Reference Points: Hotel Management Training In The United States and Europe

Bernard Gehri
Centre International de Glion, null@glion.edu
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Abstract
Different cultures and historical precedents produce a broad range of influences on the training of hotel managers in Europe and the United States. The author isolates a certain number of facts the nature of which clarify an understanding of two attitudes which complement each other to the benefit of their common objective - efficient professional training.

Keywords
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Reference Points:
"When America shivers, Europe sneezes!" is a well-known expression often repeated by economists, and the evidence is convincing. The dependence, soon to be the inter-dependence of Europe and the U.S.A., is the materialization today of the complementarity argued more than 200 years ago by Jean-Jacques Rousseau, spiritual father of the French Revolution, who, in his still modern teachings, pictured the "citizen of the world." 

Non omnia possums omnes. The present actuality on the rocky road to this ideal (despite the seemingly endless confrontations which exist between various super powers, and between some religious groups) seems to call for a cosmopolitanization of thought and methodology in many areas of daily economic and cultural life. The lowering of national boundaries through economic alliances such as the European Economic Community, the emergence of international chains in the hotel and restaurant fields, and the cooperative ventures which have been undertaken by educational institutions and operating companies from different parts of the world are some examples of this trend.

The further movement of mores, music, and dress appears to have become an acceptable process as this new "citizen of the world" emerges. Much of the modal shift has taken place as the young emulate fashions and behavior which they observe in films and periodicals. However, some of it has happened as cultures are carried across geographical boundaries by radio, recordings, or people. Contributing to this emulation process, of course, has been the emergence of multinational corporations - be they manufacturing, entertainment, or hospitality related. In an attempt to create or capture new markets, many advertising dollars have been spent in the promotion of products, services, or ideas.

US. Generally Serves As Catalyst

Although currents and movements of new ideas and concepts in the hospitality industry are flowing in all directions, the preponderance of the flow has generally been from West to East - from the United States to Europe. In this regard, the United States has served as a catalyst for many new concepts.

Being a product of a multi-cultural, mostly European background, the United States has either taken another concept and by a process of synthesis, modification, or elaboration become able to export it as a new product, or, lacking this, it has invented a new product, procedure, or combination of both. The use of synonyms in everyday life, or in the presentation of facts, is often made in an attempt to become an acceptable process. In this regard, the Swiss say: "When I observe myself, I'm worried; but when I compare myself to others, I'm reassured."
Assessments will be decidedly arbitrary and subjective. Comparison in this case cannot be treated in terms of quantifiable scientific values, and can only be justified by the study of accumulated experiences and factual data. The proportion of qualitative to quantitative elements will be determined by the nature of the subject matter, the time and resources available, and the objectives of the study. It is important to recognize that the results of any comparison will be influenced by the method of analysis and the criteria used.

Quantitative, then, the disproportion between Switzerland and, in some respects, even Europe, and the United States is so great that it renders comparisons difficult in so many fields, e.g., number of room-nights, hotels, universities, airports and transport companies, and the volume of turnover, balance of trade, and investments of all types. From another angle, since the contemporary situation is the result of a multiplicity of cultural, political, and economic factors, all of which have contributed to the development of modern Switzerland and Europe, the comparison of these two regions is very revealing. The conditions under which the various factors have operated in the two regions are different, and the results of the comparison reflect these differences. It is but one step further to affirm that in the United States, the private sector, corporate independence, and the dedication to the West are predominant.

With the dual goal of understanding the cultural, political, and economic factors that have shaped modern Switzerland and Europe, we can apply the findings of our study to the field of education. The attitude of mind that has been cultivated in Europe has given rise to educational systems that are different from those abroad. Europe has accepted its liability for fulfilling a wide range of commitments to professional education, within which behavioral, philosophic, and cultural elements are fully incorporated.

Applied to the field of education, this attitude of mind has led to a different approach. In contrast to an apparently timorous Europe, which is always calling itself in question, America has rapidly identified itself with the idea of progress as defined by the economist Schumpeter (that is, the adoption of a positive attitude toward all new technological change). This approach is very revealing, since it reflects the values and priorities of the United States.

The transition from Europe to America is one from a mosaic of ancient cultures to a cosmopolitan monoculture. Nobody will deny the multiplicity of cultures in Europe, deeply rooted cultures which have endured even within national frontiers. Switzerland is a notable case in point. In admittedly simplified terms, we can add to this a pale regionalism compared to a much more marked American nationalism, state-dominated socio-political systems compared to corporate independence, and a remarkable diversity of tongues and habits of thought compared to a common language and attitudes. In brief, it is a Europe which is more fragmented, more often turned toward the past, deriving its precedents from its long history.

