

Enhanced Management Skills for Restaurant Phase Internship

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ABSTRACT

This study assessed the TESDA competency standards on cookery, bread and pastry, food and beverage services and predictors for successful internship of Bachelor of Science in Hospitality Management interns of CTU- San Francisco Campus restaurant phase for school year 2014-2015 as well as the instructors and industry supervisors. Descriptive method of research was adopted using survey questionnaires with the following respondents, five (5) Hospitality Management Instructors, forty (40) student interns and five (5) industry supervisors of the interns from the different cooperating agencies. It used simple percentage and Likert scale for the categorical rating of TESDA- based competencies as well as in the predictors for a successful internship. Results showed that based on TESDA competency requirements on cookery, food and beverage both instructors and industry supervisors had indicated highly competent. However, student believed that they needed to enhance their skills in pastry food and beverages to come up with the desire of the industry. It is then recommended that the enhancement program of the school on the identified competencies be pursued. Successful internship program of the school can be strengthened through linkage with industry.

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INTRODUCTION

Hospitality management skills are acquired practical skills in achieving the relevant basic, common and core management competencies in the field of restaurant and hotel industries. These competencies were set and approved by the Technical Education and Skills Development Authority (TESDA) and are essential to career success in the hospitality and tourism sector.

Cruz, (2000) described that industries on hospitality events are most sourced of economic growth and contributes to almost ten percent of the world's GDP. Furthermore, hospitality and tourism courses are growing courses offered in universities for it is one of the present trends that offer a promising profession in the field of industry management that aims of providing high competent graduates prepared with relevant management competencies.

Considering the tourism potential of Camotes Islands part of Cebu province in Region VII and the development of hospitality and tourism courses in Cebu Technological University, San Francisco, Campus, a need to assess the hospitality management skills based on TESDA competency standards of CTU- San Francisco Campus restaurant phase interns for the school year 2014-2015 students as basis for an enhanced hospitality skills management plan.

Theoretical Background of the Study

Education provides significant knowledge and skills that an individual needs to become a functional member of a society. It enhances one's ability and plays vital role in the development of man, helps people to learn skills, gain knowledge and understanding about the world and about themselves.

In management education, it aims of providing industry with high competent graduates and is prepared with relevant management competencies to meet the growing demands in hospitality and tourism courses.

Bath et al., (2004) described the nature of competencies necessary in the workplace and in any undergraduate courses that include flexible skills, behavioral and work attitudes. As mentioned by (Hodges & Burchell, 2003) that work-integrated programs should be emphasized that may include the identification and development of competencies needed by employers.

Internship as defined by Patton & Dial, (2000) refers to actual job training, supervised experiences and practical knowledge of the students relevant to their chosen fields. Furthermore, on -the- job training has been considered as a useful approach to train college students with common preliminary occupational experiences and knowledge in order to enhance their employability skills and to be competitive in the labor market.

Thus, there is a need for the students to acquire a broad or general understanding of the professional field and key concepts of the lessons learned in school to a more extent preparation that can provide great opportunities and expertise applicable during internship.

