Enhancing student and graduate employability in the hospitality industry: A video project

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ENHANCING STUDENT AND GRADUATE EMPLOYABILITY

IN THE HOSPITALITY INDUSTRY:

A VIDEO PROJECT

By
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Thesis
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MASTER OF SCIENCE

In

Hotel and Restaurant Management

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ABSTRACT
Employment interviews are designed to judge the qualifications and desirability of a candidate for a job. Research shows that interviews are incredibly important in getting the right job. A study conducted by the Bureau of National Affairs pinpointed the most important factors in hiring applicants, with employment interviews being the single most important factor in getting a job (Elfner, 2006). Hospitality firms are placing greater emphasis on the ability of graduates to fit within their businesses (Pittaway & Thedham, 2005). Even though qualifications and skills are vital for selection, candidates should know how to set themselves apart from other candidates in interviews, and this can only be accomplished through thoughtful interview preparation (Chastain, 2002). The purpose of this study was to familiarize hospitality students and graduates of high schools, community colleges, and universities with the pre-interview preparation process. As a result of this qualitative action research, a practical video guide, titled You’re Hired, was developed with appropriate handouts.

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CHAPTER 1: INTRODUCTION

The employment interview has been referred to as the most important interview of a lifetime (Alder & Elmhorst, 1996). It is a crucial step in the recruiting and hiring process, giving the interviewer the opportunity to review the interviewee’s qualifications and to determine his/her suitability for the position (“Hiring Practices,” 2003). Interviews give the interviewee the opportunity to show an interviewer an indication of “what they will get” if they hire the applicant (“Career Testing for College Students,” 2005). It also provides interviewees with the chance to learn about the company and the position and its requirements, and to present information on their skills and experiences (“Hiring Practices,” 2003). Thoughtful preparation for interviews includes paying attention to details like personal appearance, punctuality, demeanor, and research on the potential employer (“Career Testing for College Students,” 2005). Therefore, it is essential to be well prepared for an interview.

Purpose of the Study

The purpose of this study was to aid in familiarizing hospitality students and graduates of high schools, community colleges, and universities with the pre-interview process. The focus of this project was to identify all the steps and processes involved from the time hospitality students and graduates decide to look for a job, until they make it to an actual interview. A systematic approach in finding a new job can be divided into four steps:

1. Research
2. Résumé
3. Interview
4. Follow-up (Rauch, 1991)
The study emphasized various pre-interview techniques, starting from résumés/portfolio building, cover letters, job-searching strategies, grooming standards, and researching the potential employer to, finally, the job position itself.

The results of this study will provide a better understanding for hospitality students and graduates of the need to efficiently plan and communicate their valuable academic and work experience to their potential employers. This study has also addressed the shifting trends and demanding expectations of the hospitality industry of entry-level management professionals. As a result of this qualitative action research, a practical video guide, titled You’re Hired, has been developed, along with appropriate handouts.

**Video Format**

The advancement and growth in the hospitality industry has increased the demand for qualified candidates for various staff and management positions. Even though candidates possess the right talents and qualifications, they sometimes fail to project them to the potential employer. For this reason, a video based on interviews with hospitality professionals on pre-interviewing skills and preparing for a successful career has been developed; thus, video formats can have a high impact on hospitality graduates and can help students and the younger generation hone their skills in pre-interviewing techniques efficiently.

**Who will Benefit?**

The results of this project will be beneficial to various groups associated with the hospitality industry, such as

- Community college students
- Bachelor’s degree students
- Hospitality teachers and mentors in career-placement offices
• Individuals in the hospitality industry who would like to hone their skills in interviewing techniques
CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter discusses the various pre-interview activities that will be outlined in this project. It will cover topics including résumés, cover letters, portfolio building, job-hunting/searching strategies, job research, grooming standards, and tardiness to interviews. The importance of topics such as candidates’ asking questions, reference checks, employment practices in the hospitality industry, and skills desired in hospitality students and graduates will also be covered.

