



The Place of Sociology in Higher Education's Organizational Behavior Curriculum-The Situation with Hospitality Management

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Abstract

Nowadays, the focus of university instruction, particularly in management schools, is on developing operational skills and problem-solving abilities as well as short-term productivity improvements and a vocational viewpoint. This is a sign of a diminished capacity for deeper learning, a barrier to the acquisition of competencies in a more integrative and wide sense, and a lack of critical thinking exercises. These are crucial tools to develop in students and aspiring managers since they are particular social actors with the capacity to behave in a long-term, effective, and thoughtful manner in society.

The goal of this study is to critically examine the two possible roles that sociology could play in helping to overcome that impoverishment, specifically within the organizational behavior curriculum. First, imparting knowledge of the social and macro elements that help to understand the structure and behavior of organizations.

Keywords: Sociology, Organizational Behavior, Hotel Management, Deep Learning, Critical Thinking, Competencies, Management Studies, Teaching in Higher Education.

Introduction

Our primary concern is the place of sociology in higher education, particularly in the organizational behavior course in management studies, which focuses on hotel management. That is, the place of sociology, its fields of study, and its unique methods of instruction in the academic preparation of future managers who are particular social actors engaged in a certain social practice [1]. These study topics and particular teaching methods are connected to our comprehension of how managers and employees behave in modern organizations-behavior that is viewed as social constructs. The purpose of the current essay is to problematize pertinent theoretical topics and some operationalization in order to add to the conversation on deep learning [2], critical thinking, pedagogies [3, 4], and competencies in a broader sense [5].

The professionalization strategies of managers are primarily addressed in the teaching and training of management studies, as well as in the contribution made by sociology. These strategies are operationalized in the design and content of courses and curricular units, in the credentials and competencies of teachers, and in the developed teaching-learning activities [6]. This prominent aspect of instruction is a part of a conception of knowledge production that devalues knowledge acquisition in and of itself. This concept is associated with the ideal that academic knowledge aided in people's emancipation and values knowledge production methods that prioritize rapid social application [7, 8]. As a result, a "technicist" model is emphasized, supporting assumptions that limit the methodology of social and human science disciplines by elevating the importance of a technological rationality that serves as the foundation for management ideology [1].

Overcoming this containment and reductionism is our goal. In the teaching and training of management students, it is important, on the one hand, to consider the expert knowledge that sociology can provide, as well as the knowledge of studies, theses, and scientific theories that have contributed to the discipline of organizational behavior by providing an account of the reality in question.

However, it is crucial to go one step further and train and analyze their applicability in real-world problematic scenarios, developing the sociological problematization of social situations, discourses, and theories as well as the relevant actors (teachers, students, managers, employees, and employers). That is, the critical contextualization of the world that the curriculum unit depicts and the lessons that are taught within it intends to comprehend, strengthening the capacity of aspiring managers to critically think, solve complex problems in an efficient and long-lasting manner, and to resist the erroneous atomization of the reality under scrutiny and the ideological naturalization of the phenomena. Thus, we will begin by outlining the purpose and definition of sociology as well as how it contributes to training in higher education and how it relates to the current discussion regarding knowledge, skills, and learning.

The organizational behavior curriculum unit, which is common in management and business studies, will then be covered. It will emphasize the particular of the unit, the nature of its goals, and the range of analytical vantage points that have shaped it. A special emphasis will be placed on the contributions sociology has made to the teaching of this curriculum unit, as well as what has been successful and what can be done within the parameters of sociology's potential.

Lastly, the key elements that define the mainstream perspective in management studies-and specifically, the case of hotel management-will be discussed. The general reality of working in hotels, the identification of prevalent attitudes and behaviors, the presentation of the logic and reality of the labor market in the tourist and hospitality industries, and the relationship between these organizations' rhetoric, ideologies, and cultures will all be given particular attention. Additionally, the prevalent perspective on hospitality management that is provided by educational institutions and hospitality associations will be showcased. We define the specific role that sociology might play here in obtaining deep learning in this articulated reflection and in the defense of the necessity to include such problematized topics in the organizational behavior curriculum unit.

Teaching Sociology in Higher Education

Like any other graduate scientific education, the role we discuss here for sociology goes beyond teaching its specific contents, its various theoretical frameworks and their respective concepts, methods, and techniques that characterized the sociological research and their technical-expert knowledge. Their contribution also includes considering and applying sociology, in conjunction with other social sciences, as a scientific field vital to comprehending the intricacy of social reality and as knowledge and application that enhances reflective practice and knowledge, or conscious, critical, and independent human action.

We have two interconnected and intertwined dimensions: the type of learning we hope to accomplish through education and the information, abilities, and/or skills we should encourage; the function of sociology in this process.

