



Hotel Placement – Managing Food and Beverage Operations

Student Name: Pellita Piedade fernandes

Student ID: 1921695

Contents

Introduction	1
Section 1: Reflection on Experience and Personal Development	1
Section 2: Development Journey	4
Section 3: Service Improvement Proposal.....	5
Conclusion.....	7
Reference list	7

Introduction

Food and Beverage (F&B) offered at my placement site My placement at Premier Inn Hotel, focused mainly with the on-site restaurant that served buffet breakfasts, a la carte lunch and dinner items as well as a licensed bar service. The restaurant served hotel guests as well as walk-in guests, with British classics, vegetarian options and a limited range of international dishes. The team cooked our food, took the orders, served the customers, rotated the stock and made sure we worked in a pretty disgusting environment, in a way that complied with food safety regulations.

My three learning outcomes for this internship were as follows:

- To learn the sequence of service, especially when the hotel is full.
- Enhance my communication and coordination skills in a kitchen and dining room.
- Gain confidence working with F&B systems and handling guest feedback..

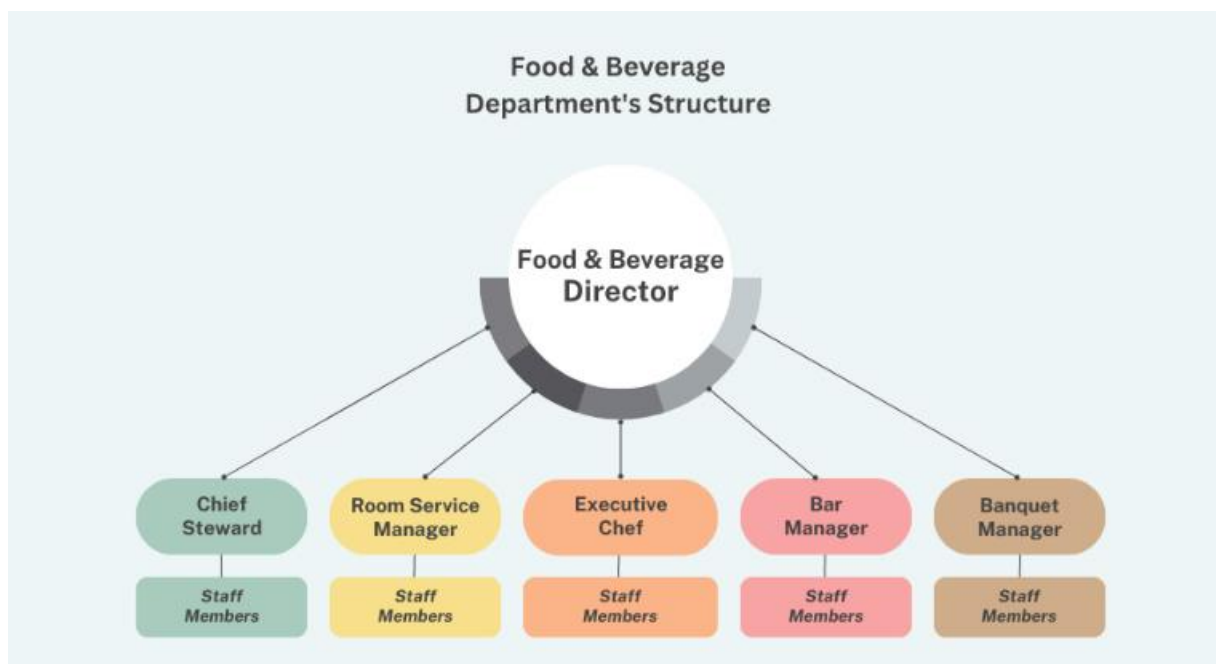


Image: The Food and Beverage (F&B) department Structure (RMC Asia, 2023)

Section 1: Reflection on Experience and Personal Development

Shadowing a Supervisory Role (Food and Beverage Department) at Premier Inn Hotel

At Premier Inn Hotel, during my time in Food and Beverage (F&B) I undertook the day to day tasks of Meeting and greeting guests, dealing with conflicts in reservation, informing chefs of

dietary requirements and shift planning. I wasn't strictly his supervisor but I was shadowing the floor manager and watching leadership in action. I can effectively describe what I learned during this time using Kolb's Experiential Learning Cycle (McLeod, 2024) as demonstrated below:

Concrete Experience – What Happened in the Experience

I experienced this in a service live fail when someone missed the gluten-free request during a busy breakfast, and a guest complained. I was actually several steps in: resolving the issue, consulting the kitchen, and even watching how the boss responded to the guest and our team. This was the “raw experience” learning opportunity.

