

Values, Skills, and Motivation – The Hospitality Symphony

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Abstract

Much like a symphony, the hospitality industry is a harmonious blend of various elements working in concert to create an exceptional experience. This paper explores my thirty years of personal experience in the hospitality industry, using the "hospitality symphony" metaphor, highlighting the crucial roles played by all parties involved—students, educators, industry professionals, and institutions. Each participant contributes unique values, skills, and motivations essential for students pursuing higher education in hospitality.

This paper aims to highlight my journey and experiences as a hospitality industry professional and as an educator while taking my master's degree program at TRU. I believe it is essential to acknowledge the leading players' contribution to my success story and share these insights with future generations of students.

Many factors contribute to a well-rounded industry experience, and students can benefit from developing a proper set of values, polished skills, and a solid foundation for their motivation while pursuing their careers. Much like listening to a symphony, everything must be in tune to benefit and delight the audience experience.

Keywords: Hospitality industry; Skills transferability; Learning by doing; Values; Multidisciplinary aptitudes; Motivation; Reflective learning; Collaborative learning; Care and caring for others; Building relationships.

Chapter One: Introduction

Personal Experiences and Intersectionality

I still remember the first time I saw the joy on a guest's face after a surprise upgrade to a suite. It was a busy holiday season in 1998, and the hotel was bustling with activity. Amidst the chaos, I decided to go the extra mile for a couple celebrating their 25th wedding anniversary. The look of sheer delight and gratitude on their faces was a moment that solidified my passion for hospitality. In that instant, I realized the profound impact we can have on people's lives through simple acts of kindness and exceptional service.

As I progressed in my career, I encountered numerous opportunities to enhance my skills and deepen my understanding of the industry. From managing diverse teams to implementing innovative training programs, each experience reinforced the importance of values, skills, and motivation. These core ideas are essential for personal and professional growth and creating a harmonious and successful hospitality operation. My hospitality industry work experience spans almost thirty years in restaurants and hotels in Europe and Canada. In my journey, I pursued the Master of Education, where I could explore these concepts in greater depth. The program gave me valuable insights into ethical leadership, cultural competence, and technology integration in training. These transformative learnings have allowed me to see the intersectionality of values, skills, and motivation in a new light.

In this capstone paper, "Values, Skills, and Motivation - A Hospitality Symphony," I aim to illustrate how these elements create exceptional guest experiences and drive organizational success through well-trained professionals. By sharing my journey and the insights gained from

my education, I hope to outline comprehensive guidelines for hospitality professionals seeking to elevate their operations as a lifelong pursuit in their hospitality industry career.

Reflecting on my journey at TRU, I realized the importance of integrating values, skills, and motivation into the hospitality industry. My experiences, from enhancing guest satisfaction through personalized service to implementing innovative training programs, align with the continuous industry shifts. Pursuing the Master of Education taught me to navigate these changes, emphasizing the intersectionality of ethical values, essential skills, and motivational strategies in creating a harmonious and successful hospitality operation. Understanding the distinction between hospitality and service is crucial. In contrast, service involves the tangible actions we perform for our guests, and hospitality is about creating a welcoming and memorable experience that makes guests feel valued and cared for. This is the argument that I would like to focus these ideas on in the following chapters and their application in real life, as well as the necessity of a well-rounded foundation of education and technical skills acquired in classes and at the workplace.

Opening Statement Context

Imagine entering a hotel or a restaurant where every interaction feels personalized, every service exceeds expectations, and every employee radiates enthusiasm and professionalism. This is a dream and a desired reality for hospitality businesses that master the symphony of values, skills, and motivation. In an industry where guest satisfaction is paramount, understanding and integrating these elements can transform ordinary experiences into extraordinary ones. Exploring the foundational principles that drive excellence in the hospitality industry is essential to fully appreciating these elements' impact.

Reasons, Evidence, Counterarguments, and Limitations

Nel Noddings' (1984) ethics of care emphasize the importance of nurturing relationships and caring for others, which is fundamental in the hospitality industry. Noddings argues that education should focus on developing caring individuals who can build meaningful relationships and connections with others, and this evidence is highlighted in "Caring, A Feminine Approach to Ethics & Moral Education." Critics argue that Noddings' ethics of care can reinforce traditional gender roles, suggesting that emphasizing care might perpetuate stereotypes about women's societal roles or can detract from the academic rigour that calls for a balance between emotional and intellectual growth. However, she never isolated the gender roles. Since Noddings' work is primarily theoretical and may lack empirical data to support the practical application of her ethic of care in diverse educational settings, it might not address the full spectrum of skills and knowledge required in hospitality education, potentially overlooking the importance of technical and managerial competencies.

John Dewey's (1916) philosophy of experiential learning supports hands-on opportunities in hospitality education, as found in his work "*Democracy and Education*," which provides evidence for the effectiveness of experiential learning. The concept of "learning by doing" ensures that students are knowledgeable and capable of applying their skills in real-world settings, supported by his extensive writings on education and learning. Although Dewey's teaching philosophy fits the hospitality industry's educational approaches, experiential learning can be seen as impractical in large, standardized educational systems or hard to implement this method on a large scale. Some critics believe that Dewey underestimated the importance of traditional knowledge and structured learning and that students may struggle to

engage in meaningful inquiry without a solid foundation of core knowledge. Dewey's ideas are influential and may not fully account for the complexities of modern educational systems and the hospitality industry's current demands and could limit an experiential learning approach on a large scale due to the resource-intensive and challenging process, particularly in institutions with limited funding and infrastructure.

Mary Wollstonecraft's (1792) advocacy for equal education for women supports the development of rationality and moral virtues highlighted in her work "*A Vindication of the Rights of Woman*," which provides evidence for the importance of rational education. This idea supports the notion that hospitality education should be inclusive and aim to develop well-rounded individuals. This focus on rationality and moral virtue has been criticized as overly idealistic, although it has virtue even when challenged. Wollstonecraft's vision of education could be perceived as not adequately addressing the socio-economic barriers or not fully accounting for modern gender dynamics, addressing all the contemporary issues of intersectionality and diversity. This 18th-century work may not fully address contemporary issues of gender equality and diversity in education and the workplace, and the emphasis on rationality and moral virtue might still be seen as idealistic. Still, it could overlook the practical challenges and socio-economic barriers students face today.

