

Portfolio of six Elements

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Module code : BMIH6011

**Module Name : Managing Food and Beverage
Operation (Placement)**

Lecture : Daniel Payne

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Part 1: Reflective Supervisory Analysis

Introduction

The reflection is a critical analysis of my experience managing the allocation of staff under the pressure of a full breakfast service in the Food and Beverage (F&B) department of Novotel Birmingham Centre. The purpose is to examine the contribution I made to service efficiency and guest satisfaction as well as facilitate coordination of the team within the high-demand environment. This reflection examines my performance, decision-making, and actions using Gibbs Reflective Cycle in six stages. Staffing is a critical managerial task in the hospitality business, which involves being operational conscious as well as possessing leadership skills. This reflection will show how theory of management and principles of service informed my approach and what areas I can develop on to become a supervisor in F&B management.

Main Body

1. Description stage

This was the case when a peak breakfast buffet service was in progress and the number of guests rose at a rapid rate during a brief time. The restaurant was busy and the service and the coordination of operations were strained. Being in the team, I was not only supposed to be involved in service delivery, but also assist in the distribution of tasks among the team members to ensure efficiency.

At this time, workload was not well distributed and some staff were overworked clearing tables whereas others were underworked (Nworie and Ofoje, 2022). Having realised this, I made the initiative to aid in staff allocation by informally leading team members depending on the urgent needs of the service. An example is that I asked one colleague to help with clearing tables to minimize time-wasting, and another one was assigned to replenish buffet food to make sure that guests could have them.

I also kept in touch with the members of the kitchen to make sure that the stocks were replenished on time and kept coordination with the colleagues in order to control the flow of guests. Moreover, I still interacted with visitors responding to their requests and providing them with an enjoyable meal. I was not officially in a supervisory role but assumed a proactive role to facilitate coordination of the team and the continuity of services (Omar *et al.* 2024). It was a scenario that demanded fast decision-making, flexibility, and understanding of the operational priorities to keep the service standards within reach.

2. Feelings stage

I was confident at first because I already knew the operations of buffets and was able to handle service duties effectively. Nonetheless, due to the growth in the number of guests and the rise in operational pressure, I started to experience the challenge of having to maintain a balance between various responsibilities at the same time. The pressure to continue with the quality of service and to promote team coordination produced a feeling of stress (Uzoigwe, 2024).

Nevertheless, I was also inspired to positively contribute to the team and make sure that the standards of service were upheld. Initiative in the allocation of staff provided me with a feeling of responsibility and enabled me to feel more confident in delivering more complex situations (Attar et al. 2023). My involvement in the service, as it progressed, made me feel more in control since my actions helped to streamline workflow and pressure on team members.

At the conclusion of the shift, I experienced a high level of accomplishment, having had the opportunity to contribute to the efficiency of operations, as well as coordination of the team. This experience helped me to boost my confidence in undertaking responsibilities that are congruent to supervisors.

3. Evaluation stage

One of the main strong points in the given situation was that I was able to identify the inefficiency of the staff distribution and act in advance. I helped to make the service flow and minimize delays by reallocating tasks and assisting team members. I was able to communicate effectively with colleagues and coordinate and work as a team during a period of high pressure. This concurs with the best practice of teamworking in the hospitality industry where teamwork is needed to ensure service quality.

Also, the fact that I was calm and focused when there was pressure was one of the good aspects of my performance. I could handle the interaction with guests and coordinate within the company, making sure that the customer satisfaction was not affected.

Nonetheless, my strategy also had shortcomings. My participation in the staff allocation was spontaneous and unorganized as opposed to being organized and planned. I did not maximise on leadership skills including clear delegation, assertive direction, which are critical in effective supervisory performance (Ningsih et al. 2022). Moreover, I was mostly oriented on the short-term operational requirements rather than looking ahead and foreseeing issues.

The absence of authority was also another weakness as it affected my self-confidence to guide others. Although I had helped in the coordination of the team, I did not assume a leadership role completely. This shows the discrepancy between the contribution of operation and supervisory ability, which shows that more powerful leadership confidence and decision-making abilities should be developed.