Reflective observation – looking back at the experience.

What I realised after the incident was what escalation of the problem and communication loopholes. I came to the conclusion that the "non-uniform" dietary-tagging protocol itself was the issue. Cause reflection with the supervisor uncovers that assumptions in shift handovers become a source of inaccuracy in the service provisions. These became moments that made me reconsider to which small procedural errors could generate outsized effects.

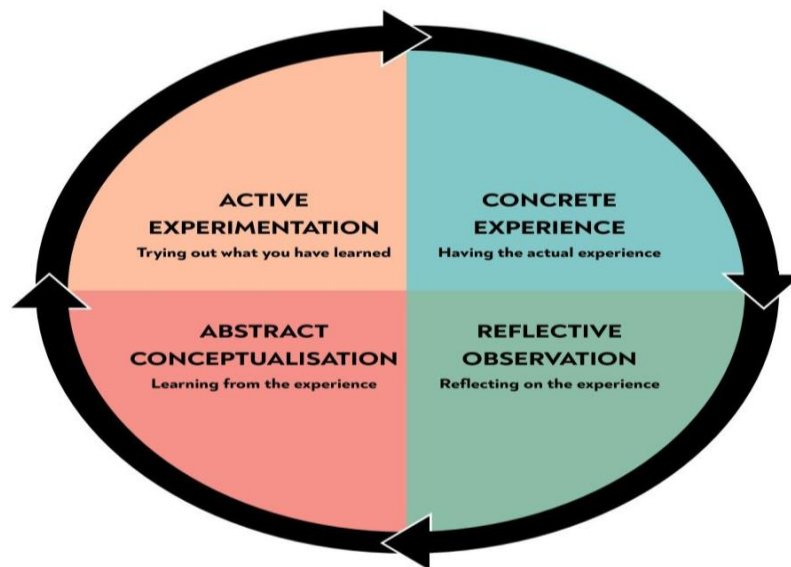


Figure: Kolb's

experiential learning cycle

Abstract Conceptualisation -Learning from the Experience

By speaking with my supervisor, and drawing on theory from Jones (2021) and Johnston, Clark & Shulver (2012) on service failure and recovery I also started to conceptualise what I then

perceived to be ‘good’ or effective supervisory leadership as a combination of system literacy and ‘people at the centre’ decision making. The lack of a pre-shift briefing checklist was identified as a physical lack. I related these to the Service Operations Management models that focus on combining soft systems with human delivery of services.

Active Experimentation – Making use of what you have learned

In later shifts, I recommended a basic handover for dietaries and functions. I also did support a trial with dietary overviews in the team briefs, that brought clarity. While not official, these changes improved cross-team communication. This was the point at which the circle completed, at which understanding became a work in practice. Kolb’s model has served as a model to dissect the working mechanisms of service encounters and it has been also instrumental in my transition from observation to action according to my learning goals as regards to enhancing communication, problem-solving and leadership perception.

Skills Acquisition and Observational Exposures

Situation leader, excellent communication and one who can adapt manager under pressure (Walker, 2020). There was one, for instance, where the staffers were blitzed during breakfast rush and the chef missed a gluten-free dish and there was a complaint. The supervisor also hastily did a quick huddle with the team, change kitchen roles, and initiated a routine to ensure compliance with dietary tags, showing a mixture of abstract conceptualisation and active experimentation from Kolb’s cycle.

On the other hand, I also observed bad supervision. PMS did not updated with VIP event schedule by an outwardly sup while handing over team, led to in room dinning and service failure with cold meal. This highlighted that systems literacy and the need for leadership vigilance are important to ensure that cross-shift communication occurs effectively (Rutherford et al., 2007; Johnston, Clark & Shulver, 2012).

I was solid with the digital platforms, and interpersonal exchange was also a strong area for me, but I had a blind spot when it came to asserting myself with the wrong group dynamic. I would usually just defer to seniors rather than recommend solutions, even if there's a clear bottleneck in a service. "She believes the strong leader gains knowledge through digesting results, exercising emotional intelligence, and through failing – an art form I am still cultivating.