Although developed in different historical and cultural contexts, these teaching philosophies may be perceived as limiting their direct applicability to modern hospitality education; much of the evidence provided by these three educational theorists is based on theoretical frameworks and philosophical arguments that need more empirical validation in contemporary educational research. The following chapters will aim to highlight the process of

integrating the values, skills, and motivation in hospitality education as a multidisciplinary approach and the pieces of evidence of the validity and applicability of these theorists in hospitality management education and training.

Industry Background Information

The hospitality industry, as we know it, is a dynamic and multifaceted sector encompassing various services, from lodging and food service to event planning and tourism. With its focus on providing exceptional guest experiences, the industry constantly evolves to meet changing customer expectations and market trends. The Master of Education program offered me valuable insights into leadership, training, and development principles crucial for addressing hospitality business challenges. In the following chapters, I will describe how hospitality professionals can enhance their skills and improve service quality by integrating educational theories and practices.

Danny Meyer, a renowned restaurateur and CEO of Union Square Hospitality Group, emphasizes the importance of emotional connection and practical service in hospitality. As Meyer aptly puts it, "Hospitality is how we make our guests feel, and service is what we know to do for the guests." (Snow, 2021) This distinction highlights the essence of hospitality: while service involves the tangible actions we perform for our guests, hospitality is about creating a welcoming and memorable experience that makes guests feel valued and cared for. In the context of this paper, understanding this duality is crucial. By integrating solid values, essential skills, and effective motivational strategies, hospitality professionals can excel in both aspects, ensuring that guests receive excellent service and feel genuinely welcomed and appreciated. For instance, when I trained staff members at a hotel or restaurant, they were trained in the

technical skills required for their roles and the art of making guests feel special. This holistic approach leads to higher guest satisfaction and repeat business.

Claim

Integrating values, skills, and motivation is essential for effective hospitality education. A holistic approach to hospitality education can enhance student outcomes and industry standards, and a motivation-driven education fosters a sustainable and innovative hospitality industry alongside skills and values. This paper aims to support this claim with the reasons and arguments related to the teaching philosophies of Noddings N. (2003), Dewey J. (1916), and Wollstonecraft M. (1792).

Chapter Two: Literature Review

Key Hospitality Industry Trends

The hospitality industry is experiencing a robust comeback after the Pandemic, with a steady growth rate in 2024. Hotel room demand is set to reach an all-time high, reflecting the industry's recovery and expansion (The magazine of Glion Institute of Higher Education - Hospitality Vs. Service: Why both are important in the Hospitality Industry?, 2023). However, the industry faces challenges in filling open positions, partly due to evolving job roles and employee expectations, and workforce empowerment and retention have become critical focus areas, with new positions opening to meet the growing demand. Technological adoption is also transforming the industry, with innovations such as Artificial Intelligence (AI) and the Internet of Things (IoT) personalizing guest experiences and optimizing operations through data-driven decision-making (The magazine of Glion Institute of Higher Education - What is Tourism and Hospitality?, 2023). Emerging trends like sustainability and eco-friendly practices push

businesses beyond mere sustainability to achieve net positivity, attracting environmentally conscious guests. Because of the rise of travelling for business and pleasure, also known as "bleisure" travel, where guests combine business and leisure, wellness tourism's growing popularity highlights modern travellers' evolving preferences. Culinary and beverage innovations are redefining guest experiences with a focus on authenticity, sensory engagement, and creativity (The Insider - The magazine of Glion Institute of Higher Education - Business or Hospitality Degree - Make the right choice, 2024). These are crucial elements to consider when evaluating the need for the student educational approach covering many areas of expertise.

Nurturing relationships and caring for others

Nel Noddings' (2003) work emphasizes the importance of care in education, arguing that caring relationships are fundamental to effective teaching and learning. In her book *"Happiness and Education,"* Noddings suggests that schools should prepare students for professional success, personal happiness, and community involvement. Much like Nodding's advocacy for an educational system that nurtures students' interests and critical thinking skills, I believe teachers must consider essential fostering empathy and tolerance in the classrooms. These values are crucial for achieving and tuning in the hospitality industry with the curriculums and students and teachers working harmoniously, respecting and understanding each other's needs and perspectives.

It is not suggested that establishing caring relations will accomplish everything that must be done in education, but these relations provide the foundation for successful pedagogical activity. In her book *"Caring and Competence. The Education of Teachers,"* Noddings (1999) suggests that first, as we listen to our students, we gain their trust. In an ongoing relationship of

care and trust, students are more likely to accept what we try to teach. They will not see our efforts as “interference” but rather as cooperative work proceeding from the integrity of the relation. Second, as we engage our students in dialogue, we learn about their needs, working habits, interests, and talents. We gain essential ideas from them about how to build our lessons and plan for their progress. Finally, as we learn about our students’ needs and realize how much more than the standard curriculum is needed, we are inspired to increase our competence (Noddings).

Caring for one another and the state of being at service is one of the paramount skills required in the hospitality industry. Genuine care cannot be taught as is in a classroom; teachers can model it, professionals in the field can express and practice it, and students must be immersed in classroom guest service theory demonstrations and field practicums. Teaching caring to students implies the existence of environments that lay the foundation for service nuances, behaviours, and unexpected situations, always ending in a memorable recovery and enhanced guest experience. Learning genuine care for ourselves and others happens through accurate modelling, observation, reflection and introspection.

Learning by doing

Experiential learning and the role of education in a democratic society, as laid out by John Dewey (1916), centres the education philosophy as an interactive process that encourages students to engage with their environment and learn through experience. His concept of “learning by doing” promotes the development of practical skills and critical thinking that are much needed in the hospitality industry, which are vital for students to actively participate in and contribute to furthering their careers in this field. Dewey also emphasized in his book

“Democracy and Education” the importance of motivation, arguing that students are more motivated to learn when they see the relevance of their education to their own lives and future goals.