Résumés

An outstanding résumé is the best way to stand out and effectively communicate one’s values and talents to a prospective employer (Drew, 2001). Résumés are of three types: chronological résumés (traditional), functional résumés (competency based), and combination (customized) résumés. Traditional résumés reveal candidates’ strengths, weaknesses, and accomplishments in a timely approach. Competency-based résumés focus on the employer's needs and requirements (Egodigwe, 2005). Candidates may create a competency based résumé by checking the company's pulse, matching their experience with each competency, and considering their unique talents (Egodigwe, 2005). Relevant factors, such as training and experience in a documented format, constitute an interesting résumé (Drew, 2001). Combination résumés merge the chronological and functional styles. They present the knowledge, skills, and abilities gained from work in a reverse-chronological order (Ireland, 2005).

The purpose of a résumé is not to obtain a job but to get an interview (Drew, 2001). Résumés are meant to make the employer believe the candidate’s qualifications and simplify the hiring process (Conklin, 2005). A résumé gets only a few seconds to
grab the attention of a prospective employer (Pack, 2003). It’s imperative that résumés contain something that captures the employer’s attention; it’s better to highlight accomplishments rather than details of duties and responsibilities (Martin, 2005). When writing résumés, candidates must focus on an employer’s goals and not their own (Bates, 2006). Most organizations respond favorably to applicants who are goal oriented and revenue drivers. For that reason, all résumés, cover letters, and interviews should emphasize these topics (Rauch, 1991). Project-oriented resumes or customized resumes that cite measurable goals are good examples of employer-goal-focused résumés (Anonymous, 2000). Customizing resumes for the position applied for and the organization applied for is the ideal technique for capturing more interview calls (Marasco, 2005). Marketing résumés through employment websites and recruitment agencies has proven to be one of the most successful methods used in recent times (Needleman, 2005).

There is no rule of thumb when it comes to the length of a résumé; as long as the candidate can sell themselves effectively, length is not an issue (Greene, 2004). Resumes are meant to be a marketing tool and not an autobiography (Isaacs, n.d); for that reason, résumés should be concise (Diane, 1996). Generally, an ideal graduate’s résumé must not exceed one page unless he/she has extensive professional experience before completing his/her degree (“Length of your Résumé or Vita,” 2002). An ideal one-page résumé should contain headings such as Name, Address, Telephone numbers, Employment objective, Education, Experience, Additional activities/interests, and References (“Your Résumé,” 2004). Students with two residences (e.g., campus and permanent) should list both addresses as well as dates they can be reached at each location (“Your Résumé,” 2004).
A résumé that is organized by job titles with the most recent position listed first is defined as a traditional or chronological resume (“What is the Right Resume for Me?”, 2005). A résumé that rearranges employment history into sections that highlight areas of skill and accomplishment is defined as a competency-based or functional résumé (“What is the Right Résumé for Me?”, 2005).

Cover Letters

Along with a good résumé, having a good cover letter will significantly increase the candidate’s chances of getting an interview (Corby, 2005). A good cover letter showcases the candidate’s skills and proves that he/she is intelligent, well-organized, thoughtful, literate, and capable of assessing the potential employer’s situation and needs (Ruppenthal, 2005). Poorly targeted and/or poorly worded cover letters could spoil the entire process irrespective of a great résumé (Corby, 2005).

The letter should be long enough to describe the candidate and at the same time be precise enough (Cardillo, 1999). Cover letters must be specific and to the point and be addressed to the appropriate person, not just his/her title (Horsham, 2000). An ideal cover letter should not contain more than three or four paragraphs (Gotcher, 1997). Maintaining a balance between professionalism and friendliness is the key factor in a cover letter (Horsham, 2000). Cover letters should convey confidence and leadership, complement the résumé, and request an interview at the end of the letter (Feldman, 1998). Highlighting key accomplishments is one of the best ways to sell skills in a cover letter (Gotcher, 1997).

The usual topics in a cover letter are subject, an explanation of why the candidate is interested in the position, support that the candidate is the right person for the job,
reasons that he/she wants to work for the organization, and additional information, such as what he/she can contribute to the organization (“Writing CVs & Cover Letters,” 2004).

**Portfolios**

A portfolio is defined as a resume in 3-D, with examples of a candidate’s work, experiences, and qualifications that support the résumé statements about strengths, goals, and achievements (Herring, 2003). Portfolios are considered a vital marketing tool that exhibit a collection of materials proving the candidate’s skills, achievements, experience, training, and/or education (“Interviewing Tips,” 2005). A professional employment portfolio could be just the thing to set a candidate apart from other job candidates (“Professional Employment Portfolios,” 2004).