Action Plan

- Enrol in advanced hospitality communication workshops (ASET, 2017).
- Shadow additional supervisors in varied shifts to gain exposure to conflict resolution approaches (Heathfield, 2021).
- Develop a reflective learning journal using Kolb's model to document adaptive responses in high-pressure environments (Melissen et al., 2018).

Section 2: Development Journey

My personal development journey: comparing Level 4 and Level 6 F&B Placements at Premier Inn

Setting and Context of Hotel Operations

Premier Inn Hotel, My placement for Level 6 which was in the budget but high volume chain hotel had different operational culture compared to my Level 4 placement at boutique independent property. The Level 4, the intimate, hand-driven, flexible, personal touch level. Premier Inn sought standardisation however in a different way through process control, technology and lean service provision (Rutherford et al., 2007). This transition mirrored Jones (2021), who emphasizes the role of operational scalability in branded hospitality contexts. The automatization of point of sale and real-time reservation systems were not just a leap of convenience, but also a faster and steeper learning curve, requiring instant readiness to adapt.

Learning to be a Supervisor and Developing Skills

The most impactful variation was in the quantity of supervisory exposure. Tasks at Level 4 were limited to the performance of tasks, whilst at Level 6 I closely followed around a floor supervisor, getting involved in deciding on staffing levels, resolving dietary conflicts and carrying out informal pre-shift briefings. This enabled me to move away from Kolb's concrete experience to active experimentation (McLeod, 2024), as a leader in real time. This echoes Channell(2023), who stresses that there is a necessity for experiential approaches to connect academic theory to real world adaptability. On one occasion I had to move table zones during a lunch service with not enough hands on deck—a challenge of my assertiveness and problem-solving.

Reflection on Learning from F&B Operations and Sustainable Hospitality Modules

All those lessons I learned from level 4's Food & Beverage Operations, preparing the room for service, hygiene, ordering, service technique. These technical skills were the foundations that I developed in my placement at Premier Inn, which meant that I was able to quickly observe the management and refine the service there. For example, when working a breakfast rush, and being able to anticipate guests' needs and organise beverage orders, all came directly from this basic training. However, the literature also indicates that operational efficiency is not sufficient for outstanding performance: indeed, it takes only a cursory skim to discover that procedural knowledge combined with situational adaptability a capability I did not appreciate until I was exposed to 'real' or actual hospitality in action makes the successful business of hospitality practice (Walker 2020).

However, the Sustainable Hospitality & Tourism Management module at Level 5 changed my outlook to be more sustainable in terms of our resources. Key Details This theory proved so important when I identified a pattern of food waste at the hotel to which I was seconded, because of their surplus due to overproduction. Drawing from RMC Asia (2023), which emphasises portion control and demand forecasting, I proposed adjusting production based on average guest consumption trends. This experience echoed Frans Melissen et al. (2018), who advocate integrating sustainability into day-to-day decision-making, not as an afterthought but as a core operational principle. These academic foundations equipped me to critically engage with both practice and strategy.

Section 3: Service Improvement Proposal

Identifying an Area for Improvement: Guest Service Speed at Premier Inn F&B

During my placement in the F&B department at Premier Inn Hotel, one key area that consistently underperformed was guest service speed, especially during peak breakfast hours. What I notice is that delays are almost always from bad communication between the servers and the kitchen. During one high-traffic weekend, for example, order relays were slow and table turnover plummeted. Discussions with colleagues indicated role confusion in busy sessions and inconsistent use of the Point of Sale (POS) system, which led either to duplication of orders or omissions. This is a very important point as guest satisfaction is inextricably linked to the speed of service delivery (Walker, 2020). Additionally, sluggish service negates business revenue opportunities with the loss of repeated table turnover and the increase in guest complaints, as highlighted by Jones (2021).

Improvement Plan

Introduce Micro-Team Briefings Before Peak Hours

Hold brief daily meetings to assign tasks and predict service volume. This is consistent with the argument of Johnston et al. (2012) that graduate pre-service coordination helps increase clarity of workflow.

Standardise POS Training

Hold a 30 minute refresher workshop once a week for all staff on the POS system, so all staff have the same training. This eliminates the nonuniformity of skills and speeds up the order (Channell, 2023).