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In consideration of these factors, professional training in Europe was duty bound to take account of the wide diversity of cultures represented, of the heterogeneous previous education, of the difficulties of language, and of the lack of common identity to a less liberal selection of teaching methods.

For the initiators, it was a question not just of putting together a program intended to provide technical know-how about the hospitality and tourism industries, but, above all, of developing the training institute into a real school of life, with the aim of intermingling this variety of human material while guiding each and every student through an education where attitudes would play as important a role as fundamental professional knowledge. Only thus could they create a genuine community of interests within groups and between individuals who would inevitably have to learn to work together and respect each other if they were to succeed in the real world. Only thus could they create an environment where attitudes would play an important role through an education where attitudes would play an important role.

American Potential Becomes European Complementarity

In the practice of tourism, the United States, with its population as the foremost potential travel market and its civil air fleet quickly converted to the Jet Age by efficient war-experienced airlines, became the dominant force. It exported its concept of the international chain hotel with all the inherent control systems, customer service requirements, and room accoutrements. In addition, it geared up a junior college and senior university movement in the discipline of hotel and restaurant management, which would provide the management staff to operate these worldwide facilities. Operating under standards designed in New York, Seattle, Boston, or Chicago, the chain hotels of the 1950s and 1960s found great success in Europe and elsewhere in the world. With the American traveler as its major target, and with a philosophy which often seemed to say "if it's American, it must be good," the chain hotel established itself as a powerful force in the world.

These new organizations met needs, made profits, and served as posts for managers and department heads who had mostly been trained in the United States, and who carried their conceptual and technical knowledge into different cultural areas. Basking in this prosperity, the chain operations also served to suggest the American way of hospitality education as a desirable, if not a necessary prerequisite for the practice of good hospitality management. This condition has not, however, continued unabated. Although the chain hotel of the United States remains, the flow of hotel chains has begun in the opposite direction as well. In addition, many United States hotel companies, now operating internationally, prefer to hire local nationals who have been trained in other than United States hotels, and to provide them with only specialized training in the areas of the hotel business. The Swiss hotel industry, with the Swiss hotel schools which support it, has been able to maintain this tradition, which began in the opposite direction, and to maintain the flow of officers of the United States retirement units to the Swiss hotel industry, with the Swiss hotel schools which support it. This contrast has not, however, continued unabated. Although the American way of hospitality education is a desirable, if not a necessary, part of the curriculum, the Swiss hotel schools have been able to maintain an excellent reputation, giving in fair measure of its background and experience, while gaining in turn from American methodology and concepts.
The European style of education and performance in hospitality is predicated upon a model which has been constructed over hundreds of years. Tradition, rooted in a long, fruitful, and classical experience, is an important element that is looked upon as an over-riding factor to be nurtured, protected, and emulated both in theory and practice. Innovation is not to be stymied, nor modernization quelled, but it is sometimes difficult to become excited about a new concept, method, or design when it is compared with a process which has existed for hundreds of years.

If a three-year apprenticeship has long been required before a waiter in Switzerland is considered qualified to serve the guest, why should much credence be given to the modular specialization of auxiliary food service workers in such operations as fast food? In the United States, something new generally replaces and overcomes something old. In Europe, something new generally embellishes something which is old. If a hotel has become old and obsolete in New York, it will probably be demolished by implosion and replaced by a more modern structure. If a hotel becomes old, it will probably be de-emphasized by imposition and replaced by a more modern structure.

In some countries, the search for solutions to primary problems affecting a region - one sector of the economy in difficulty, for example - or general applied research, is entrusted to the universities because they offer a concentration of intelligence allied to optimal conditions of work and impartiality. The universities, which tend to live in the intellectual eddies of the world, are often the victims of their own excellence and are no longer seen in the same light as in the past. Their past and present vitality is often the result of certain factors which are unique to Europe, such as the tradition, the concentration of research, and the ability of the universities to maintain a high level of study and research.

In consequence, other enterprises which have the means (notably big industry) carry out their own studies, investigations, and research, oriented, of course, toward their own specific needs. Professional schools act no differently in developing their study programs. In Europe, many excellent professional schools have developed in parallel to the universities and have benefited from the research done in them. In some countries, the search for solutions to primary problems affecting a region - one sector of the economy in difficulty, for example - is entrusted to the universities because they offer a concentration of intelligence allied to optimal conditions of work and impartiality. The universities, which tend to live in the intellectual eddies of the world, are often the victims of their own excellence and are no longer seen in the same light as in the past. Their past and present vitality is often the result of certain factors which are unique to Europe, such as the tradition, the concentration of research, and the ability of the universities to maintain a high level of study and research.