4. Analysis stage

The experience can be discussed in terms of theories of leadership and service management to learn how it can be applied to supervisory development. In terms of leadership, I tend to apply aspects of situational leadership (Kurniawati and Cakravastia, 2023) whereby people change their behaviour depending on the situation. I exhibited a supportive leadership style as I helped team members and coordinated the tasks. Nonetheless, I was not entirely directing, as it is required when rapid action and definite directions are needed under a high-pressure situation.

Proper staffing is an essential aspect of operational management in F&B as hospitality management theory (Mangifera and Mawardi, 2022) states that effective supervisors strike a balance between the labour force and the demand of the services to achieve efficiency and quality of the services delivered. Although I was aware of workload imbalances, I did not plan my approach, which indicates a knowledge gap in my comprehension of resources management.

In terms of service quality, my behavior helped in ensuring reliability and responsiveness which were important dimensions of SERVQUAL (Antara et al., 2023). I assisted in the continuous delivery of services by clearing tables and refilling the buffet. Nevertheless, my restricted attention to the proactive work with the guests and the individualised service suggests that my style was more of operational than experiential.

Moreover, this case illustrates the role of making decisions in a pressured situation. Effective hospitality supervisors need to foresee any problems and address them in a systematic manner. My reactive style indicates that I should work on improving my anticipatory and strategic thinking.

This reflection also correlates with the experiential learning theory that focuses on reflection learning. This experience made me realise that I have to shift towards a more strategic and leadership-focused performance approach rather than a task-focused approach (Ajmera et al. 2025). This does not only encompass the reaction to the immediate challenges but also the planning, direction and influencing of the performance of the team.

5. Conclusion stage

To summarize, the experience was an eye-opener into how difficult staff allocation management can be in F&B operations when under pressure. Although I exhibited good operational skills, teamwork, and initiative, the reflection shows my weaknesses in leadership and strategic decision-making skills. The experience has highlighted the role of systematic staff assignment, active planning and effective communication in supervisory positions.

This reflection has also helped in gaining a better insight into the competencies needed to perform an effective F&B supervision especially in balancing between operational efficiency and leadership roles. It has also brought to the fore the necessity of building confidence in leading groups and decision making in the face of pressure (Camilleri, 2025). On the whole, the experience has been a great basis towards my advance to supervisory level in hospitality management.

6. Action Plan stage

In this reflection, I have formulated the following SMART goals to help me advance into a supervisory position as given below.

Development Area	Specific Action	Measurable Outcome	Achievable Strategy	Relevant to Career Goal	Time-bound
<i>Staff Allocation Skills</i>	Practise structured task delegation during busy shifts	Successfully coordinate at least one team task per shift	Observe supervisors and apply task allocation methods	Essential for supervisory roles in F&B	3 months
<i>Leadership Confidence</i>	Take initiative in directing team members during service	Receive positive feedback from supervisors	Practise assertive communication	Supports transition to leadership role	Ongoing

<i>Decision-Making</i>	Develop ability to anticipate service challenges	Identify and resolve at least 2 issues per shift	Reflect after each shift	Improves operational efficiency	3 months
<i>Managerial Exposure</i>	Shadow F&B supervisors and managers	Complete 5 shadowing sessions	Request learning opportunities	Builds managerial understanding	6 months

Table 1: Action plan stage through SMART Objectives

(Source: Self-created)

Conclusion

Here mainly conclude that this reflection has critically analysed my experience of staff allocation management under pressure in the Food and Beverage department of Novotel Birmingham Centre. Through the Gibbs Reflective Cycle, I have been in a position to know my strengths and weaknesses. The reflection underscored my capacity to ensure the efficiency of the services, effective communication with other team members and assistance of the guests during the peak service times.

It, however, also demonstrated weaknesses in my supervisory development, especially when it comes to systematic task delegation, self-assurance, and active decision-making. It proves that I am quite capable on an operational level, but still have to work to become a supervisor.