While the development of experiential learning happens in the classroom, in the professional world of practitioners, Schon, D. (1983) noticed a tendency of what he labelled “technical rationality,” the idea that practice should strictly follow positivistic notions of natural scientific measurement and method. He argues that personal experience can greatly inform scientifically derived theories to optimize professional practice. Schon’s argument is not that theory does not have a place in practice but rather that theory, which deals with averages and trends, cannot fully capture the specific nature of real-life situations. His solution was that practitioners should continuously update their theoretical understanding based on what they have experienced. Therefore, an individual should initially ground their practice in theory but then use experiences to re-evaluate their effectiveness and what these experiences tell them about how to use the theory in context best. This process is what Schon labels as reflection. As Thompson, S. and Thompson, N. (2008) notice, reflection is a tool that allows theory and practice or experience to re-inform one another continuously, rather than being a one-directional pathway from theory to practice. In unison, one-half of what reflection can do is establish and surface learning based on conscious examination of an experience and using experiences as a stepping stone to evaluate theories and one’s effectiveness. This concludes that learning by doing, continuously practicing hands-on learning, and practicing reflection is essential to acquiring knowledge and skills much needed in the hospitality sector.

Rationality and Moral Virtues

Mary Wollstonecraft's (1792) feminist pedagogy and equality writings, particularly as exemplified in *"A Vindication of the Rights of Woman,"* although not entirely aligned with our times, advocated for educational equality and women's empowerment through education. Wollstonecraft argued that education should develop rationality and virtue, enabling individuals to contribute meaningfully to society. Her emphasis on equality and the development of moral and intellectual virtues aligns with the concept of the hospitality industry, where all participants are valued and respected. Wollstonecraft's ideas highlight the importance of providing equal opportunities for all students to develop the skills and motivation needed to succeed and by extrapolating encouraging women to pursue careers where advancement in decision-making positions. Much of Wollstonecraft's writings are valid, specifically because women preponderantly work in the hospitality industry and are frequently successful. Our society has changed with the times, and feminist pedagogy ideas have become transferable to all genders and all types of economic statuses.

Today, we are witnessing non-discrimination regarding the rights and freedoms of all individuals choosing their career paths, but there is a socio-economic imbalance when opting for higher education. The hospitality industry has become a field where everyone is welcome to pursue their goals, offering entry-level and advanced job opportunities and the possibility of furthering education while working.

Young adults can learn from entry-level jobs in the hospitality industry that will provide a transferable solid foundation of knowledge and skills regarding customer service, communication, emotional intelligence, time management and more. Young adults, and adults young at heart, can explore and practice their intrinsic abilities, interests, and passions in an

environment that promotes “hospitality” in the workplace and all moral virtues as a foundation for life that will become tremendously important in further personal development and career advancement in other fields.

These values are highly transferable and broadly sought in our society, specifically in constructing meaningful relationships and contributions. The following chapter will focus on the applicability of my hospitality industry experiences in my journey as an employee, student, and instructor.

Chapter Three: Application to Personal Experiences

Work Experience - Benefits of working in the hospitality industry

Building relationships

One of the most valuable lessons I have acquired working within the hospitality industry is that building solid relationships in hospitality starts with clear and effective communication. This means actively listening to guests, understanding their needs and preferences, and responding promptly and accurately to their requests. Doing so allowed me to anticipate and exceed guest expectations, increasing guest satisfaction and loyalty.

Demonstrating empathy is another crucial learning that involves putting oneself in the guests’ shoes and understanding their emotions and experiences. This can be as simple as offering a comforting word to a tired traveller or going the extra mile to accommodate special requests. Empathy enabled me to connect with the guests and make them feel valued and cared for.

Understanding customer needs allowed me, as a hospitality professional, to offer personalized services that make guests feel special. For example, remembering a guest’s

favourite drink or room preference can significantly enhance their experience. Personalized touches show that the staff pays attention to details and genuinely cares about the guests' comfort.

Consistently delivering high-quality service helped me build trust between other staff members and guests. When guests know they can rely on the staff to meet their needs and resolve issues promptly, they are more likely to return and recommend the establishment to others. Essentially, trust is the foundation of long-term relationships in the hospitality industry.

It is worth mentioning that a welcoming environment is one where guests feel at home and comfortable. This involves the establishment's physical aspects and the staff's warmth and friendliness. By fostering a welcoming atmosphere, hospitality professionals should always create memorable experiences that encourage repeat visits and positive word-of-mouth. These elements collectively contribute to a positive guest experience, which is essential for the success and reputation of any hospitality business. An example of building relationships as a hotel concierge member is remembering regular guests' preferences and greeting them by name, which can create a personalized experience that fosters loyalty and repeat business. In a restaurant, the chefs and waitstaff might hold regular meetings to discuss menu changes and share tips on improving service, ensuring everyone is on the same page and can provide the best customer experience. Finally, as a restaurant manager, I reviewed guest feedback weekly to identify trends and areas for improvement, then implemented changes such as additional staff training or updating menus. These elements remind us of Nel Noddings' (2003) teachings of the "cared for" and the ones providing the care and the essential schools' role in preparing students for professional success, personal happiness, and community involvement.

Collaborative learning

Collaborative learning allowed my team members and me to share best practices and innovative ideas, improving service quality. For example, a seasoned server might share tips on handling demanding customers with newer staff, ensuring a consistently high level of service across the team. By working together and learning from each other, we streamline processes and reduce inefficiencies as hospitality staff. For instance, the kitchen staff might collaborate with the front-of-the-house team to optimize food preparation techniques, reducing wait times and enhancing the overall dining experience for guests.

Collaborative learning created a culture of mutual support and respect. When team members feel comfortable sharing their knowledge and asking for help, it fosters a positive work environment where everyone is committed to each other's success. In a collaborative learning environment, feedback is regularly exchanged, and team members are encouraged to reflect on their performance. This continuous feedback loop helped me and the teams I worked with identify improvement areas and implement changes that enhance service delivery. Finally, we are inspired to increase our competence by learning about our students' needs and realizing how much more than the standard curriculum is needed (Noddings, 1999).