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It is tempting to affirm - after having visited many schools of hotel management in U.S. universities - that schools of hotel management in the United States are often slightly below the European level. The universities, which tend to live in the intellectual eddies of the world, are often the victims of their own excellence and are no longer seen in the same light as in the past. Their past and present vitality is often the result of certain factors which are unique to Europe, such as the tradition, the concentration of research, and the ability of the universities to maintain a high level of study and research.

"The European style of education and performance in hospitality is not only to be admired, but also to be emulated. The emphasis on theory, the concentration of research, and the ability of the universities to maintain a high level of study and research are unique to Europe."
general level of the universities in question, whereas certain non-university hotel schools in Europe, particularly Switzerland, are on a par with them and would no doubt be qualified as universities in a U.S. context.

In fact, it may boil down to a dispute in semantics and is certainly, in part, mere hair-splitting, for the concessions consented to by some and the efforts agreed to by others have a common interest to do their best to satisfy the needs of the profession, which is, after all, the essential.

Faculty Styles, Programs, And Priorities Differ

It should be noted that hospitality management studies are neither systematic nor frequent in European universities. It does appear, however, that a graduate of a reputable European hotel school (Glion, Lausanne, etc) is as much in demand on the job market as a B.S. or M.S. holder from one of the many university schools of hotel administration in the U.S. system, and comparable American programs are frequently referenced as undergraduate programs in general. The individualism so characteristic of teachers in general is favored in the U.S. He can thus insist on the priority of the subject, and the faculty bears the burden; whereas in Europe the men of culture with whom the faculty interacts are more interested in innovative work than in pushing the envelope. If the professor is to be heard, he has to learn how to do so, and if he is to do this, he must be able to do so. In this respect, it seems that the bond between the teacher and student is strong and that the faculty is free to do what he wants to do, whereas in the U.S. the professor is more responsible for the curriculum, and he is expected to be able to do what he wants to do. In Europe, the professor is expected to be able to do what he wants to do.

Nevertheless, programs, styles, and priorities differ noticeably from one side of the Atlantic to the other. Educators frequently say, "With a good administrator or dean, and first-class teachers, you won't have any student problems," but, of course, this assumes that administration and faculty relations and dialogue are given the necessary priority within the limits of contractual obligations. It is, in fact, on the value of this continual, positive process that the quality and success of a professional school depend, and hence its credibility in professional circles.

Academic freedom, very marked in the university system, especially in the U.S., is often, perhaps inevitably, associated with lack of cooperation, insufficient availability, or personal interests taking precedence over those of the school, whereas in Europe, the school's objectives are given the necessary priority. In this respect, it seems that the bond between the teacher and student is strong and that the faculty is free to do what he wants to do, whereas in the U.S. the professor is more responsible for the curriculum, and he is expected to be able to do what he wants to do. In Europe, the professor is expected to be able to do what he wants to do.
munication and cross-disciplinary exchanges which will insure that people work together and not each in his own corner.

Electronic data-processing is rather a special discipline, not least because of its youth, but it illustrates the differences which can exist between the pedagogical systems observed in the U.S. and those operating in certain European schools.

In the United States, in general, observation reveals the plenitude of equipment, with generously-fitted classrooms and laboratories, the latter occupied by a large number of active students; it also reveals very few professors, apart from the computer specialist or his assistant, and a general absence of the teachers of professional subjects.

In Europe, there are fewer computers and fewer students, but also, thanks to the greater influence and authority of the dean, a much larger proportion of the professional teaching body. In one case the equipment and modernization of the EDP center was made absolutely conditional on the active participation of the non-EDP specialist teachers. Consequently, many of these, teaching hotel procedures or aspects of restaurant operations, agreed not only to acquire EDP techniques, but also to work with the students in the EDP laboratory a semester or two after teaching their courses in the classroom.

This positive attitude with respect to the teachers and their determination to optimize the learning process is favored by the unequivocal approach of the administration—an important difference between American and European philosophies. The tendency then in the U.S. is to put greater responsibility and trust on the teacher, whereas in Europe the onus falls primarily on the administration.