On the whole, this experience has enhanced my knowledge of the role of leadership and strategic thinking in F&B operations. In the future, I will work on these skills to improve my work and help me advance toward a managerial career in the hospitality industry.

Part 2: Hotel Mentor Feedback

Hotel Mentor Feedback

Student Name: Govinda Khanal

Novotel Birmingham Centre

Mentor: Jose Manuel Puerto Rodriguez, Food & Beverage Manager

Date: 21/03/2026

Did the Student complete the required hours of 16h per week?

Yes

Knowledge of menu and service standards:

Although Govinda generally works in the breakfast and lunch buffet, he has shown interest in learning about the A la carte Menu and its specific allergens.

Speed and efficiency in service:

He is efficient in his service and attentive to our guest's needs. Govinda is talkative and demonstrates confidence in his work.

Ability to upsell and engage with guests:

It's not applicable due his working in the buffet area, but we believe Govinda would do well.

Food and Beverage Feedback:

We are very pleased with Govinda's performance; it is punctual and efficient and has not received any negative feedback from us.

Attention to detail:

Govinda is very responsible with the tasks assigned to him and has helped to maintain our customer service standards.

Time management and efficiency:

He completed his time in F&B and he is rotating by Front Office and Housekeeping department at this moment.

Interaction with guests and handling special requests:

Indeed. Govinda is very attentive to his work and to the needs of our guests.

Overall Feedback:

The Food & Beverage Department was excellent, and in his rotation in the Front Office and Housekeeping jigs doing good at the moment.

Professional Mentor Statement:

He is a very mature person, professional in his work and a good team player. Govinda has proven to be efficient and very cooperative with teamwork.

Part 3: Placement Tutor Feedback

Placement Tutor Feedback

Tutor: Lisa-Marie Bassler

Date: 1st April 2026

Student ID: 2239355

Student Name: Govinda Khanal

Time Management

Govinda has demonstrated a very strong understanding of the importance of time management throughout his placement. He attended all scheduled shifts consistently as agreed, demonstrating a high level of reliability, punctuality, and a professional approach to his responsibilities. No absences were recorded during the placement, reflecting his strong commitment and dependability.

In addition, Govinda consistently attended his one-to-one meeting with his tutor, as well as group sessions such as the assignment workshop. He arrived punctually for these sessions, further highlighting his dedication to his personal development and active engagement with the learning process.

Govinda asked thoughtful and relevant questions in relation to his assignments and in a timely manner, demonstrating a clear commitment to his academic progress and strong organizational skills. He showed an ability to anticipate potential challenges and seek clarification in advance, ensuring that he remained on track and maintained the quality of his work.

Overall, Govinda's strong time management and organisational skills will be a valuable asset in any future hospitality environment, supporting both his individual performance and the efficient operation of the workplace.

Communication

Communication has been a strong aspect of Govinda's performance throughout the placement. He has consistently demonstrated a professional, respectful and confident approach when interacting with hotel staff, peers and his tutor.

In both formal meetings and day-to-day interactions, Govinda communicates in a clear and structured manner. He asks relevant and thoughtful questions in relation to his assignments and provides useful updates on his progress. His willingness to engage actively in discussions has

supported both his own learning and contributed positively to team interactions within the hotel environment.

Govinda has also demonstrated the ability to adapt his communication style depending on the situation and audience, an essential skill within the hospitality industry. This flexibility has enabled him to build strong and positive working relationships with colleagues and has contributed to a collaborative and professional working atmosphere. His approachable and polite manner has been consistently recognized and appreciated by hotel staff.

In addition, Govinda manages his written communication effectively, responding to emails in a timely and professional manner.

Overall, Govinda's communication skills are well-developed. He demonstrates strong listening skills, respect for others, and the ability to convey information clearly and effectively. With continued development, he is well-positioned to further strengthen this key professional skill and apply it successfully in future hospitality roles.