The hospitality industry is dynamic, with new trends and technologies emerging regularly. Collaborative learning enables teams to quickly adapt to these changes by collectively learning and integrating new skills and knowledge, for example, learning how to operate a new reservation system as a team, ensuring a smooth transition and minimal disruption to service. These elements underscore the critical role of collaborative learning in maintaining high service standards and operational efficiency in the hospitality industry.

Reflective practices

Reflective practices encourage hospitality professionals to evaluate their performance regularly. By reflecting on daily interactions and service delivery, I could identify strengths and areas for improvement, leading to personal and professional growth. Actively seeking and analyzing customer feedback is a crucial aspect of reflective practices. This feedback provides valuable insights into guest experiences and expectations, allowing me and my staff to make informed adjustments to enhance service quality and guest satisfaction.

When reflective practices are embedded in the workplace culture, they promote a commitment to excellence. Staff are motivated to continually refine their skills and approaches, striving to exceed guest expectations and deliver exceptional service. Reflective practices enable hospitality professionals to respond more to changing guest needs and preferences. Regularly reviewing feedback and performance, we can quickly adapt their services to meet evolving demands, ensuring a personalized and memorable guest experience.

Reflective practices are not limited to individual assessment but involve team reflection. Frequently, I held regular team meetings to discuss performance and feedback to foster a collaborative environment where collective insights lead to improved service strategies and operational efficiency. These elements underscore the critical role of reflective practices in maintaining high service standards and fostering a culture of continuous improvement in the hospitality industry.

The classroom - Benefits of getting a Hospitality Management education.

Project-based learning

Many project-based learning immersed me as a student in hands-on projects that mirrored real-world challenges. This approach made learning more relevant and meaningful to see my studies' direct application to real-life situations. By working on complex projects, I developed critical thinking and problem-solving skills. I learned to analyze information, evaluate solutions, and make evidence-based decisions, preparing for future academic and professional challenges.

Project-based learning shifts the focus from the passive reception of information to active engagement. As a student, I took an active role in my learning process, conducting research, collaborating with peers, and presenting my findings, which enhanced my understanding and retention of knowledge. This approach bridged the gap between theory and practice. In my student role, I applied theoretical concepts learned in the classroom to practical tasks, such as designing a menu or creating a business plan, which deepened my comprehension and skills.

Working on projects often requires teamwork, and as a student, I had to collaborate, share ideas, and communicate effectively. These experiences helped me build essential interpersonal skills that are much needed in academic and professional settings. Project-based learning encouraged me to think creatively and innovate. Often, I was tasked with creating original solutions to problems and fostering a mindset of creativity and innovation that is crucial in today's rapidly changing world.

Taking ownership of my projects, I build confidence in my abilities and become a more independent learner. Completing a project from start to finish gave me a sense of accomplishment and boosted my self-esteem. These elements highlight the transformative

impact of project-based learning on students' educational experiences, equipping me with the skills and knowledge needed for success in the real world.

Student choice

When students can choose their projects or topics, they are more likely to be engaged and motivated. This personal investment in my work led to a more profound interest in the subject matter and a greater willingness to put in the effort required to succeed. Because I was allowed to choose my learning paths, it empowered me to take ownership of my education. This sense of control fostered a more proactive and responsible attitude toward my studies, as I felt accountable for my success.

Student choice enabled me to explore passionate topics such as managing large groups and revenue management, igniting my lifelong love of learning. Pursuing my interests made me more likely to develop a deeper understanding and appreciation of the subject, leading me to further academic and career pursuits. When I was given the autonomy to choose my projects, I developed essential skills in self-directed learning. I learned to set goals, manage my time, and seek out resources independently, as well as valuable academic and personal growth skills. During my bachelor's degree studies, I chose the co-op program portion with hotel properties and a chain restaurant that was most suited to my interests. I have spent two beautiful years alongside professionals and have been fortunate enough to be guided and propelled into management positions right after graduation. "Learning by doing" (Dewey, 1916) promotes the development of practical skills and critical thinking that are much needed in the hospitality industry and vital for students to actively participate in and contribute to furthering their

careers in this field; student choice encourages creativity and innovation, as learners can approach their projects uniquely and imaginatively.

This freedom to experiment and think outside the box led me to original ideas and solutions, fostering a creative mindset. Completing a self-chosen project significantly boosted my confidence and self-esteem. For example, I participated in the LinkBC Hoteliers student competition. As a team, we won second place out of 15 other colleges enrolled in this annual competition, and in the same year, I acted as a silent shopper for the Delta Hotel chain on several occasions. The sense of accomplishment from pursuing and achieving my goals reinforced my belief in my abilities and encouraged me to take on new challenges. This personalized approach ensured that I could engage with the material in a way that best suited my needs and strengths and my desire to explore and immerse myself more in the industry. These elements highlight the transformative impact of student choice on engagement, motivation, and overall learning outcomes in the classroom and the field.

Classroom as a Community

A classroom community encourages students to collaborate on projects and assignments, fostering a collaborative spirit. Working as a team helped me and other students learn from each other, share diverse perspectives, and develop valuable social skills beyond the classroom. I noticed that when, as a student, I felt part of a community, I was more likely to respect and appreciate other's differences. This inclusive environment helped reduce the chances of bullying and discrimination, creating a safe space where all students can thrive.

The strong classroom community feeling offered emotional support to all students, including myself, helping us navigate academic and personal challenges. Knowing I had a

network of peers and teachers caring about my well-being and others significantly boosted my confidence and resilience. When students feel valued and connected to their classroom community, they are more engaged in learning. This sense of belonging motivated me and others to participate actively in class discussions, group activities, and other educational opportunities.

A community-oriented classroom fosters positive atmospheres where students feel comfortable and cared for, express their ideas and take risks. This supportive environment encourages creativity, critical thinking, and a willingness to explore new concepts without fear of judgment. As a student, I learned to take responsibility for my actions and hold each other accountable within our teams. This collective responsibility helped us maintain a respectful and orderly learning environment where everyone contributes to the group's success. This sense of community in the classroom helped me as a student to develop essential social skills such as empathy, communication, and conflict resolution. These skills are crucial for building healthy relationships and succeeding in various social and professional contexts and underscore the significant impact of a more collaborative, respectful, and supportive learning environment. Nevertheless, these are an impressive toolbox I cherish and carry into my teaching practice.