Obviously each system has its advantages and disadvantages, and in the end the success of the service to the student depends on the sense of responsibility of all those chosen to teach. It devolves upon the administration of this own self-motivation.

Facility/Student Relations Are More Formal in Europe

Student and faculty relationships are more formalized in Europe than in the United States and result in a more protective and advisory condition for the European student. Although advisors are utilized in most institutions in the United States, they serve basically for career and class guidance. If major disciplinary or social problems develop, European professors are more student involved and interact with each student in a personal way.

The testing process of most European institutions tends to suggest a closer and more personal relationship between faculty and student. The written examination, which is the major instrument in the United States, is used, of course, but...
It is generally augmented by an oral question period, usually given only to graduate students in the United States. The use of "experts" in each discipline, usually from the ranks of operating establishments, is also undertaken. These experts, in a particular part of the discipline, enhance the oral presentation experience, help to test the competence of the student, and assure that the instructor is providing relevant and timely information.

Insofar as one of the aims of professional education is to learn to react optimally in difficult situations, the teacher must be prepared to give fully of himself, to be readily available, and to counsel the student to the best of his ability, whether on professional or personal problems. Doubtless, one of the key differences is to be found at the level of effective support given to the student. In this respect, the varied nature of the European community is quite different from the traditional U.S. campus. In this respect, the varied nature of the European community is quite different from the traditional U.S. campus - requires the professor to be both a periscope and a depth gauge for the student crew of the submarine. The other side of the coin is that such an approach is not always the best way of teaching. In the U.S., it is research and gather data about the student, while in Europe, it is more about guiding the student to the best of your ability.

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Competition and Challenge Are Different Concepts

The notion of challenge, basic to the managerial function, is not perceived in exactly the same way on opposite sides of the ocean. Prominent in the U.S., where it constitutes one of the pillars of economic ideology, it is more attenuated in Europe, where it remains a philosophy of action directed toward rationalization, a major element in the functioning of an enterprise.

In the U.S., it is resolutely aggressive, materializing as actions responding to a permanent state of vigorous competition between and within enterprises. This often seems to result in a certain rigidity on the part of some enterprises. In effect, it appears that there is a higher need for cooperation within enterprises. In effect, it appears that there is a higher need for cooperation within enterprises.

In most countries of Europe, the relationship which exists between educational institutions and operating establishments is outstanding. Although not directly involved in providing financial support to an institution, education institutions and operating establishments are often closely linked. Education institutions are often closely linked with the operating establishments, providing students with almost carte blanche access to their facilities, reports, plans, etc. In addition, key members of the industry are generally eager to participate in the training by their own experts.
In the American model, competition often overrides co-operation. This relative difference in basic approach is not without its influence on professional training. If on the one hand there is a greater inclination to seek or preach study in depth, it is often associated with the temptation to hide behind a "comfort barrier" agreeably distant from everyday reality and the struggle for survival. On the other hand, it is easy to forget that the quality of the individual cannot be judged solely on professional performance or productivity. At this level, examination of the two situations reveals a real complementarity. The developed characteristics of each region compensate the weaknesses of the other. We must learn, then, how to combine them, adopting as necessary the attitudes, philosophy, or, more concretely, the study patterns of different institutions, so that detailed individual policies flesh out a skeleton of positive common elements.

Humanities And Languages Have A Place

The evident concern to integrate students from the four corners of the world in an advantageous context originates in the desire to help them cultivate a particular attitude of mind toward intercommunal life in general and the hospitality profession in particular. This philosophy aims, first of all, at forming men and women capable of learning from and adjusting to the numerous changes which cannot fail to assail them throughout their professional careers, while, secondly, fostering an active humanism and understanding of others which will simplify the problems of integration and adaptation for those whose careers develop outside their native countries. Such an aim implies that considerable care and attention must be devoted to exposing students to the environment in which they find themselves; providing comprehensive information on local, national, and international activities and cultural events is an obvious example. In the study programs, it is common to discover subjects unconnected with direct professional preoccupations: history of art, sociology, social behavior, cultural topics, etc. In addition, the curricula of different electives contain themes related to culture, for example, organizing a film festival, setting up an art exhibition, preparing a program of excursions linked to major cultural events.

It is a matter of fact that the European-trained hospitality student appears to be more generally prepared to communicate effectively in a variety of languages, according to the needs of international tourism. As English has become to the practice of business in the modern world what Latin was to the ancient world, most European institutions have realized that the need for language training is evident. Providing comprehensive information on local, national, and international activities and cultural events is an obvious example. In the study programs, it is common to discover subjects unrelated to direct professional preoccupations: history of art, sociology, social behavior, cultural topics, etc. In addition, the curricula of different electives contain themes related to culture, for example, organizing a film festival, setting up an art exhibition, preparing a program of excursions linked to major cultural events.