A well-prepared portfolio includes the candidate’s achievements, the quality of his/her experience and training, and his/her skills and abilities (“Professional Employment Portfolios,” 2004). The current trend is to use electronic portfolios and electronic identity collections, such as e-portfolios and webfolios (Skiba, 2005). An E-Portfolio, or Web folio, is a collection of documents exactly like a regular portfolio that is placed on the World Wide Web (Patti, 2005). An electronic portfolio is an efficient tool with which information can be stored digitally on a computer hard drive or some sort of removable media, such as a memory stick, Zip disk, CD, etc. (Carliner, 2005). Students and graduates can use e-portfolios as an innovative means to exhibit their skills and capabilities or as a method to market their talents to future employers (Carliner, 2005). Creating and using an E-Portfolio will give the candidate a competitive advantage over the other applicants (Patti, 2005). A simple method is to set up a PowerPoint presentation as part of the electronic portfolio (“Professional Employment Portfolios,” 2004). An online portfolio provides a way to reveal the candidate’s credentials to the world and also
acts as concrete evidence for an employer of his/her accomplishments, skills, and abilities.

**Job Hunting/Searching**

There is no set formula for finding a job, but to increase the chances, a wide variety of strategies and resources should be used (Marasco, 2005). Every job applicant should conduct a self-assessment to identify his/her skills, abilities, values, and needs, which will help him/her find the right job in the right organization (Marasco, 2005). The World Wide Web is a significant component of the recruitment and job-search process (Jansen, Jansen, & Spink, 2005). Candidates who search less intensively and set lower standards tend to be victims of high exit rates in their early employment periods and often are less successful in finding a good employment fit (DellaVigna & Paserman, 2005).

**Networking**

*Networking* is defined as a means of using any current or future contacts to increase the chances of getting that perfect job (“How to Use Networking in Job Searching,” 2000). Networking can help a candidate obtain information about industry segments and the kinds of jobs available, give ideas for brainstorming to develop effective job-search strategies, and yield introductions to new people who may provide even more information, ideas, and introductions. Through proper networking, candidates will be able to tap into the nonadvertised job openings (“How to Use Networking in Job Searching,” 2000). Networking is critical and, when done well, yields dividends for any job search (Marasco, 2005). The two types of networking are *informal* and *formal* job-search networking. Contacts through friends, family, neighbors, college alumni, people in associations, or anyone who might help generate information and job leads, are part of informal networking. Contacts through business, social connections, or an association
meeting or event are examples of formal networking (Doyle, n.d). The two goals of networking are to increase the candidate’s professional visibility and to disseminate information on his/her career path and ambitions (Demers, 2002).

**Job Research**

Candidates need to know as much information as possible about a company before going to an interview. With the abundant availability of resources and information through technological advancement, a candidate can obtain a lot of information about an employer and the open job position. The advance research done will help a candidate make the best decision possible as well as help put his/her best foot forward during the interview (“Researching the Job,” 2003). When candidates invest the time to do research, the information from the research makes them informed interviewees and enthusiastic applicants (“Job Research,” 2004). Applicants should consider the position, the organization, and their strengths and weaknesses when preparing and researching for the interview (“Career Advice,” 2005). Researching as many areas as possible before heading to the job interview will alleviate some of the candidate’s anxiety as well as increase his/her chances of success in the interview (“The Interview,” 2004).

Research prior to the interview includes finding information about the interviewer’s expected style and even the content of the interview (“Career Advice,” 2005). The annual report is a good source for checking the company's plans, background, and detailed information of its financial health (“Researching the Job,” 2003). Some steps in researching an organization could include talking to employees or competitors, perusal of an annual report, or just an enthusiastic phone call to a secretary requesting more general information (“Career Advice,” 2005). Public records can help a candidate learn about an organization’s culture, job positions and their descriptions, future

**Grooming Standards**

Appearance is one of the key factors of a successful job interview (Cantore, 1998). “Dressing for success” is one of the most overused phrases in job hunting but also one of the most underutilized terms by job seekers (Hansen, 2006). Grooming includes all aspects of the candidate’s physical appearance, from clothes and accessories to hairstyle and make-up (Kershaw, 2006). Wearing appropriate attire for an interview tells the employer that the person cares enough about the position and the organization, and it provides an indication of how the person will dress and act at work (Cantore, 1998).