The M.Ed. Student Experience - What are my takeaways from taking the M.Ed. program?

Inclusive curriculum

During my studies at TRU, the M.Ed. program, I learned about inclusive curriculums guaranteeing that all students, regardless of socioeconomic status, ethnicity, gender, or ability, can access the same high-quality educational resources and opportunities. This approach helped bridge gaps in achievement and promoted equity in my education journey. The program

integrated materials and perspectives from various cultures, histories, and viewpoints and an inclusive curriculum that enriched my learning experience. As a student, it allowed me to see myself reflected in the content, fostering a sense of belonging and validating my identity. Considering Wollstonecraft's (1792) arguments, education should develop rationality and virtue, enabling individuals to contribute meaningfully to society. I emphasize that equality and the development of moral and intellectual virtues align with the concept of the hospitality industry, where all participants are valued and respected.

The exposure to diverse perspectives helped me develop cultural competence, which is essential in our increasingly globalized world. This competence enables me to interact respectfully and effectively with people from different backgrounds, enhancing their social and professional interactions. I have also been exposed to an inclusive curriculum that challenged me to think critically about diversity, equity, and inclusion issues. It encouraged me to question biases, understand different experiences, and develop empathy for others, which are crucial skills for educators and leaders. Although these terms and perspectives were not new information, during my studies at TRU, I was fortunate to deepen my understanding and their applicability to real-world case scenarios.

Because the M.Ed. program addressed all students' diverse needs and experiences, an inclusive curriculum supported their holistic development. This nurtured my academic growth and social, emotional, and ethical development, preparing myself and others to be well-rounded individuals. When, as a student, I saw my culture and experiences represented in the curriculum, I was more likely to be engaged and motivated. This relevance to my life made learning more meaningful and encouraged me to active participation.

As an M.Ed. student, an inclusive curriculum provides the knowledge and skills to teach in diverse classrooms. It equips future educators with strategies to create inclusive learning environments that support all students' success. These elements underscore the critical role of an inclusive curriculum in fostering an equitable, engaging, and comprehensive educational experience for all students once again during my higher education studies.

Critical thinking

Critical thinking involves the ability to analyze information from various sources thoroughly. As an M.Ed. student, this means evaluating educational research, policies, and practices to determine their validity and applicability in different teaching contexts. This skill ensured I could make evidence-based decisions that enhance student learning as a present and future educator. Developing critical thinking skills required me to question assumptions and biases in educational theories and practices. By challenging these assumptions, I could develop more inclusive and effective teaching strategies that address the diverse needs of their students.

Effective teaching relies on making informed decisions based on critical analysis. During my studies, I learned to weigh the pros and cons of different instructional methods, classroom management techniques, and assessment tools to choose the best approaches for their students. Critical thinking equips me with the skills to solve complex educational problems. Critical thinkers can devise innovative solutions that improve educational outcomes by addressing learning gaps, managing classroom dynamics, or integrating technology into the curriculum.

Reflective practice is a crucial component of critical thinking. I was often encouraged to reflect on my teaching experiences, assess my effectiveness, and identify areas for improvement. This ongoing reflection helped me grow as an educator and continuously enhance my teaching practices. Developing my critical thinking skills makes me feel better prepared to foster these skills in my students. I can now design lessons and activities to encourage students to analyze, evaluate, and synthesize information, preparing them for success in an increasingly complex world. The educational landscape constantly evolves, and critical thinking skills enable all students to adapt to these changes. Critical thinkers can navigate these changes effectively and implement best practices in their classrooms, whether new educational technologies, shifting policies, or emerging research. These elements underscore the vital role of critical thinking in preparing me as an M.Ed. student to become an effective, reflective, and adaptive educator.

Equal opportunities

Ensuring equal opportunities means all students can access necessary resources, such as textbooks, technology, and learning materials. This access is crucial for levelling the playing field and allowing every student to achieve their full potential, regardless of their background. Equal opportunities involve providing targeted support to students who may face additional challenges, such as those with disabilities, language barriers, or socioeconomic disadvantages. This support can include tutoring, counselling, and special education services tailored to their unique needs. At TRU, I noticed that all these aspects have been thoroughly taken care of and provided to all students.

Identifying and addressing barriers to learning is essential for promoting fairness in education. This might involve modifying teaching methods, providing assistive technologies, or creating inclusive classroom environments accommodating diverse learning styles and needs. It is essential to mention that the option of taking the M.Ed. program online greatly supported my work and family life.

Ensuring equal opportunities means promoting fairness and equity in all aspects of education. This includes fair assessment practices, equitable access to extracurricular activities, and unbiased treatment of all students, ensuring everyone has the same chance to succeed. These were reflected in all course curriculums I have taken during my studies at TRU, and I felt the unconditional support from all my instructors.

Holistic education

Holistic education places a strong emphasis on emotional development, helping students to understand and manage their emotions. This includes teaching emotional intelligence skills such as self-awareness, empathy, and resilience, essential for personal well-being and effective interpersonal relationships. Several courses were deeply rooted in holistic education and well-being, which increased my interest in the subject and immersed me in learning new skills and knowledge. By fostering social growth, holistic education encouraged me to develop strong communication and collaboration skills. This involved creating opportunities for teamwork, peer interaction, and community involvement, which helped me build meaningful relationships and a sense of social responsibility.

Holistic education supports cognitive growth by promoting critical thinking, creativity, and problem-solving skills. It encouraged me to engage in profound learning experiences that

challenge my intellect and stimulate curiosity, preparing me for complex real-world situations.

Holistic education aims to nurture well-rounded individuals who are both academically proficient and emotionally and socially competent. This comprehensive approach ensured and prepared me to navigate all aspects of life, from personal challenges to professional endeavours. Holistic education integrates the development of mind, body, and spirit, recognizing that these elements are interconnected. Subjects such as Indigenous culture, Indigenization and Reconciliation, Counselling, Diversity and constructing social realities, Legal issues in education and Philosophy and history of education are some of the many outstanding courses I had the privilege to explore and taught me incredible new learnings to share and spread in my professional practice. This might include incorporating physical education, mindfulness practices, and ethical education into the curriculum, promoting overall health and well-being. By focusing on the overall development of students, holistic education instills a love for lifelong learning. I felt encouraged to pursue my interests and passions beyond the classroom, fostering a continuous quest for knowledge and personal growth, for which I am very grateful.