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sessions of the program, the situation evolves rapidly and foments the exchange of ideas and currents of thought to the students' considerable benefit.

It is not uncommon for certain training establishments to accept students from a wide range of geographical origins. At Glion in Switzerland, for example, academic year 1985-86 shows an enrollment of 325 students from 51 countries. Applicants there are required to show proficiency in a minimum of one foreign language (other than French), but usually have some knowledge of two, three, or even four, depending on their background and native tongue (French, English, German, Spanish, etc.). It should be noted, too, that in European countries where the language is not internationally significant (notably Holland or the Scandinavian countries), an even greater stress is placed on foreign language skills. This is all the more justified as so many young people go abroad after their education to practice their profession overseas. Subordinate hospitality and tourism personnel across Europe typically come from several different countries, but management must communicate with all of them. It is not enough to know what is going on in Rome; the American teacher should also be aware of events in London or Paris. The effects which are passed on to the classroom are much greater experiences which are retained to the benefit of those whose studies there are not simply contacts with the community at large but opportunities to exchange ideas and students whose participation adds to the life of the school. The advantages of the European situation, particularly in Switzerland, and especially in the fields of catering and restaurant operations, are thus more obvious. The European hospitality school seems to become involved more and more in the real world operations. Some practices are complementary.

The advantages to be drawn from the integration of theory and practice are as interesting in Europe as in the U.S. on more than one count: the positive benefit to the professor, consultant working in the field of hotel management, and the practical reinforcement to the student who participates, at one remove, in the up-to-date professional experience of the teacher.
The institute's professional training is revalued upward, as a continuing liaison with current practice is a further element of credibility for its study program.

Among contemporary European professional schools, only the more important have systematically developed and reinforced alumni associations, usually with both professional and personal aims, i.e., to facilitate human relations, favor the growth of the profession, encourage research and publication, organize conferences and conventions, and maintain the ties of friendship created at the school. Schools frequently make office space, equipment, staff, and even funds available to the association in tacit recognition of the potential power and volume of goodwill represented by future executives joining the profession.

These associations present similar characteristics in the U.S. and Europe, although given the greater American distances and the nature of the relations between graduates and their schools, European alumni appear to have closer and more frequent contacts. It is of interest to most that in Europe the alumni often initiate and maintain professional contacts, not only with the faculty, but also with current students, taking the trouble to counsel and aid them in the search for their first job, and continuing the practice of mutual assistance thereafter. In both cases, it appears that in the case of a well-known independent institution, the identification of the alumni with their school is often very long-lived and the role that they play in establishing the reputation of the school and in maintaining its enrollment is a very valuable contribution. The alumni association of Cornell in the U.S. and of Glion and Lausanne in Europe are perfect illustrations of this application.

The school involved with hospitality education in Europe is generally not reluctant to include as full-time instructors chefs, maitres d'hôtel, and other practitioners. Since this is a discipline of "doing" as well as "selling," these professionals are able to expose students to the "hows" as well as the "whys" of the industry.

Mass merchandising, mass markets, mass production, and mass education with "big being better" are not necessarily an element in the European hospitality educational system nor in the hospitality organization. In Switzerland, for example, the average hotel is under 100 rooms and nearly two-thirds of the hotel operations have fewer than 50 rooms, and nearly two-thirds of the guests are under 100. Seasoned hospitality professionals who have worked in both the U.S. and Europe have found that the European hospitality educational system and the hospitality organization are not necessarily an element in the education. In Europe, hospitality education is not only recognized as a discipline of "doing," but it is also recognized as a discipline of "thinking." In the U.S., hospitality education is often viewed as a discipline of "selling." In Europe, hospitality education is often viewed as a discipline of "doing," but it is also recognized as a discipline of "thinking." In the U.S., the emphasis is on the "whys," while in Europe, the emphasis is on the "hows."
In the framework of U.S. instruction, professional priority is given to the techniques of human relations (motivation, leadership), marketing and sales, and financial management.

In opposition to American schools which seem to favor specialization, European professional schools are more oriented toward versatility and developing overall grasp.

In the daily practice of the hospitality industry in the U.S., special emphasis is placed on the organization and operation of financial control, on pushing sales, and on the optimal development of personnel relations.