Behaviour

Throughout the placement, Govinda has demonstrated an excellent attitude and strong commitment to his development. He has successfully gained valuable experience across Food & Beverage, Front Office and Housekeeping, showing both adaptability and a willingness to learn in different operational areas.

His proactive mindset has been a key strength. Govinda has taken ownership of his learning by actively seeking out additional opportunities, such as learning about marketing. He has also communicated effectively with managers and ensured that all necessary processes are completed in a timely and organised manner. Notably, he inquired early about his feedback, showing proactiveness in seeking self-improvement and reflecting on his performance to enhance his learning experience.

The hotel consistently described his behaviour as professional, highlighting that he is always helpful, a strong team player, and demonstrates a genuine interest in learning. These qualities have enabled him to integrate well within the team and make a positive contribution to the workplace environment.

Govinda has also demonstrated increased confidence and awareness compared to Level 5, showing that he is effectively building on his previous experience and applying his academic knowledge within a practical setting.

Overall, Govinda has been consistent, reliable and highly engaged throughout the placement. Maintaining this level of professionalism, while continuing to develop flexibility in his working pattern, will further enhance his professional growth and future career prospects.

Problem-Solving

Govinda has demonstrated strong problem-solving abilities during his placement, particularly through his proactive and forward-thinking approach. He has shown a willingness to take initiative when faced with challenges and has been very open to receiving advice and guidance, which has enabled him to navigate situations effectively and continue developing his skills.

He has also shown the ability to apply knowledge gained from Level 5, demonstrating increased confidence in navigating different departments and understanding expectations within the industry. For example, during a one-to-one meeting, he effectively described and compared hotel operations between his Level 5 placement in a private hotel and his Level 6 placement within a chain hotel, showing clear reflection and the ability to contextualise his learning.

To improve further, Govinda could take a more structured approach to deepening his understanding by proactively arranging one-to-one time with managers to gain further insight into departmental operations. While he has shown a clear interest in shadowing departmental managers, this could have been pursued more consistently and formally to maximise learning opportunities and exposure to leadership practices.

Govinda should take confidence from the way he has managed his placement so far. His consistent performance, strong communication skills and proactive attitude position him very well for continued success in both his academic studies and future career within the hospitality industry.

Part 4: Reflection on Hotel and Placement Tutor Feedback

Introduction

This reflection is a critical analysis of the feedback I got with my Hotel Mentor at Novotel Birmingham Centre and my Placement Tutor with emphasis on my progress in the Food and Beverage (F&B) department. The idea is to go beyond descriptive knowledge and look at how this feedback indicates the gap between operational performance and supervisory preparedness. Hospitality management needs feedback because it allows reflective practice, facilitates continuous improvement, and helps to bridge the disconnect between academic knowledge and practice (Cousins et al., 2022). This reflection will decode some of the important themes, assess their influence, and come up with a plan of managing development.

1. Understanding the Feedback

1.1 Operational Strengths vs Supervisory Readiness

The feedback of the Hotel Mentor is very much focused on my operational effectiveness as far as efficiency, punctuality and sensitivity to the needs of the guests are concerned. These qualities depict a high degree of competence in frontline service delivery. This feedback however is mostly performance based at the operational level as opposed to supervisory capability. Though I could have ensured the standards of service delivery, little evidence of leadership, decision-making, or coordination of staff, which are core to supervisory work could be observed.

1.2 Comparison Between Hotel and Tutor Feedback

On critical comparison, one can see that there is a slight yet significant difference of focus. The Hotel Mentor rates my performance in the area of immediate operational results, which are efficiency and teamwork. The Placement Tutor, by contrast, has a wider developmental view, with the focus on communication, proactive learning, and the necessity of structured interaction with the management. This comparison implies that I am doing good in practice, but I still need to be more strategic and reflective to advance to the role of a manager.

1.3 Identification of Hidden Skill Gaps

One of the weaknesses that has been observed is that I was not exposed to upselling or revenue making business because of being assigned to the buffet area. This means that there is a partial deficiency in skills of commercial awareness (Adams *et al.* 2023). Moreover, the feedback provided by the tutor has shown that I needed to be more structured in my interaction with the managers, implying that I was, in most cases, self-directed in my learning process, but not

strategic. These loopholes emphasize the distinction between business performance and managerial skill.