First impressions are critical because the candidates are marketing a product, in a sense; they are marketing themselves to a potential employer. Thus, how they are dressed sets the tone for the interview (Hansen, 2006). The candidate’s ability to advance further into the interviewing process can be greatly influenced by how he/she presents himself/herself during the interview. Appearance is important in making that first impression that can be a critical factor for success (“Dress for Interviews and Career Fairs,” 2006).

The rule of thumb is that candidates should dress one or two levels higher than the job that they’re going for (Carole, 2006). Interviewers consider candidates as prospective employees, members of the organizational team and potential representatives of the company to the outside world (Kershaw, 2006). Dressing conservatively is still considered to be the appropriate attire for any interview at most organizations (Doyle, n.d).
Wearing perfume or cologne to an interview could create allergic reactions and be irritating to an interviewer (Watson, n.d). Wearing the perfume or cologne of the ex-girlfriend or ex-boyfriend of the interviewer could easily trigger his/her memory and give him/her unhappy thoughts while he/she is interviewing the candidate (Watson, n.d).

Wearing comfortable clothes to an interview is very important because it allows the candidate to concentrate on the interview rather than worry about the outfit he/she is wearing (Southam, n.d). Candidates should refrain from fidgeting and should sit up straight, always maintaining eye contact with the interviewer. Body language is one of the key factors the employer uses to evaluate the candidate (Watson, n.d).

*Tardiness to Interview*

Candidates should plan to arrive at least ten minutes before the interview; there is absolutely no excuse for tardiness to an interview (“The Interview,” 1999). Tardiness is a sign of irresponsibility or disorganization, and the employer could perceive it as a future problem if he or she were to hire the candidate (“Interview Guide,” 2006).

*Candidate’s Questions*

Candidates with no questions during the interview will send a message that they have no independent thought process. Candidates’ asking obvious questions could reveal their lack of preparation for the interview and will be considered a waste of the employer’s time (“Questions to Ask Employers during Interviews,” 2002). Candidates who ask questions on one particular topic could send a message to the employer that they are not good candidates (“Job Interview Questions,” 2003). Candidates may ask questions of an employer to get more information about the company, but, at the same time, they must realize that the employer is judging them on the basis of the questions they ask the employer (“The Art of Interviewing,” 2006).
Reference Checks

Past behavior is often the best predictor of future performance (“Checking References,” 2003). The reference check may sometimes be the only source of information on a candidate’s qualifications (“Checking References: A Window into the Past,” 2005). Structured reference checks by employers are an integral part of the selection process (“Checking References,” 2003). Even though checking references might be a lengthy, time-consuming process, most employers check references because it saves a lot of money and headaches down the road (“Nine Tips on Checking References,” 2006).

Employment Practices in the Hospitality Industry

Good interviewing is an intuitive art, and preparation is the key for success (Whitehead, 1978). The success of a service organization is often linked with the individual qualities of its employees (Goldsmith, Nickon, Sloan, & Wood 1997; Mahesh, 1988; Schneider & Bowen, 1995). Thus the selection of employees who fit well in an organization is key to the organization’s success.

The most commonly used selection method in the hospitality industry is the face-to-face interview (Lockyer & Scholarios, 2004). Many findings indicate that structured and unstructured interviews along with reference checks are the most frequently used and effective selection procedures. Chain operations use more structured interviews and background checks than do independent operators (MacHatton, Van Dyke, & Steiner, 1997). Informal methods, such as personal recommendations, telephone conversations, and personal knowledge of the applicant, are frequently used in small hotels and independent organizations (Lockyer & Scholarios, 2004).
There is a general preference in most hotels for using the less technically valid methods, such as reference checks and the information on application forms, so very few hotels report using formalized assessment methods such as psychometric tests, job/work samples, or assessment centers (Lockyer & Scholarios, 2004).