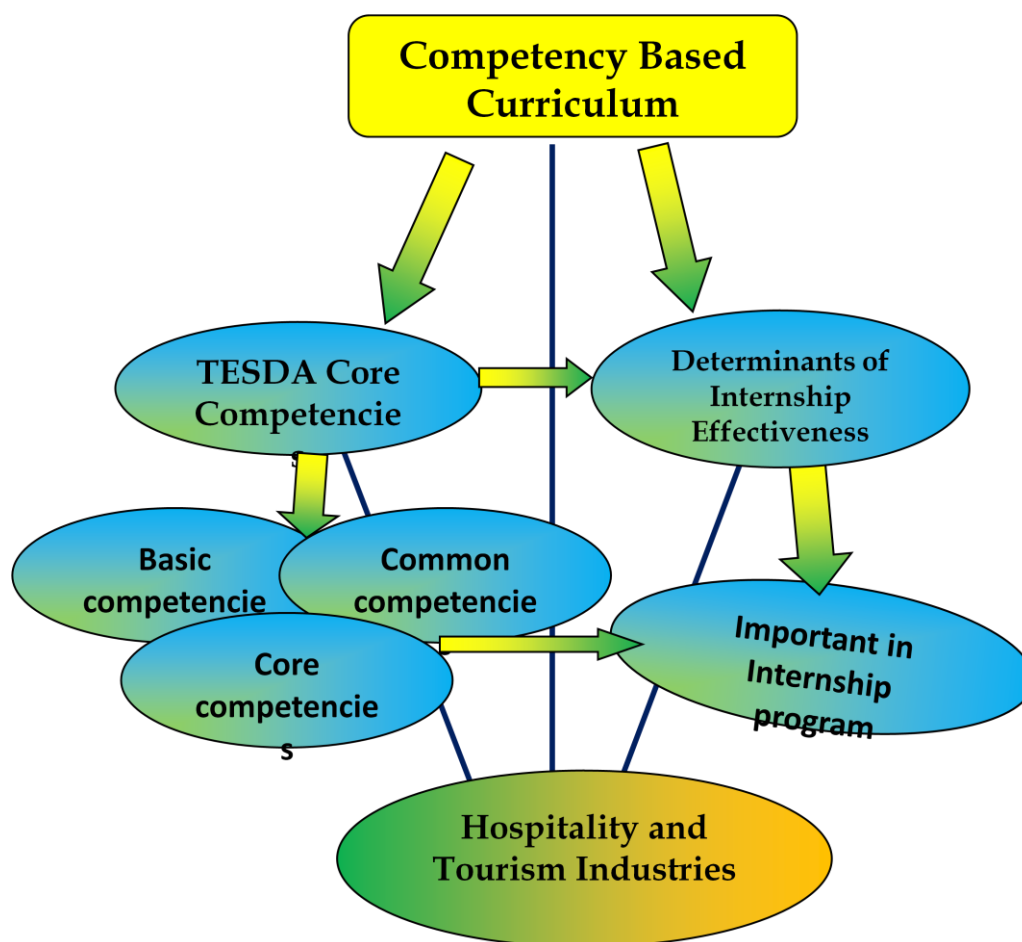


Figure 1: Theoretical Framework of the Study

MATERIALS AND METHODS

The study uses a questionnaire given to respondent groups that includes forty (40) interns of the Bachelor of Science in Hospitality Management, five (5) industry supervisors in the different cooperating agencies and five (5) instructors/professors in the Hospitality Management course.

This identifies the perceived level of the TESDA competency standards based on cookery, bread and pastry and food and beverage services core competencies. The level on the determinants for successful internship as cited in the study of Keyin (2010) is also included. A Likert scale was used to give quantification of the responses of

the respondents. Frequency, percentage distribution and average weighted means were used to analyze responses of the respondents in terms of their profile, the skills/competencies acquired during the training as well as the determinants of successful internship.