2. Impact of the Feedback

2.1 Re-evaluation of Professional Identity

The feedback has put my perception of my professional identity into question. First, I considered myself a good and efficient team player, but the feedback has shown that operational efficiency is not enough to be promoted to a supervisor. I now understand that I need to shift to a more leadership-based approach to thinking where my role will not be just a task to complete but one that incorporates decision-making, team coordination, and strategic thinking.

2.2 Theory vs Practice Gap

There is also an absence of theoretical knowledge and practical application as seen in this reflection. As an illustration, other models like SERVQUAL of service quality (Golgeci et al., 2022) highlight the dimensions of responsiveness and assurance. Although I exercised these by efficient service, I did not fully delve into the strategic part of customer experience, i.e. personalised service, or proactive upselling. This is an indication that I only applied theory in operational implementation and not strategic implementation.

2.3 Limitations of Placement Context

The constraints of my placement situation also need to be taken into account. Operating in a buffet setting limited my chances to participate in upselling, enhanced interaction with the guests, and supervisory duties. The theory of leadership (Goh *et al.*, 1982) states that development of skills can only develop when one is exposed to different situations. Thus, although my placement was a good experience in terms of gaining operational skills, it did not allow me to build managerial skills comprehensively.

3. Action Steps for Growth

3.1 Strategic Skill Development

To overcome the gaps identified, I will assume a focused strategy to skill development. This will involve further product knowledge and practice of upselling skills in order to make my input better towards revenue generation (Vaka, 2023). This competency is important to develop because one of the most important tasks of F&B managers is financial performance.

3.2 Transition to Supervisory Capability

I will also work on changing an operational to a supervisory role by pursuing formal learning. This involves scheduling frequent meetings with the managers, shadowing, and being very much observant of the decision making process. I will also seek to acquire practical leadership experience by trying to assume minor leadership roles, like organizing teamwork.

3.3 Alignment with Long-Term Career Goals

These development plans are in line with my long term aspiration of being a Food and Beverage Manager. The filling of the gap between operational competence and managerial capability will enable me to be more competent in the process of managing the complex responsibilities of hospitality operations (Mbugua *et al.* 2024). Moreover, the practical use of such theoretical frameworks as service recovery models and theories of leadership will help me to become a better decision-maker and improve the overall quality of services.

Conclusion

Here mainly conclude that this reflective experience has been very informative and insightful towards my performance or rather my strengths and areas of improvement in the F&B department. The responses have strengthened my operation competencies with a realization that I need to improve my supervisory and managerial skills. My analysis of this feedback has resulted in a well-structured professional development plan. In the future, I will strive to apply these lessons in my next jobs, so that I will constantly be improving and growing towards a successful career in hospitality management.

Part 5: Presentation

Slide 1: Title

Managing Food and Beverage Operations

Tutor: Lisa-Marie Bassler

Date: 1st April 2026

Student ID: 2239355

Student Name: Govinda Khanal

Slide 2: Introduction

Introduction

- Critically reflects on F&B placement at Novotel Birmingham Centre, focusing on supervisory-level learning rather than routine operational tasks.
- Evaluates contribution to service efficiency, team coordination, and guest satisfaction in a high-pressure environment.
- Demonstrates transition from operational understanding towards strategic and supervisory thinking in hospitality operations.



S.N.: The purpose of this presentation is to critically reflect on the Food and Beverage placement experience in the Novotel Birmingham Centre and in particular, in the learning at the supervisory level. It was an experience that even though my role was operational, I was able to work with key aspects of coordination of the staff, service delivery and guest satisfaction in a high-pressure environment (Setiawan et al. 2025). It is not a description but a review of the contribution made by my actions to the performance of service and the effects of these encounters in my understanding of the role of a supervisor in the F&B operations.