Interview processes in the hospitality industry vary significantly from line employees to management positions (Muchinsky, 1989; Chao & Reilly, 1982; Tett, 1991; Cronshaw & Wiesner, 1988). Some of the extensive methods adopted are collection of biographical data, assessment and cognitive tests, personality/interest inventories, honesty tests, and realistic job previews. Even though these tests are expensive, they tend to report moderate-to-high validity results (Muchinsky, 1989; Chao & Reilly, 1982; Tett, 1991; Cronshaw & Wiesner, 1988). Informal and basic practices are generally acknowledged for non managerial positions (Kelliher & Johnson, 1987; Bauer & Waryszak, 1993).

Although there is some evidence for systematic use of structured interviews and biographical data in larger and chain hotels, there are very little data about small or independent hotels’ using systematic selection practices to identify quality service characteristics in their employees (Brown & Ineson, 1992; Wong & Law 1997). Larger hotels tend to place more value on interviews, with at least two separate interviews, compared to smaller hotels, reflecting the involvement of department supervisors or managers in the interview process (Lockyer & Scholarios, 2004).

*Skills Desired in Hospitality Students and Graduates*

Employers prefer transferable skills from candidates that will help them adapt to real-world situations based on the type of role, position, or tasks assigned (Raybould & Sheedy, 2005). Transferable skills are those a candidate acquires during his/her
lifetime. These include skills from previous jobs, classes, projects, parenting, hobbies, sports, and virtually anything that is transferable and applicable to the job (Hansen, 2006). Some companies help graduates improve their skills as they grow in the company and as part of learning the requirements of the job (Raybould & Sheedy, 2005). Some of the top-rated qualities are motivation to work, initiative, professional ethics, attention to detail, and persistence. Patience, leadership, and maturity are also key factors that develop during tenure on a job (Cappel, 2001/2002).

Nontechnical skills are those competencies that lie outside of the academic knowledge areas. They encompass certain skills and abilities that are sometimes referred to as "soft skills" that employees bring to the job: the ability to learn, teamwork, problem-solving, written and oral communication, time management, ability to work under pressure, ability to apply service ideas to business problems, and the ability to resolve conflicts professionally (Falcioni, 2000).

Employers recognize employees who combine a variety of transferable skills, such as communication, organization and self-motivation, into their everyday work. For example, extracurricular activities and previous employment can provide impressive opportunities to display skills relevant to the job. Employers prefer employees who keep pace with ever changing expectations, particularly with regard to technology advancements and trends (Routledge, 2001). Employers constantly seek flexible candidates who can accomplish assignments requiring multidisciplinary skills (Falcioni, 2000).

Larger hotels use functional flexibility and adopt more systematic employee-management techniques in order to strengthen their internal labor markets (Knox & Walsh, 2005). Conversely, small chains and independent hotels continue to be associated
with high levels of numerical and temporal flexibility and greater informality in their human resources policies and practices, which help them to cope with the high turnover in the hospitality industry (Knox & Walsh, 2005).

A recent study of hospitality managers' expectations of graduates’ skills showed that employers and hospitality candidates did not agree when it came to the expected skills of graduates (Raybould & Wilkins, 2005). Proper understanding about pre-interview techniques will help hospitality students and graduates to efficiently plan their interviews and communicate their valuable academic and work experience to their potential employers.
CHAPTER 3: METHODOLOGY

Introduction

In this chapter the methodological issues of the research will be explained. The methodology of this study is outlined in a step-by-step fashion, and the entire process of this video project is described.

- Create literature review; interview participants.
- Create video interview guideline.
- Create video interview questions.
- Make formal contact with chair and committee members.
- Make formal contact with Department of Communication and Theatre Arts for consent about video production and using facilities.
- Identify video interview participants.
- Obtain agreement responses from video interview participants.
- Send invitations and fix appointments with interview participants via e-mail.
- Make back-up list of dates and appointments.
- Obtain signatures on the video consent letter.
- Collect data: Individual video interview – guided interview process with questions sent to most participants in advance.
- Transcribe video interview sessions.
- Edit and make necessary video production adjustments.
- Record narration section of the video.
- Burn video in DVD format.
- Play video to a group of students in a hospitality class to obtain feedback.
- Make necessary changes and adjustments.
- Write report with results and discussion.
Research Paradigm