The concept of competence development in the larger, more comprehensive viewpoint offered by Perrenoud [5] constitutes the first dimension and establishes a critical framework for equating the function of sociology in higher education. That is, acquiring a high degree of "know-how" that cannot be reduced to operational techniques alone, integrating a variety of cognitive resources to handle complicated circumstances, and rejecting the idea that knowledge and skills are mutually exclusive or incompatible [5]. It is a matter of going beyond merely picking up methods and applying the utilitarian logic of issue solving, no matter how intricate they may be. This suggests a general culture that is, in our opinion, crucial to enabling social actors to fully exercise their autonomy as productive members of society and professionals. Professionals and citizens who engage in reflexive thinking about issues and behaviors are better equipped to handle societal change and take an active role in creating the world. Performers who engage in analysis, relationship-building, problem-solving, critique, transformation, and generalization [5].

This query brings up the topic of knowledge types right away. The majority of the work in cognitive sciences has concentrated on two primary categories of knowledge, portraying them as opposites of an unbreakable duality that must be reconciled in order to find a lasting integration [9]. We discuss declarative versus procedural knowledge. The first is known as "know-how," which is defined as the ability to perform a task and the methods and approaches required to resolve a problem. The second is the understanding of the tasks, methods, or circumstances that are involved; the knowing-of. One helps us learn how to do things, and the other helps us understand the relevant theories and facts. It is imperative that teaching and training aim to acquire knowledge that can be interpreted as: Combining and surpassing the knowledge of what and how; and incorporating both the skills and knowledge that are explicable or exhibited and the implicit or intuitive knowledge that is implied, activated in action, and does not directly manifest itself [9]. Instead of just studying a list of themes, such knowledge needs to be based on challenges that connect a specific context of application with a broader context [9].

A different approach to the issue of teaching and training is offered by Perrenoud [5], who emphasizes a reflexive, critical, and capable know-how that is able to integrate and contextualize the learning outcomes in a wider range of knowledge and relatable social and technical realities. This rejection of the simplified and irreducible dichotomy is also part of this proposal.

Here, we see a path that is consistent with a deep learning proposal, suggesting connections between ideas, conclusions, and patterns that are observed; reflective thinking about the learning process and its context; integration of knowledge that is taught and learned into methodically articulated conceptual frameworks; and connections between newly learned concepts and knowledge with previously acquired concepts and experiences. [2]

Our intention is to assign sociology a pivotal role in comprehending and cultivating a critical and reflective plurality that is grounded in science and defies common sense, while acknowledging the social foundations of human knowledge and behavior. In light of the fact that sociology is by its very nature the ongoing problematization and challenging of naturalized existing truths and their interpreters, we can understand that sociology plays a significant role in the goals of the teaching and training suggested above. Similarly, we recognize that sociology can aid in the development of competencies in a more comprehensive, transversal, and integrated sense-Perrenoud [5] said, for example-that sociology may be able to connect with situations and circumstances that are far more broad and contextual.

Thus, we requested training and instructional materials that highlight reflexivity's potential-that is, people's and groups' ability to think critically about both themselves and other people.

As a space of conflicts of interest, power struggles, configurations and social logics, institutionalization of practices and discourses, as well as their ideologies, we understand that sociology can cultivate in aspiring hospitality managers a permanent capacity for self-reflexivity on management as an expert and professional activity, a social practice and system of representations being produced within, about, and on hospitality organizations. Making students aware of the value of the variety of integrated and articulated sociological competences-theoretical, methodological, relational, reflective, and operative-is crucial to achieving this goal. These "competences constitute a mediating instance between professional action, training and teaching programs in sociology, and knowledge as 'products' (originating from early sociological work)" [6] Pg 54.

This is a crucial topic for organizational behavior curriculum units in studies of hotel management. First and foremost, by the scientific framework of the unit's curriculum, in which sociology plays a significant role-even in the exclusive domain of specialized training, where reflexivity is nonexistent. Second, because critical thinking is usually separated from the prevailing valorization of a strong operationalism and an elevated demand for inventiveness in problem solving. Third, to evaluate hospitality and hospitality management as subjects of higher education and organizational universes based on sociohistorical and discursive realities.

The Organizational Behavior Curricular Unit's Contributions and Contents for Critical Hospitality Management Studies

When we define hospitality, we start by stating that it is an organization as well as a collection of services, goods, and methods meant to offer lodging, food, and drink as well as to help with the entertainment, leisure, and general well-being of people on the move, particularly those who are not at home. However, hospitality is more than that. It sets up social control mechanisms for both

hosts and guests, influences how strangers are defined and treated, functions as a metaphor for cross-cultural relationships, shapes the meaning of what it means to be at home abroad, adds to the anthropological definition of hospitality, and helps define the guests' unforgettable life experiences. Finally, it plays a significant role in framing practices and discourses regarding modern physical, psychological, social, and cultural mobilities [27-29]. All of this indicates the existence of social constructs, metaphors, and images that frame the reality and meaning of hospitality and the hospitality sector. These constructs are mirrored in the industry's research and influence the experiences of those who work there. Therefore, when considering the hotel industry in its broadest sense, hospitality management is both a technical and a social discipline. It encompasses more than just overseeing or coordinating the hospitality sector's services and goods, as well as the duties and credentials of its personnel. The current status of research on hospitality, and specifically on the hospitality sector and its workforce, is characterized by a severe lack of data and even a lack of visibility [26, 27]. As a field of work that heavily emphasizes the human element in the relationship between host/employer and guest/client, there is a significant gap in the education of aspiring managers regarding the symbolic and cultural aspects of this relationship as well as the associated social and psychosocial issues [28, 30, 31]. Apart from management and business schools and their specialized areas of study, the hospitality sectors, the hotel industry, and the academic institution have been in conflict with one another.