Slide 3: Role and Responsibilities

Role and Responsibilities

- Delivered buffet service, including table turnover, guest interaction, hygiene maintenance, and coordination with kitchen staff for continuous replenishment.
- Maintained awareness of service flow and guest expectations to ensure consistent operational performance.
- Developed understanding of how frontline roles contribute to broader supervisory and service management functions.



S.N.: The placement mainly involved my interaction with the service of breakfast and lunch buffets. This involved controlling table turnover, dealing with customers, keeping hygiene levels, and liaising with kitchen staff to make sure the replenishment was done on time (Camilleri, 2025). Though these duties were functional, they needed the constant attention to the service flow and guest expectations which are key aspects of supervisory performance in hospitality.

Slide 4: Supervisory or Shift-Support Experience

Supervisory or Shift-Support Experience

- Supported informal staff allocation by identifying workload imbalances and redistributing tasks to maintain operational efficiency.
- Demonstrated initiative in coordinating team members during peak service periods under pressure.
- Highlighted limitation of lacking formal authority, restricting ability to apply structured leadership and delegation practices.



S.N.: A learning event that was of the greatest importance as a supervisor was when I informally helped in staffing one of the busiest breakfast shifts. Although I was not a formal leader, I was able to see the unproductive elements of the task distribution among the team members (Setiawan et al. 2025). I assisted in maximizing workflow and reducing the number of delays by guiding other colleagues to the priority tasks. More to the point, it was a rich experience that helped me to understand the difference between helping and leading. Though I was able to impact the work of the team, I was not very structured and authoritative which are the main elements of successful supervision. This revealed a gap between the effective contribution and the actual supervisory skill.

Slide 5: Managing Service Flow

Managing Service Flow

- Ensured efficient table turnover, consistent buffet replenishment, and smooth guest movement during high-demand periods.
- Applied prioritization and coordination to maintain service continuity under operational pressure.
- Reinforced importance of service flow management as a key supervisory responsibility within F&B operations.



S.N.: It was necessary to control the flow of services as one of the key aspects of guest satisfaction during the peak seasons. I assisted in clearing the table on time, daily replacement of the buffet and free movement of patrons in the restaurant. This however, had to be conscious and conscious of the bottlenecks in the operations (Nworie and Mba, 2022). The experience demonstrated that the flow of service is not only in the speed, but also in coordination and timing. In terms of supervision, it enhanced the necessity to predict demand as well as to continue to plan the work of teams to get the required results rather than to react to the arising issues.

Slide 6: Key Challenges

Key Challenges

- Experienced uneven workload distribution, creating inefficiencies and increasing pressure on certain team members.
- Faced high guest demand combined with time constraints, requiring rapid operational responses.
- Lack of formal authority limited the ability to lead effectively, exposing gaps in leadership development.

Key Challenges in the Food Industry

01 Changing Customer Preferences	02 Increasing Competition	03 Labor Shortage	04 Keeping Products Fresh
05 Rising Ingredients Cost	06 Technology Integration	07 Managing Food Loss and Waste	08 Supply Chain Disruptions

S.N.: I was mostly faced with the following issues: poor distribution of workload, large number of guests, and time constraints, which were aggravated by a lack of power in the team. These difficulties revealed the difficulty of running the service operations in the real world. Most importantly, they emphasized that the operational environments were dynamic and unpredictable, and demanded not only efficiency but also adaptability and leadership (Hamid et al. 2022). The experience was used to realize that even a competent team may fail to provide consistent service standards without organization and clear direction.

Slide 7: Problem-Solving & Decision-Making

Problem-Solving & Decision-Making

- Applied real-time problem-solving to address service delays, guest requests, and operational inefficiencies.
- Demonstrated adaptability in responding to dynamic service conditions during peak periods.
- Identified reliance on reactive decision-making, highlighting need for proactive planning and strategic thinking.