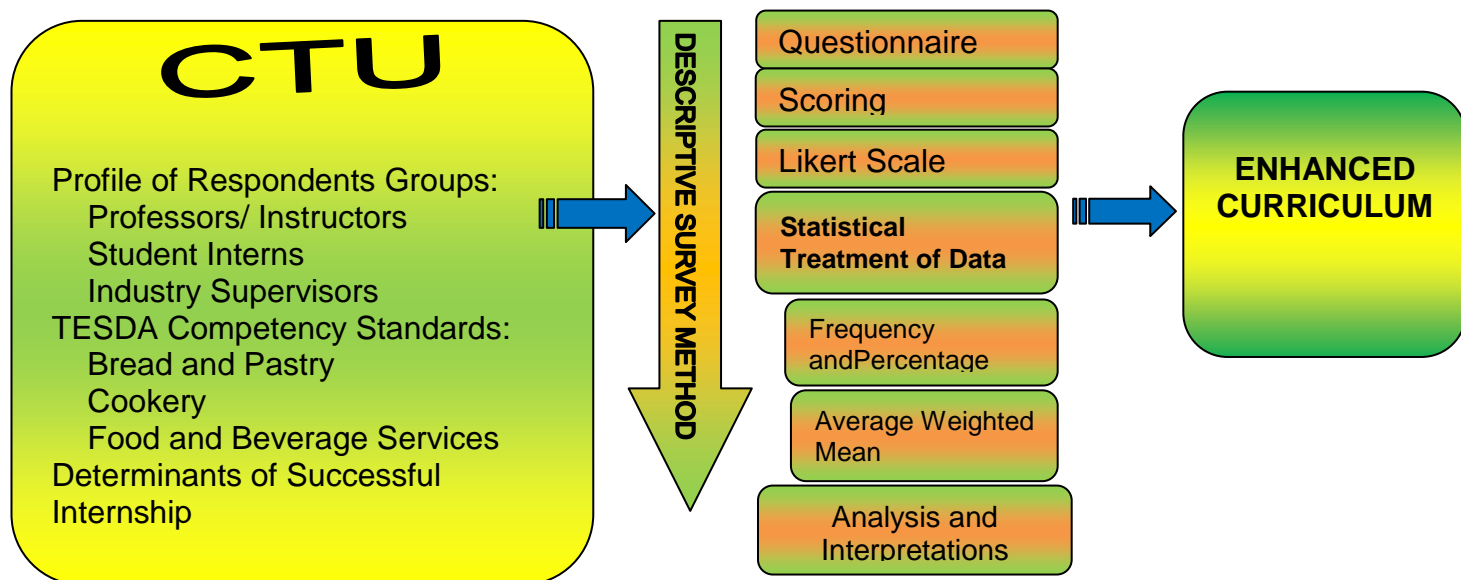


Figure 2: Flow of the Study

RESULTS

This section presents and discusses the results of the study.

Table 1. Cookery Core Competencies of Respondent Groups

| Cookery Core competencies | HM instructors (5) | | Student interns (40) | | Industry Supervisor (5) | |
|---|--------------------|------------------|----------------------|------------------|-------------------------|------------------|
| | Mean | Description | Mean | Description | Mean | Description |
| 1. Clean and maintain kitchen premises | 4.60 | Highly competent | 4.43 | Highly competent | 4.20 | Highly competent |
| 2. Receive and store kitchen supplies | 4.20 | Competent | 4.25 | Highly competent | 4.60 | Highly competent |
| 3. Organize, prepare and present food | 4.60 | Highly competent | 4.43 | Highly competent | 4.60 | Highly competent |
| 4. Prepare, cook and serve food for menus | 4.60 | Highly competent | 4.23 | Highly competent | 4.80 | Highly competent |
| 5. Select, prepare and cook meat | 4.60 | Highly competent | 3.93 | Competent | 4.40 | Highly competent |
| 6. Prepare and cook poultry | 4.60 | Highly competent | 3.88 | Competent | 4.40 | Highly competent |
| 7. Prepare, cook and portioned seafood | 4.60 | Highly competent | 4.00 | Competent | 4.60 | Highly competent |
| 8. Prepare stocks, sauces and soups | 4.60 | Highly competent | 4.00 | Competent | 4.60 | Highly competent |
| 9. Package prepare food stuffs | 4.60 | Highly | 4.03 | Competent | 4.40 | Highly |

| | | | | | | |
|---|-------------|-------------------------|-------------|------------------|------|-------------------------|
| | | competent | | | | competent |
| 10. Prepare appetizers and salads | 4.60 | Highly competent | 4.25 | Highly competent | 4.60 | Highly competent |
| 11. Prepare sandwiches | 4.40 | Highly competent | 4.48 | Highly competent | 4.60 | Highly competent |
| 12. Prepare vegetables, fruits, egg and starch products | 4.40 | Highly competent | 4.50 | Highly competent | 4.60 | Highly competent |
| 13. Prepare hot and cold desserts | 4.60 | Highly competent | 4.08 | Competent | 4.80 | Highly competent |
| 14. Prepare pastry, cakes and yeast-bread products | 4.60 | Highly competent | 3.55 | Competent | 4.40 | Highly competent |
| TOTAL | 4.54 | Highly competent | 4.14 | Competent | 4.54 | Highly competent |