By its system of professional education, Europe seems to leave more room for spontaneity and creativity, whereas the United States is more open to tomorrow's techniques and to practices enabling the individual to achieve responsibility early.

While Europeans make an effort to cultivate professional attitudes colored with a certain humanism, Americans feature an approach putting more accent on challenge and the entrepreneurial spirit.

The collected testimony and experience show that the systematic teaching of basic professional techniques, and their subsequent testing, is a European attribute. American schools, on the other hand, appear to give most attention to structures which encourage the rapid flowering of high-performance technocrats.

A brief survey of managerial personnel affirmed that with reference to the methods employed, U.S. training, more than European, is based on group work and case studies. Paradoxically, it appears that European students have more frequent opportunities to carry out research in the field or to participate in carefully-prepared professional visits, where the cooperation of hospitality practitioners seems better established.

The general manager of an international chain hotel in Switzerland: "In my opinion, it would be very beneficial if candidates for hotel management training spent at least a year working in a hotel before beginning their professional studies. A hotel school is not a finishing school and it is possible to realize the theoretical school and the practice school at the same time. More and more students are earning a degree by working in a hotel while learning management techniques. Learning by doing, in my opinion, would be very beneficial for students.

A European businessman who sells hotel equipment to the U.S.: "The Americans have, without doubt, been more effective than the Europeans in creating a global concept of training based largely on two essential elements: common sense and good human relations. They manage to create an atmosphere which encourages the qualification of students, whereas the Americans have a more mechanical approach. The Americans have, without doubt, been more effective in creating a global concept of training based largely on two essential elements: common sense and good human relations. They manage to create an atmosphere which encourages the qualification of students, whereas the Americans have a more mechanical approach."
The general manager of an independent hotel (250 rooms) and ex-general manager of a chain hotel in the U.S.: "It is essential that schools in Switzerland and in the United States establish much closer contacts with the hotel industry."

The personnel director of an American chain hotel in Europe: "In general, more responsibility is given to young executives; they feel more open and confident and the consequences show up in increased productivity. In addition, American management is closer to subordinate personnel; it is more interested in individuals and their possible careers." (Hyatt 1985 - Training for Your Future)

The manager of a European luxury hotel who studied in the U.S.: "Although American policies and procedures have a remarkable effect on productivity, they tend to have the opposite effect on spontaneity and professional creativity."

European Influences Enter U.S. Market

Although the United States hotel chain still maintains a strong position in the world, and other related organizations, such as the fast-food industry, continue to expand into new world markets, the expansion of European companies into U.S. local markets is also taking place. French, British, and other companies from European countries are entering the hospitality field in the U.S. Foreign nationals are also being hired more and more by U.S. hotel companies operating abroad, and cooperative programs are being developed between educational institutions in Europe and the U.S.

It appears that knowing of these differences and capitalizing on them to the full extent is one way of making the teacher, the operator, or the student more able to handle their mandates, and better able to meet the needs of the hospitality industry. This will result in customers who are satisfied and income statements which provide better return on investment in both the short run and the long run. European programs are being developed between educational institutions in Europe and the U.S., and more and more American hotels are beginning to understand and implement these programs. European professionals are also beginning to understand and implement American management and operational models.

It is certain that the European hotel school or operating establishment cannot long hold off (or in fact want to hold off) the advancing technology nor the marketing and conceptualization theories of the U.S. education and operational model. But it is equally certain that U.S. education and operational models are being influenced and conceptualized beyond the hospitality industry; the need for greater knowledge of these differences is apparent in all fields of hospitality education and operation.

In the hospitality industry, a many-faceted, complex discipline and craft, the hospitality industry is a many-faceted, complex discipline and craft, where the need for greater knowledge of these differences is apparent in all fields of hospitality education and operation.
it is quite impossible to teach in depth everything which would be required to operate in this diversified arena. Rather, it is necessary to be generally informed on most all aspects, and to utilize the diverse talents of others within a cohesive organization in order to produce the desired results.

One thing is sure: from now on, professional schools, rather than emphasizing the acquisition of detailed knowledge intended for the executives of 2000 A.D., must lay maximum stress on developing a style of management specifically intended for success in developing a style of management specifically intended for executive development. The acquisition of detailed knowledge must lay maximum stress on developing a style of management specifically intended for executive development.

Of course there are differences between hospitality education programs in Europe and the U.S., and indeed they should remain. Competition between the programs is not necessary nor desirable, for each has something to offer the other. There must, however, be a merging or convergence of ideas and concepts so that proper operational results may be obtained.

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