The growing importance of emotional, relational, and intellectual components—which are portrayed as necessary conditions for work and as the primary productive resources in a "servicialization" process—is another noteworthy characteristic. The primary goal of labor is to provide a service to a customer, perpetuating the service industry's paradigms across all sectors of the economy and production [32]. Ultimately, we witness a constant renegotiation and blurring of the boundaries between the time-space of work and non-work [33].

The challenges of mobility, individuality, the insularity of the work experience, and the relational and emotional traits of employees are critical to the activities of the hotel business. High employee mobility and turnover, as well as high seasonality linked to challenges in finding qualified and dedicated personnel, particularly at the entry level, and the use of marginalized, gendered, and disadvantaged labor, are characteristics of the hospitality business [35].

In addition to having little specialized training and being mostly unskilled or semi-skilled, the jobs also have a high degree of transferability to other professions or jobs [25, 26, 35].

Conclusion

Our intention was to have a conversation and, as a result, make some recommendations on the part that sociology may play in preparing future hotel managers through instruction and training, especially in the context of the organizational behavior course. Our paper aims to create a space where a range of perspectives on the coordination of labor organizations' personnel can and will be accepted, given the variety of levels of analysis, comprehension, and intervention, as well as the range of scientific disciplines and paradigms they encompass. We contend that, even in the short term, such positions do not preclude the use of management techniques that are focused on economic efficacy and productivity; rather, they enable us to go farther, serving as an affirmation

of the manager's autonomy and awareness of the implications of these practices and their potential applications in human societies as a whole, as well as a critical examination of the manager's own role. Deep learning and information are found here, and it is imperative that the growth of critical thinking or disregard sociology's contribution to critical reflexivity and the social construction of facts, actors, and their discourses. The importance of knowledge and training in theories and techniques related to everyday and operational activities pertaining to people's behavior at work and short-term productivity gains is not diminished by deep learning and the development of skills and competences that include critical and integrated thinking, the ability to generalize and understand contexts and their relationship to an actor's actions and practices. In other words, there isn't any inherent or fundamental conflict with the significant and successful social and professional practices when it comes to resolving issues with productivity and well-being in businesses and at work.

Therefore, dealing with people's behavior at work implies understanding what drives them to participate or not, what their needs are, how to lead them, the dynamics of intra- and intergroup processes, how interpersonal, intragroup, and organizational communication occurs, the role and significance of ethical conduct, and the effects that these issues all have on the well-being of members of the organization as a whole. These are the standard contents of organizational behavior curricular units. This is insufficient, though, and sociology can be a valuable tool in closing this gap. The sociology of work and the sociology of organizations have contributed to this in part. However, as we also note, more work has to be done since there are crucial difficulties that are not addressed; more importantly, management studies degrees lack the aforementioned sociologies of work and organizations.

The characteristics of human labor in organizations in a given society, taken generally and then in detail for the type of organizations concerned; the dominant attitudes of employees, employers, and managers in the organizations concerned and taking into consideration the diversity of situations; the understanding of the manager and management as social roles and actors; the organization of the sector of activity concerned and the way that production and control are structured in terms of socio-political and socio-economic dynamics are thus some of the topics that management studies could cover in a problematized relation to those standard contents of organizational behavior. The discourses and ideologies promoted by the organizations in question; the characteristics of the organizational culture; and the understanding of the contexts and actors involved in its determination. The scientifically and socially constructed metaphors about the organizational world and as a space for building society. The characteristics and movements of the labor market that go beyond the mere identification of technical-economic variables and the assessment of qualifications.

Technical operationalism, the emphasis on competencies and skills, and the development of problem-solving skills in relation to economic productivity are all shared by general management studies and hospitality management courses. This seems to be at odds with theoretical knowledge and critical thinking. That would be sufficient to support our suggestion. The hegemony of individualism, vocationalism, and psychological traits in the hospitality industry, however, makes the problem all the more pressing because it obscures the complexity and wholeness of the conditions and features of the labor market and workplace.

Without it, aspiring managers—who should always be citizens first and foremost—become merely automatons of methods and processes, replicating methods of evaluation and judgment that will prove futile in a later day or location. Without theory, there cannot be sustained competence, and without critical thinking and reflexivity, there cannot be autonomous knowledge, effective social activity, or conscious social action. Developing all of this within the range of viewpoints and paradigms is crucial for acting independently and efficiently in a complex reality that cannot be comprehended or experienced by a single point of view.

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