Table 2. Bread and Pastry Core Competencies of Respondent Groups

| Bread and Pastry Competencies | HM instructors (5) | | Student interns (40) | | Industry Supervisor (5) | |
|---|--------------------|------------------|----------------------|----------------------|-------------------------|----------------------|
| | Mean | Description | Mean | Description | Mean | Description |
| 1. Preparing and producing bakery products | 4.60 | Highly competent | 3.43 | Moderately competent | 3.20 | Moderately competent |
| 2. Preparing and presenting gateaux, tortes and cakes | 4.60 | Highly competent | 3.25 | Moderately competent | 3.20 | Moderately competent |
| 3. Preparing and serving other types of desserts | 4.40 | Highly competent | 3.50 | Competent | 3.20 | Moderately competent |
| 4. Preparing and displaying petits fours | 4.40 | Highly competent | 3.88 | Competent | 3.40 | Moderately competent |
| TOTAL | 4.60 | Highly competent | 3.48 | Moderately competent | 3.20 | Moderately competent |

Table 3. Food and Beverage Core Competencies of Respondent Groups

| Food and Beverage Services Competencies | HM instructors (5) | | Student interns (40) | | Industry Supervisor (5) | |
|--|--------------------|------------------|----------------------|------------------|-------------------------|------------------|
| | Mean | Description | Mean | Description | Mean | Description |
| 1. Prepare the dining room/restaurant area for service | 4.40 | Highly competent | 4.65 | Highly competent | 5.00 | Highly competent |
| 2. Welcome guests and take food and beverage orders | 4.40 | Highly competent | 4.28 | Highly competent | 4.80 | Highly competent |
| 3. Promote food and beverage | 4.20 | Highly | 3.88 | Competent | 4.80 | Highly |

| | | | | | | |
|--|------|------------------|------|------------------|------|------------------|
| products | | competent | | | | competent |
| 4. Provide food and beverage services to guest | 4.60 | Highly competent | 4.48 | Highly competent | 5.00 | Highly competent |
| 5. Provide room service | 4.40 | Highly competent | 4.38 | Highly competent | 5.00 | Highly competent |
| 6. Receive and handle guest concerns | 4.60 | Highly competent | 4.10 | Competent | 4.80 | Highly competent |
| TOTAL | 4.43 | Highly competent | 4.29 | Highly competent | 4.90 | Highly competent |

Table 4. Summary of Core Competencies of the Respondent Groups

| Respondent Groups | Competencies and Descriptive Rating | | |
|----------------------------|-------------------------------------|--------------------------------|----------------------------|
| | Cookery Core competencies | Bread and Pastry | Food and Beverage |
| HM Instructors | Highly competent (4.54) | Highly competent (4.52) | Highly competent (4.43) |
| Student Interns | Competent (4.14) | Competent (3.51) | Highly competent (4.29) |
| Industry Supervisor | Highly competent (4.54) | Moderately competent (3.24) | Highly competent (4.90) |

Table 5. Rating of the determinants of successful internship by the Respondent Groups

| Determinants of Internship Effectiveness | HM instructors (5) | | Student interns (40) | | Industry Supervisor (5) | |
|---|--------------------|----------------|----------------------|----------------|-------------------------|----------------|
| | Mean | Description | Mean | Description | Mean | Description |
| 1. Preparedness and readiness to intern | 4.40 | Strongly agree | 4.30 | Strongly agree | 4.80 | Strongly agree |
| 2. Positive attitude towards work/work ethics | 4.60 | Strongly agree | 4.48 | Strongly agree | 4.80 | Strongly agree |
| 3. Self- initiative (asking questions) | 4.60 | Strongly agree | 4.50 | Strongly agree | 5.00 | Strongly agree |
| 4. Challenging job | 4.60 | Strongly agree | 4.55 | Strongly agree | 5.00 | Strongly agree |
| 5. Autonomy in doing the job | 4.40 | Strongly agree | 4.15 | Agree | 5.00 | Strongly agree |
| 6. Effectiveness of the supervisor | 4.40 | Strongly agree | 4.43 | Strongly agree | 5.00 | Strongly agree |
| 7. Task clarity/ understanding of the work | 4.60 | Strongly agree | 4.48 | Strongly agree | 4.80 | Strongly agree |
| 8. Allowance given by the | 3.80 | Agree | 3.28 | Undecided | 3.40 | Agree |