Interdisciplinary projects

Interdisciplinary projects encouraged me as a student to draw connections between different subjects, such as combining history and literature to explore historical narratives through literary analysis. This integration helped me see the relevance of my studies in a broader context. Working on interdisciplinary projects taught me to apply my knowledge in diverse and practical situations. For example, a project that combines environmental science and economics involved developing a sustainable business model, demonstrating how scientific

principles can inform economic decisions. These projects challenged me to think critically and creatively as I synthesized information from multiple fields and fostered innovation through encouragement to develop unique solutions that draw on a wide range of knowledge and skills.

Interdisciplinary projects often require collaboration among students with different expertise. While working in teams, I learned to communicate effectively, respect diverse perspectives, and leverage each other's strengths to achieve common goals. Tackling complex, real-world problems through interdisciplinary projects allowed me to understand these issues better. For instance, a project on climate change involved aspects of science, policy, and ethics, providing a comprehensive view of the problem and potential solutions. By being exposed to the interconnectedness of knowledge, interdisciplinary projects inspired me with a love for lifelong learning. I became more curious and open-minded, eager to explore how different fields intersect and influence each other. Interdisciplinary projects equip students with the skills to address multifaceted challenges in their future careers. Integrating knowledge from various disciplines in education, business, or public service is invaluable for problem-solving and decision-making.

Teacher Professional Development

Continuous professional development ensures teachers remain current with the latest educational practices, methodologies, and technologies. This ongoing learning allows them to incorporate innovative teaching strategies that enhance student engagement and learning outcomes. During my studies at TRU, I learned that professional development allows teachers to refine and expand their teaching skills. Through workshops, seminars, and courses, teachers can learn new instructional techniques, classroom management strategies, and assessment

methods that improve their effectiveness in the classroom. As classrooms become increasingly diverse, professional development helps teachers acquire the skills to support all students. This includes training in differentiated instruction, cultural competency, and inclusive practices that ensure every student can succeed.

I learned that continuously improving my skills and knowledge as a teacher can better support the student's academic and personal growth. Effective professional development translates into higher student achievement, as teachers can provide high-quality, evidence-based instruction. Engaging in professional development will foster a growth mindset for myself and among teachers, encouraging us to view challenges as opportunities for growth. This mindset benefits my professional journey and sets a positive example for my students, promoting a culture of lifelong learning. Professional development often involves collaboration with other educators, allowing me to build professional networks. These connections can provide valuable opportunities for sharing resources, exchanging ideas, and gaining peer support, which can enhance my teaching practice.

The field of education is constantly evolving, with new research, policies, and technologies emerging regularly. Continuous professional development will help me as a teacher to stay adaptable and responsive to these changes, ensuring that I can effectively implement new initiatives and best practices in my classrooms. All these elements underscore the critical role of continuous professional development in empowering teachers to provide high-quality education and support their students' success. I know now that finishing the M.Ed. program at TRU will not end my studies, and I am already looking for new learning avenues and opportunities.

Summary

In the hospitality industry, building relationships through effective communication, empathy, and personalized service is essential for creating a welcoming environment and fostering guest loyalty. Collaborative learning among staff enhances service quality and efficiency by promoting teamwork and continuous improvement. Reflective practices involving regular self-assessment and customer feedback drive ongoing enhancements in service delivery. In the classroom, project-based learning engages students in real-world tasks, fostering critical thinking and practical application of knowledge, while student choice empowers learners by increasing engagement and motivation. Creating a sense of community in the classroom promotes collaboration, respect, and support, leading to a positive learning environment where all students feel valued and connected.

In the M.Ed. student experience, an inclusive curriculum ensures that all students have access to diverse perspectives and equal learning opportunities, fostering a more equitable educational environment. Critical thinking is emphasized, encouraging students to analyze, evaluate, and apply information effectively. Equal opportunities are provided to support all students, addressing barriers to learning and promoting fairness. Holistic education focuses on the overall development of students, integrating emotional, social, and cognitive growth. Interdisciplinary projects and continuous teacher professional development further enhance the learning experience, preparing educators to meet the diverse needs of their students and succeed in their professional roles.

Incorporating all these elements into my personal and professional experiences enhances my learning and development journey at TRU. In the classroom, project-based

learning engages students in real-world tasks, fostering critical thinking and practical application of knowledge, while student choice empowers learners by increasing engagement and motivation. Creating a sense of community in the classroom promotes collaboration, respect, and support, leading to a positive learning environment where all students feel valued and connected. For M.Ed. students, an inclusive curriculum ensures equal access to diverse perspectives, while critical thinking skills enable effective teaching and problem-solving. Ensuring equal opportunities and fostering holistic education support the overall development of students, preparing them for all aspects of life. Interdisciplinary projects and continuous professional development enhance the learning experience, equipping educators to meet diverse needs and succeed in their roles.

Integrating these practices in hospitality and educational settings profoundly impacts service quality, fostering inclusive and supportive environments and promoting continuous improvement and transformative learning. By applying these principles, professionals can succeed tremendously and contribute positively to their respective industries. The insights gained from this chapter highlight the importance of ongoing learning, collaboration, and reflection in driving excellence and innovation through building values, skills and motivation. In the next chapter, this capstone paper will describe the conclusions of this capstone paper.

Chapter Four: Conclusion

Restating the Argument

In this paper, I have argued that integrating values, skills, and motivation is essential for effective hospitality education. A holistic approach to hospitality education enhances student outcomes and industry standards and fosters a sustainable and innovative hospitality industry.

This claim has been supported by the teaching philosophies of Noddings N. (1999), Dewey J. (1916), and Wollstonecraft M. (1792).