Implement a Table Turnover Monitoring KPI

Establish quantifiable targets for average table turnover time per shift. Milestone This data should be tracked weekly reporting feedback to the team to encourage accountability and improvement. (ASET, 2017).

Improving performance standards and skills and building technical capacity

These initiatives would not only improve the speed and quality of guest service but also elevate performance awareness for employees. By more effectively incorporating technical tools such as POS systems and by reinforcing their usage through daily operations, the hotel will be more in line with overall F&B service benchmarks (Rutherford, Kiel, & Pote, 2007). Moreover, situating such change in reflective learning processes, such as Kolb's cycle, can support staff to respond flexibly to operational demands, embedding service excellence for the long term.

Conclusion

This intern at Premier Inn Hotel developed a more in-depth knowledge of F&B in high-turnover hospitality in me. I met my three learning objectives, such as Service timings and cross-functional communication, as well as technicalities related to F&B systems. Shadowing auditor exposed real-time training consistent with Kolb's experiential model, especially service recovery and dietary. I also obtained a perspective on sustainable processes and process reliability, tying academic theory to practical applications. It has definitely made me more prepared to take on a job that involves leadership in hotel food and beverage operations.

Reference list

- Adeani, I.S., Febriani, R.B. and Syafryadin, S. (2020). Using Gibbs' Reflective Cycle in Making Reflections of Literary Analysis. *Indonesian EFL Journal*, 6(2), pp.139–148.
- ASET (2017). *ASET Good Practice Guide for Work based and Placement Learning in Higher Education AS T INTEGRATING WORK AND LEARNING*. [online] Available at: <https://www.asetonline.org/wp-content/uploads/2024/04/ASET-Good-Practice-Guide-Work-based-and-Placement-Learning.pdf> [Accessed 13 Jun. 2024].
- Channell, M. (2023). *Gibbs Reflective Cycle – How to Learn from Experience and Become a Better Leader*. [online] TSW Training. Available at: <https://www.tsw.co.uk/blog/leadership-and-management/gibbs-reflective-cycle/>.
- Frans Melissen, Der, V., Josephi, S., Blomme, R., Bosman, J., Breuker, H.P., Chibili, M.N., Ankie Hoefnagels, Hornby, J., Alinda Kokkinou, Annemieke De Korte, Lub, X.D., Nierse, R., Oskam, J., Pluymaekers, M., Monique Van Prooijen-Lander, Smit, B., Tomaszewski, L., Van, R. and Tjeerd Zandberg (2018). *Hospitality Experience : an introduction to hospitality management*. Groningen/Utrecht: Noordhoff Uitgevers.
- Heathfield, S. (2021). *The Pros and Cons of a Flexible Work Schedule*. [online] The Balance. Available at: <https://www.thebalancemoney.com/advantages-and-disadvantages-of-flexible-work-schedules-1917964>.
- Johnston, R., Clark, G. and Shulver, M. (2012). *Service operations management : improving service delivery*. 4th ed. Harlow: Pearson.
- Jones, P. (2021). *Introduction to hospitality operations : an indispensable guide to the industry*. London: Thomson Learning, ©, Repinted.

RMC Asia (2023). *Food and Beverage Department: Responsibilities, Services, and Prospects*. [online] [www.linkedin.com](https://www.linkedin.com/pulse/food-beverage-department-responsibilities-services-prospects/). Available at: <https://www.linkedin.com/pulse/food-beverage-department-responsibilities-services-prospects/> [Accessed 17 Mar. 2024].

Rutherford, D., Endowed, O'fallon, M. and Wiley, J. (2007). *HOTEL MANAGEMENT AND OPERATIONS fourth edition Edited by*. [online] Available at: https://www.mlsu.ac.in/econtents/1186_e-book%20of%20Hotel_management_and_operations.pdf.

Toh, R.A.M. and Potapova, I.I. (2013). Check-in Check-out: Improving the Management of Hotel Front Office Operations. *European Journal of Economic Studies*, 4(2), pp.115–117. doi:<https://doi.org/10.13187/es.2013.4.115>.

Walker, J.R. (2020). *Introduction to hospitality management*. Boston: Pearson.

Wikström, B.-M. (2021). A visual art museum in Sweden as pedagogical scenery: Gibbs' reflective cycle guiding student nurses in the reflective process. *Open Journal of Nursing*, [online] 02(02), pp.130–137. Available at: https://www.scirp.org/html/16-1440037_20458.htm.