| | | | | | | |
|---|-------------|-----------------------|-------------|-----------------------|-------------|-----------------------|
| industry | | | | | | |
| 9. Support of the mentor | 4.60 | Strongly agree | 4.35 | Strongly agree | 4.80 | Strongly agree |
| 10. Guidance from supervisor | 4.40 | Strongly agree | 4.33 | Strongly agree | 5.00 | Strongly agree |
| 11. Guidance and support from the OJT coordinator | 4.60 | Strongly agree | 4.55 | Strongly agree | 5.00 | Strongly agree |
| 12. Moral support from parents/guardian | 4.60 | Strongly agree | 4.73 | Strongly agree | 4.80 | Strongly agree |
| 13. Support from colleagues | 4.60 | Strongly agree | 4.48 | Strongly agree | 4.80 | Strongly agree |
| 14. Financial support from parents/ guardian | 4.60 | Strongly agree | 4.80 | Strongly agree | 4.80 | Strongly agree |
| 15. Job match | 4.60 | Strongly agree | 4.40 | Strongly agree | 4.80 | Strongly agree |
| 16. Proper recommendation from school | 4.60 | Strongly agree | 4.55 | Strongly agree | 4.80 | Strongly agree |
| Total | 4.60 | Strongly agree | 4.58 | Strongly agree | 4.83 | Strongly agree |

DISCUSSION

Based on TESDA competency requirements on cookery, food and beverage both instructors and industry supervisors had indicated highly competent. However, student believed that they needed to enhance their skills in pastry food and beverages to come up with the desire of the industry for they got a rating of competent. This implies that the differences in the profile of respondents slightly differ as to the level of their competencies.

Cookery competency standards are set by the Technical Education and Skills Development that equipped individual with the competencies needed in the preparation and presentation of foods that includes breads and pastries. A set of training regulations standards are also followed designed and patterned by TESDA.

Many internship programme require students to be well prepared in terms of completion of work (Clark, 2003). Furthermore, students with positive attitudes towards work during internship are expected by students to demonstrate for it's also a key to have successful internship. As indicated in the study of Beard and Morton, (2000) that interns who possess positive attitude and are realistic during the training got satisfactory experience and leading to an encouraging internship experience as well as academic preparedness, clarity and compensation are determinants for successful internship.

CONCLUSIONS

A highlight in the result of this study implies that TESDA-based core competencies for competency requirements on cookery, food and beverage both instructors and industry

supervisors had indicated highly competent. However, student believed that they needed to enhance their skills in pastry food and beverages to come up with the desire of the industry.

Successful internship indicated that all of the respondents strongly agree on the indicators of successful internship. It further showed that the strongest contributing indicators include self-initiative, challenging job, autonomy in doing the job, effectiveness of the supervisor, guidance from supervisors and from OJT coordinator. However, preparedness and readiness of interns, positive attitudes, task clarity/understanding of the work, support from the mentor, moral support from parents and colleagues, financial support from parents, job match and proper recommendation from school are all important in the success of internship. The allowance given by the industry still is a part on a successful internship for hospitality student interns.

RECOMMENDATION

Based on the findings of the study, the following are recommended:

1. That the enhancement program of the school on the identified competencies be pursued as included in the enhancement plan of this study and successful internship program of the school be strengthened through expanded linkage with industry;
2. That the performance of the student interns during the phase 2 training program (hotel phase) be assessed;
3. That the internship should be design to gain better insight of the interns for a successfulon the job training and therefore maximizing the effectiveness of internship programme. Successful internship brings benefits to the

cooperating industries as well as to the university.

4. That the determinants for a successful internship should be given emphasis and importance in order to have fruitful and unforgettable experiences of the student interns.

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