The research paradigm is a qualitative action research involving Delphi methodology and historical research analysis. This method was adopted because the study intended to understand in-depth phenomenon for a certain issue, taking into consideration all relevant factors. Qualitative action research has been used to develop a focused video guide for hospitality graduates to be successful in professional hospitality interviews. The Delphi method is defined as an exercise in group communication within a panel of demographically dispersed experts (Adler & Ziglio, 1996). In this project the technique allowed hospitality experts to deal systematically with a complex problem and task and to work on a particular goal, which was to familiarize the students and graduates with pre-interview techniques. The practical video (DVD) has a duration of 26 minutes with appropriate handouts, both of which include practical tips and coherent interview techniques for viewers.

Purpose of the Study

The purpose of this study was to aid in the development of familiarizing hospitality graduates and entry-level professionals with the pre-interview process. The project’s focus was to identify all the steps involved in the process undertaken by hospitality students and graduates of high schools, community colleges, and universities, from the time they decide to look for a job until they make it to the actual interview. The project emphasizes various pre-interview techniques such as resumes/portfolio building, cover letters, job-searching strategies, grooming standards, and researching the potential employer and the job position itself.

The results of this project will provide a better method for hospitality graduates to efficiently plan their interviews and communicate their valuable academic and work
experience to a potential employer. This project seeks to address the shifting trends and the increasing demands and expectations of hospitality industry professionals. These key factors have been addressed in this study, which will assist hospitality students and graduates in preparing for a successful job interview and subsequent thriving career.

Dissemination of Information

This video will be disseminated through the Eastern Michigan University web-link to serve various demographics in the hospitality industry such as community college students, bachelor’s degree students, teachers and mentors, and individuals who would like to hone their skills in interviewing techniques.

Format: Questions asked by the researcher to participants in interviews on this video included the following:

1. What is the purpose of a resume? Why should a job seeker place so much emphasis on a resume?
2. As an employer, how much time do you spend with a resume?
3. What is the standard length of a resume; is there a set formula?
4. Can you explain the structure of a resume: font, style, etc?
5. What would you like to see in a goal or objective section of a resume?
6. Can you explain the difference between traditional and competency-based resumes?
7. What are the advantages of a cover letter for a hospitality-job seeker?
8. Has a postinterview thank-you letter become standard protocol? What type of content would be in an ideal thank-you letter?
9. What are the advantages of a portfolio?
10. What is an electronic/web folio?
11. Is there a set formula for job-hunting strategies? Please explain
12. What are the advantages of networking?
13. How important is it to research a job before applying and attending an interview?
14. To what extent do first in-person impressions really play a part in the hiring decision?
15. How important is the body posture of the job seeker during interviews?
16. Job seeker’s questions: what do they explain about the candidate?
17. How important are references in the hiring decision?
18. How important is self-assessment before applying for job in the hospitality industry?
19. How important is Job Fit for a candidate in the hospitality industry?
20. What are some of the biggest mistakes job seekers make during the recruitment and hiring process?
21. On the basis of your experience, what are some red flags that would prevent a candidate from moving forward in the hiring process?
22. Which of your standard interview questions do candidates often struggle with? Do you have any tips on how they can best prepare?
23. What is your outlook on the future hiring for the coming years in the hospitality industry?
24. What are the roles of education and work experience in employability?
25. Are there any courses in the hospitality curriculum you would specifically recommend to make a candidate more hirable or promotable?
26. In your opinion, what are some of the key elements in creating a successful career map in the hospitality industry?
27. In your opinion, why should job seekers attend career fairs?
28. What advice do you have for employees who want to keep their skills sharp if their current position doesn't allow them to take advantage of all of their skills and core competencies?
29. Do you have any tips about the real working world for people who are just starting to build their careers?
30. What is a reasonable time frame for an employee to stay in any given position and why?
Role of Interviewer/Researcher

For the video interviews, it is important that the facilitator have personal skills such as understanding the interview process, communication skills, an ability to facilitate the content, friendliness, a sense of humor, an interest in people, and openness to new ideas (Krueger, 1998). In this video project, the researcher was the interview facilitator. The facilitator’s role was to observe, interview qualitatively, and interpret the data. Because the facilitator guided the interview and was fully identified, he played the role of “participant as observer.”