Summary of Preceding Chapters

Nel Noddings' (1999) philosophy explored values' role in hospitality education, emphasizing that empathy, respect, and ethical behaviour are “crucial for creating a supportive and inclusive learning environment.” John Dewey's (1916) experiential learning theory explained the importance of skills in hospitality education and was used to highlight the significance of practical skills in hospitality education. It discussed how “hands-on experiences and real-world applications are vital for students” to develop the competencies and, by extension, needed in the hospitality industry. The role of motivation in hospitality education was inspired by Mary Wollstonecraft's (1792) advocacy for intrinsic motivation and personal growth. It argued that “fostering a sense of purpose and passion in students” leads to more engaged and committed professionals in the hospitality sector. These ideas and learnings explored in this paper are interconnected through the central theme that a comprehensive hospitality education must balance values, skills, and motivation. Each element supports and enhances the others, creating a well-rounded and practical educational experience.

Internal outcome and success of the paper

The success of this paper lies in its comprehensive approach to hospitality education. Integrating the philosophies of Noddings N. (1999), Dewey J. (1916), and Wollstonecraft M. (1792) provides a robust framework for understanding how values, skills, and motivation can be harmoniously combined. This holistic perspective not only addresses the immediate needs of

students and educators but also contributes to the long-term sustainability and innovation of the hospitality industry.

In conclusion, I have gained a deeper appreciation for the intricate balance required in hospitality education. Because of my experiences as a student at TRU, the role of an educator, and as a professional in the hospitality industry, I have come to realize the profound impact that a well-rounded education can have. Integrating values, skills, and motivation has shaped my academic journey, personal growth, and professional development. This holistic approach has inspired me to advocate for educational practices that nurture all aspects of a student's development, ensuring they are well-prepared to contribute meaningfully to the industry.

External outcome and significance of the paper

This paper contributes to the broader discourse on hospitality education by highlighting the need for a balanced approach that incorporates values, skills, and motivation. It challenges traditional education models that may prioritize one aspect over the others and advocates for a more integrated and holistic methodology.

The findings and arguments presented in this paper have practical implications beyond hospitality education. Integrating values, skills, and motivation can be applied to various educational contexts, promoting a more comprehensive and pragmatic approach to teaching and learning. Additionally, industries outside of hospitality can benefit from adopting these principles to enhance employee training and development programs, leading to more motivated, skilled, and ethically grounded professionals. The knowledge, values, and skills acquired in the hospitality industry are highly transferable to other sectors, such as customer service, financial management, food service, and more.

Despite the compelling arguments and evidence, more research is still needed on integrating these values, skills, and motivations in hospitality education. Future educators and researchers have a crucial role in bridging this gap, and it may become an essential aspect of my continuous professional development as an educator and potential researcher. Longitudinal studies, comparative analyses, and cross-cultural research are needed to further validate and expand upon the findings of this paper. By exploring these areas, future research can provide deeper insights into the most effective methods for integrating these essential elements and their long-term impact on the industry.

Implications of the paper in Practical Settings

Educators, industry leaders, and policymakers must embrace this holistic approach to hospitality education. I suggest that many other educational institutions integrate values, skills, and motivation into their curricula, ensuring students are well-prepared for their careers and equipped to drive positive change in this industry and other similar ones, as many applied studies colleges and programs already offer. By fostering a comprehensive educational environment, we can cultivate a new generation of hospitality professionals who are innovative, ethical, and deeply committed to excellence.

In conclusion, I hope hospitality education's symphony of values, skills, and motivation creates a powerful and inspiring melody for all readers from various backgrounds and industries. This capstone paper aims to draw a call to action for all stakeholders and key players to work together in harmony, ensuring that the future of hospitality is bright, sustainable, and filled with passionate and well-rounded professionals. This paper will inspire the next

generations to pursue their careers with dedication and joy, contributing to a thriving and innovative hospitality industry through proper education and solid hands-on practice.

Values, Skills, and Motivation - A Hospitality Symphony – Personal Reflection

At the beginning of this paper, I invited you to imagine a grand orchestra where each musician plays a vital role in creating a harmonious and captivating performance. In the symphony of hospitality, education, values, skills, and motivation are the key players, each contributing their unique notes to the melody. When these elements work together perfectly, they produce a powerful and inspiring composition that resonates deeply with the listener, in our case, the students, educators, industry professionals, guests, suppliers, marketers, and every other industry associated with tourism, food production and service, hoteliers, travel agencies and more. Because many key players are at stake, the emphasis on harmony is essential for the foundation of the hospitality industry. The conductor is the educator who tirelessly works closely with the students at every step and every portion of the melody for each instrument engaged to perform in the orchestra. The educator's job is massively essential and compelling not only during the actual performance in front of an audience but also in the background and on all the days and hours when the audience is busy with the reality of their lives and has not heard about this outstanding performance and have not been aware of something magical is yet about to happen. This is one of the reasons I chose to pursue the role of an educator and further my education because it only feels natural to give back everything that I have learned from others and share the knowledge, values, skills and motivation I have grown to appreciate and cherish along my professional career.

Values

These are the foundational strings section, providing the underlying harmony that supports the entire orchestra. Just as the strings set the tone with their rich, resonant sounds, values such as empathy, respect, and ethical behaviour establish hospitality professionals' moral and ethical framework. These values ensure that every interaction is grounded in care and integrity, creating a culture of trust and excellence. Integrity and the ability to foster positive work environments in a high-paced industry are sought and cherished while interacting with individuals worldwide and countless cultures.

Skills

These dynamic brass and woodwind sections bring energy and precision to the performance. These instruments, with their bright and bold tones, represent the practical competencies that students and professionals must master. Skills such as communication, problem-solving, and technical proficiency are essential for navigating the fast-paced and ever-changing landscape of the hospitality industry. When honed through hands-on experiences and real-world applications, these skills enable students and professionals to perform with confidence and expertise. They should always be on an ongoing polishing process and a priority in all training sessions, in the classrooms and hands-on in the industry.

Motivation

The driving percussion section provides the rhythm and momentum to propel the orchestra forward. The steady beat of the drums symbolizes the intrinsic drive and passion that inspire students and professionals to excel. Motivation fuels creativity and innovation, encouraging students to push boundaries and explore new possibilities. It is the heartbeat of

the educational experience, keeping students engaged and committed to their personal and professional growth.