S.N.: My problem-solving style was in part founded on the real-time decision-making fact: I answered the urgent service questions like delays or requests of guests. Although this enabled me to effectively handle situations in the moment, it also demonstrated a weakness in my skills to foresee issues prior to their happening (Ali et al. 2023). On the part of supervision, decision making must be proactive as opposed to reactive. This experience highlighted the need to build more robust planning and analytical capabilities to promote more strategic and forward-looking service management approaches.

Slide 8: Skills Developed

Skills Developed

- Strengthened communication skills through interaction with guests and coordination with team members.
- Enhanced teamwork and adaptability when working under pressure in fast-paced service environments.
- Developed early leadership behaviours, including initiative and responsibility, supporting progression towards supervisory roles



The infographic is a circular diagram with a central cloud labeled 'SKILL'. Eight arrows point towards this central cloud from various icons representing different aspects of skill development: a person at a computer for 'TRAINING', a person with a star for 'EXPERIENCE', a person with a target for 'ABILITY', a bar chart for 'GROWTH', a person with a trophy for 'ADVANCED TRAINING', a person with a lightbulb for 'KNOWLEDGE', an open book for 'LEARNING', and a person with a thumbs up for 'COMPETENCE'.

S.N.: The different skills that I acquired during the placement included communication skills, teamwork and pressure. I was more confident in handling the guests and the colleagues and it contributed towards a good working environment and improved service delivery (Nzama et al. 2022). Nonetheless, critically, these skills were mostly used at the operational level. In order to grow to a supervisory level, these competencies need to be expanded to incorporate leadership, delegation and performance management which demand a greater responsibility and strategy level.

Slide 9: Application of Theory

Application of Theory

- SERVQUAL applied through maintaining reliability and responsiveness in service delivery.
- Situational Leadership demonstrated through adapting support based on team needs.
- Limited strategic application of theory identified, indicating need for deeper managerial understanding.

SERVQUAL MODEL



S.N.: Amongst the key theoretical frameworks that I can relate to my practice experience are SERVQUAL, which emphasize on reliability and responsiveness in service provision. These dimensions were indicated in the ability of mine to be able to provide service even during the peak times (Almansour, 2024). In addition, the elements of Situational Leadership were also reflected in my improvisational ways of helping team members based on their pressing needs. But most of all my theory implementation was unconscious in most situations and functional. This brings out the importance of being more explicit in applying theoretical knowledge to practice in order to be a better decision-maker and leader.

Slide 10: F&B and Hotel Performance

F&B and Hotel Performance

- F&B operations directly influence guest satisfaction, online reviews, and overall hotel reputation.
- Service inefficiencies negatively impact customer perception and operational performance.
- Highlights importance of effective supervision in maintaining service quality across hotel departments.



S.N.: The Food and Beverage department is an important department in determining the overall performance of the hotels since it has a direct effect on the satisfaction and perception of the guests. Another important lesson that I learned is that team work coordination, quality levels and effective service provision are important to a good guest experience (Mbugi and Lutego, 2022). Additionally, F&B operations are tightly linked to the other departments, i. e., the inefficiencies can have more extended impacts on the hotel. Supervisory-wise, this assists in reminding the importance of viewing operations as a system and becoming aware of the contribution made by the individual behaviours to the overall organisational performance.

Slide 11: Key Learning (Supervisory Level)

Key Learning (Supervisory Level)

- Recognized that operational competence alone is insufficient for effective supervisory performance.
- Identified need for structured leadership, strategic decision-making, and proactive resource management.
- Demonstrated shift from task-focused performance towards developing managerial and supervisory capabilities.



S.N.: The greatest learning experience is the difference between operational competence and supervisory readiness. Though I succeeded in demonstrating that I can be a good performer and team player, I also realised that supervision is a complex of other skills, including systematic leadership, the ability to think strategically, and make decisions in a proactive manner (Jang et al. 2024). This reflection has altered my mind and has made me realise the need to abandon the performance of tasks and concentrate on the impact and control of the team performance. As a result, I am better informed of what competencies I should possess to make any progress in the hospitality business and I am more prepared to develop my potential as a supervisor in future.

Part 6 :

Slide 12: Reference List

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