Team Teaching- An Imperative For An International Curriculum In Hospitality Management

Zilmiyah Kamble
Leeds Met India, Bhopal, India
zilmiyah@leedsmetindia.in

Sofia Rebelo
Leeds Metropolitan University, Leeds, UK
s.rebelo@leedsmet.ac.uk

INCONSYM 2010

Parts Of The Paper To Be Covered:

- Overview /Abstract
- Aims /objectives/ research methodology
- Team Teaching ??
- Why Team Teaching??
- Students' perspectives- benefits and challenges
- Teachers' perspective - benefits and challenges
- Institutions' context - - benefits and challenges
- Hospitality industry
- International hospitality management education competencies
- Hospitality management education in India
- Team teaching in international hospitality management education
- Conclusion

Abstract :

- Hospitality management degree proposes to present future managers who have acquired the essential skills, to work in an increasingly demanding and internationalised industry.

- Hence, the delivery of these programmes needs to be interactive, keeping in mind the diverse students, faculty expertise both theoretical and practical, global perspective and current industry trends.

- Our exploratory paper recommends the utilization of ‘team teaching’.

- It illustrates the benefits of team teaching and provides various approaches

- It concludes that the effective use of ‘team teaching’ strategy can enhance the ‘international factor’ which is, currently, very vital in management

Aim : Emphasize the significance of the utilization of 'team teaching' in delivering a curriculum in international hospitality management

Objectives:

- Fundamentals, benefits and challenges of team teaching
- Essentials of an international hospitality curriculum
- Hospitality education in India

Research Methodology:

Secondary research and analysis

Team Teaching??

Team Teaching = Marriage

(Wilson, 2008; Kohler-Evans, n.d; Aubrey, 2004; Cushman, 2004).

"*the partners must establish trust, develop and work on communication, share the chores, celebrate, work together creatively to overcome the inevitable challenges and problems, and anticipate conflict and handle it in a constructive way*."

(Cushman,2004, p.3)

Why Team Teach???

"It's unrealistic to assume that any one person has the skills, expertise, imagination, or time to focus on the difficult problems of today's society"

(Collier, 1978, p.5)

- The approach is interactive, fun, productive and a contrast to the traditional approach of single instructor per class,

Students' Perspective

Benefits

- Active learning environment
- Different face/voice
- Different perspectives
- Additional feedback
- Moderation
- Model learner/Adults
- Collaborative Team model
- Extra tutor support
- Best for lifetime learning

Challenges

- Confusing for some
- Different books for reference

Team Teachers' Perspective

Benefits

- Different perspectives
- Gaining new knowledge
- Assisting /relieving
- Planning a team
- More teaching material/ method
- More collegial faculty
- Difficult / slow learners
- Novice / veteran
- Extra time / research ideas
- Peer feedback
- Reduces lecturer burnout

Challenges

- Time consuming
- Conflicts
- Fear of unknown outcome

Institutions' Context

Benefits

- Address staff shortage
- Facilitates visiting experts
- Maintenance of standards/quality
- Less cost involved

Challenges

- Forming a collaborative team/

Hospitality Industry

- ‘International’ industry
- Size
- Sectors
- Fastest growing industry
- Career opportunities
- Large contributor to economies
- Good pay overseas
- Poor social status in India
- Labour turnover
- Poor pay in India
- Unsocial working hours

International Hospitality Management Education Competencies:

- International dimensions of the business
- Intercultural awareness
- Transferable skills such as ability to work as a team, communication skills, analytical, decision making, applying numeracy
- Strategic management skills
- Continuing professional development or CPD, inclusion of foreign languages, understanding of customer segments, trends, generic management or leadership skills
- Technical or Operational skills.

Hospitality Management Education In India:

- Focused largely on Hotel sector
- More focused on operational skills rather than management
- Severe limitations of faculty and staff
- Wrong use of ‘international’
- Call for the inclusion of management competencies
- Poor internships offered at some hotels
- Interest vs. Degree

Team Teaching In International Hospitality Management Education

- Suits the active learning style of hospitality students
- Recommended team teaching arrangements:

✓ Industry experts and the institution's faculty
✓ Highly vocationally skilled person with more academic oriented teacher
✓ Expatriate hospitality manager and a local faculty
✓ Two institutions' teachers of different nationalities
✓ Two teachers during practical training would mean more support and individual attention.

Conclusion

- Team teaching benefits are far more significant than the challenges it poses to all three stakeholders
- For an effective hospitality management program, the needed competencies underpin the knowledge of the hospitality product in a global perspective.
- Team teaching is imperative as it's justified as the most suitable method, for the learning style preference of hospitality management students.

***Future avenues of research*:** case studies of application of team teaching in hospitality management education.

Let us discuss…

REFERENCES

- Aubrey, J. (2004) **What is Team teaching?** M.A in education Program - Educational Inquiry Project, Michigan State University.
- Ball, S (1995) Enriching student learning through innovative real- life exercises. **Education + Training,** 37 (4), pp. 18-25.
- Barron, P. and Arcodia, C. (2002) Linking Learning Style Preferences and Ethnicity: International Students Studying Hospitality and Tourism Management in Australia. **Journal of Hospitality, Leisure, Sport and Tourism Education,** 1(2), pp. 15-27.
- Blythe, H. and Sweet, C. (2004) Total Team Teaching- Sharing Teaching Duties Equally. **The Teaching Professor,** 18 (3) March, pp. 4-5.
- Collier, A.R. (1978) Idea Corner: Team Teaching- An Idea That Works for Me. **Journal of Extension**, January/February, pp.5-6.
- Cushman, S. (2004) **What is Co-Teaching?** [Internet], Sage. Available from: < http://www.sagepub.com/upm-data/6847_villa_ch_1.pdf> [Accessed 30 July 2010].
- Davis, J. (1995) **Interdisciplinary courses and team teaching: New arrangements for learning.** Phoenix, ACE/Oryx.
- Kohler-Evans, P.A. (n.d.) Co-teaching: How to make this marriage work in front of the kids. **Education,** 127(2), pp. 260-264.
- Littlejohn, D. and Watson, S. (2004) Developing graduate managers for hospitality and tourism. **International Journal of Contemporary Hospitality Management,** 16 (7), pp. 408-414.
- Wilson, G.L. (2008) Be an Active Co-teacher. **Intervention in School and Clinic,** 43(4) March, pp. 240-243.
- Yanamandram, V. and Noble, G. (2006) Student Experiences and Perceptions of Team-Teaching in a Large Undergraduate Class, ***Journal of University Teaching & Learning Practice***, 3(1), pp 50-66.