Because the conductor of this orchestra is the educator, this essential role must skillfully blend these elements to create a cohesive and impactful performance. Educators must ensure that each component enhances and amplifies the others by integrating values, skills, and motivation into the curriculum. The result is a holistic educational experience that prepares students not only to meet the demands of the industry but also to lead with vision and integrity. The conductor teaches the performers to feel and play with their hearts while being able to listen and follow the others' performance, keeping the pace and rhythm, staying in tune and dedicated, respecting the role in the team, and taking pride in being on stage performing for outstanding guests.

Using this symphony metaphor in this capstone paper is the realization that every player matters, despite the environment, role and duties. The harmonious interplay of values, skills, and motivation creates a powerful and inspiring melody that resonates beyond the classrooms, shaping the future of new generations of students and the hospitality industry. As I embrace this holistic approach, I will cultivate it in my professional practice as an educator so that all students can become skilled and knowledgeable, passionate and principled, and ready to make a meaningful impact in the world of hospitality. I want to make sure that new generations of students pursuing the development of their education will be able to add their mark to the future of the hospitality industry and improve it to the best of their abilities.

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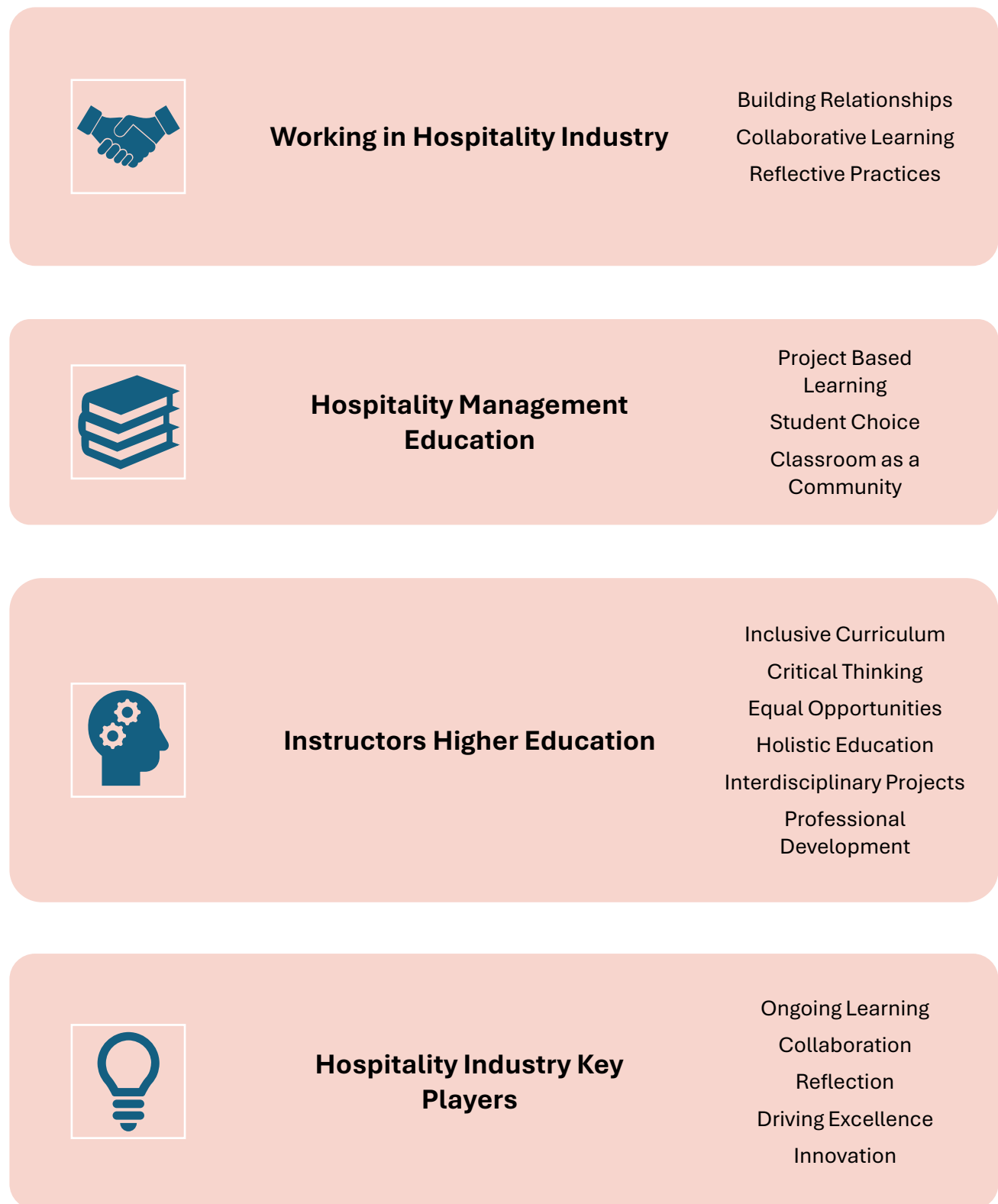
Figure 1 – The Application of this paper

Figure 2 – The Application of the Values, Skills and Motivation

	Values	Skills	Motivation
Working in the Industry	Integrity Loyalty Empathy Trust Warmth and friendliness	Active listening Understanding needs Personalized service On-the-job responsibilities	Guest satisfaction Ongoing business turnover Increased revenue Long term relationships Developed portfolios
Getting an Education in Hospitality Management	Teamwork Collaboration Creativity Innovation	Critical thinking Problem-solving Analyse situation Evaluate solutions	Accomplishment Boosted self-esteem Transformative learning Self-directed learning
Instructor Continuous Development (M.Ed. Program)	Sense of belonging Identity validation Development of moral and intellectual virtues	Enriching learning Integrated curriculums Academic nurturing and growth	Meaningful contribution to society Diversity, equity and inclusion best practices New learning avenues
Hospitality Key Players	Building relationships Effective communication Emotional, social and cognitive growth Equal opportunities	Service quality Efficiency Continuous improvement Professionalism	Sense of community Support Professional development Business success