies in the sector [9].

Critics contend that internships provide a company with a cost-effective mechanism to achieve strategic recruiting, placement, preparation, and retention targets while indicating that programs like these provide an avenue through which hospitality institutions may improve their identity and therefore adapt to community needs. Studies have shown in a survey of Fortune 400 recruiters that nearly 35 percent of respondents indicated that certain aspects of the internship, including leadership experience and coordination, cannot be learned in a classroom. Throughout peak seasons, internship schemes were influential in solving labour shortages in the specific context of the intensely labour-intensive hospitality industry, enabling employers to regularly have maximum customer service. Via internships, an employer is given the opportunity to assess the competence and capacity of an applicant to address not only day-to-day

tasks but also the unforeseen circumstances that occur in almost any place of work. Therefore, the industry views student interns as a readily available, quickly converted, and specifically trained workforce which can be a valuable source of labour in today's economy [10].

Educator's perspective:

There are also numerous benefits to the educational institutions from the internship. As researchers have stated, the educational and job results correlated with the internship aspect of a hospitality and tourism degree are used as a promotional tool by many universities. A well-developed internship program can provide a more rigorous framework for a hospitality program through which to bid for a larger intake of applicants. The internship frequently plays a vital role in aiding student placement in colleges at the point of graduation. The need for outstanding training for post-college jobs is acknowledged by prospective students and their parents.

On the other side, internships will improve ties with industry as well. This can enhance joint research opportunities, raise the profile of an organization and help establish long-term working relationships to maximize future job prospects for graduates. Researchers suggest that enhanced communication and collaboration between educators and the hospitality industry may enhance the industry's contribution to the development of future courses and help educators keep up with hospitality developments and future plans. These partnerships could provide a forum for checking academic theory's consistency and relevance with business operational requirements. In turn, strengthened partnerships may be expanded to other fields of shared interest such as college advisory boards, training seminars, mentoring programs, student field trips, job fairs, and industry tours, with further collaboration. Education and other established business partnerships between organizations and employers will serve as a catalyst to generate new external funding streams and other forms of support.

Problems associated with hospitality:

Given the significance and attention provided to the internship, and the proof that it generates value for graduates, employers, and educators, it does have pitfalls and disadvantages finding out that the three parties perceive the advantages differently and have different desires, aspirations, and values. Therefore disputes should never be ignored among them. While many researchers believe an industry placement tends to reinforce the desire of a student to seek a long-term career in the industry, others are worried that some students decide against a hospitality profession entirely after an internship experience. Researchers suggest a poor internship experience could easily dissociate a young person from the industry. Experts conclude that an internship program that does not meet the expectations of the graduates would possibly prevent them from entering after graduation into the hospitality and tourism industry.

Providing every experiential learning experience is not inherently a promise for successful learning. Research findings indicate students do not take a very positive view of their internship experiences. According to researchers, its inadequate execution may be a potential reason for the low perceived importance of internships among hospitality graduates. Internship roles are usually considered to be "fixed posts" or "highly structured assignments" without any work rotations so that they gradually become monotonous and result in a role being de-yielded; this may reduce the student's level of interest.

In comparison, incentives are generally rare, and conditions of employment, such as low pay and no overtime hours, can be bad. Even the most career-oriented intern can burn out the essence of the occupations performed in internship positions and the long working hours typically associated with the hospitality industry. Students often reflect that they face problems in communicating and adapting theories to realistic circumstances and administrators do not provide sufficient support in preparing their programs. Typically the explanation why students do not perform according to the standards of employers is due to poor training and/or lack of skill. Experts identify certain students as having weak problem-solving skills arising from being frustrated by the work environment and their own inexperience. Low workplace-organizational alignment seems to be another issue, with students failing to interact and build good relationships with colleagues.

Researchers indicated that there are many apparent differences in expectations of pre-work and actual experience, suggesting students may not completely realize the benefits of working experience. Researchers studied the cooperative-education aspects in undergraduate tourism courses in the United Kingdom, again revealing considerable differences in expectations of the students before and after the internship, and again indicating that the gains are not fully realized.

III CONCLUSION

Practices are a valuable tool for learners to acquire different skills. Nonetheless, the above analysis clearly illustrates that direct work experience in the hospitality and tourism industry may actually cause students to begin to feel pessimistic about pursuing a career in this field. There is definitely a disparity in students' and employers' standards as regards internships. This is a troubling circumstance for which educational institutions and businesses need to collaborate together more efficiently to overcome, perhaps by formulating "consultations" to ensure students receive a high-quality and successful experience. Any internship productivity will be improved by a clear understanding of the issues and possible solutions. It is proposed that a structure should be established which defines individual roles, goals and purpose through a specific tripartite partnership between students of hospitality, employers, and educators. Such an agreement will help meet the priorities and align standards, centered on all stakeholders' common interests. There are important challenges to be addressed, mainly a lack of understanding of the value of work experience and a lack of drive and commitment.

Recommendations are therefore required for programs that illustrate the importance of the internship experience and encourage students to follow a more focused and consistent attitude to their career development. Students should see their internships as an opportunity to grow individually. Students will focus on their internships by knowing employers' preferences with a better idea of what to predict and a clearer understanding of the interactions they can receive. Hospitality students are recommended to be encouraged to take active roles in career-related programs (professional or mentoring), events, and resources.

The review paper deals with various issues that are loosely relevant to hospitality internships. It would have a very important impact on future work aiming to establish a typology or paradigm for assessing an internship program by

including the viewpoints of all three stakeholders. Future research on the development of appraisal tools available to measure internship efficacy is encouraged with additional resources, as these instruments are likely to benefit educators with improved measurement of an internship's performance.

Future research can also explore the need to spend more in internship and career preparation industry partners, as well as how to further measure the learning outcomes of internships. Another opportunity for future work would be exploring the position of internships in the package of fees that students are charging for their schooling. Although it is evident from the literature that internships in the hospitality and tourism industry provide an incentive for students to apply what they have experienced in the real-life work environment, no study has yet been carried out to determine exactly how an internship in this area enhances career and jobs.

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