Study Population and Theoretical Population

Qualitative action research has been used to develop a practical video (DVD) for use by hospitality students and graduates to be successful in professional hospitality interviews. The study population was a list of hospitality professionals (i.e., industry professionals, educators, and program alumni). From a list of 11, 8 were chosen for interviews on the basis of their backgrounds, experience, expertise, and availability. The Delphi technique is a method for obtaining opinions and suggestions from a panel of independent experts on a particular topic (Adler & Ziglio, 1996).

Human Subjects Review

The application for Human Subjects approval was submitted to the College of Technology Human Subjects Committee. Human Subjects approval was secured, and then, video interviews were conducted and recorded. See Appendix F for Human Subjects approval.

Video Feedback

The raw footage was played to a group of senior hospitality students to obtain their feedback. Opinions regarding the content of the video, quality of the video, general
rating, and overall response of the video were collected in a brief survey. See Appendix E for the video evaluation form. Feedback in areas such as quality of the production, inconsistency of fonts in the video, audio and editing limitations was obtained. Modifications were made to some feedback points, and because of technical limitations, some corrections were not possible.

**Study Limitations**

The study limitations were the geographic boundaries for conducting interviews and securing appointments with professionals. This does not represent the entire population of hospitality professionals or even necessarily those most knowledgeable about the subject. Because of the length of the raw video footage, some answers were edited for content.

A Samsung SCD107 video camera with manual control, limited zoom, limited volume modulations and focus, exposure, and clarity was used for video interviews. As a result of onsite interviews and camera limitations, in some places the audio in the interviews was not balanced. Also, poor lighting was a factor during some interviews.

The intention of the video interviews was not to test the knowledge of the participants. Therefore, video interview questions were made available in advance to participants to capture their life/career experiences. Providing the questions in advance ensured that participants were well prepared for the video interviews and also ensured a level of comfort that made the process smoother.
CHAPTER 4: RESULTS

Introduction

This chapter describes the results and findings of the video interviews and presents the effects and uses to potential hospitality job seekers. The methodology is reviewed, the results are described, and the practical implications discussed.

Findings and Results

A total of 8 professionals were interviewed on video, and a variety of information was gathered as a result. This project intended to aid in the development of familiarizing hospitality students and graduates and entry-level professionals with the pre-interview process. While the results of this qualitative action research are by no means generalizable, the results provided evidentiary support in preparation for the pre-interview process and identified some variables of interest to be explored in future studies.

Thoughtful preparation and familiarization of the pre-interview process play a vital role in the outcome for candidates during the actual interview. The interviewees provided important tips and information regarding successful interview preparation, emphasizing good preparation as useful and necessary.

Interview participants believed that even though candidates often possess the right talents and qualifications, they sometimes fail to project that to a potential employer. The transfer of skills between jobs is not always consistent, and even though the candidate may know how to do a particular job, sometimes he/she fails to project that ability during the interview.

The results of this study will assist in a better understanding for hospitality students and graduates to competently plan their interviews and communicate their
academic and work experience to their future employers. This study has also addressed
the demanding expectations of entry-level management professionals within the
hospitality industry. These key factors have been addressed in this study and may assist
hospitality students and graduates in preparing for a successful job interview and career.
CHAPTER 5: DISCUSSION

Research Project Implications

The video may have a number of implications for making hospitality-job-interview candidates’ prepare for interviews more effectively, especially with the pre-interview processes and techniques. The study might have been more effective if the findings could be replicated in further research on other types of samples and using different measures. At the most general level, the findings suggest that candidates need to pay close attention to the pre-interview processes and methods that will help them best project their appropriate talents and abilities to a potential employer. The results suggest that there are some aspects of the interview process that can be more effective and can ensure a smooth process for the candidate and the prospective employer. The initial video feedback from playing the video in a senior hospitality class indicated that job seekers will be most effective if they prepare thoughtfully and efficiently.

Thoughtful preparation would have a better chance at success if combined with a results-oriented approach. When job seekers pay attention to the level of detail required for a successful interview, they will be rewarded with appropriate jobs and careers. This project has focused on the pre-interview process for entry-level hospitality positions. These positions are regarded as a vital bridge between the line employees and upper management and are considered to be hands-on support system positions. The results of this study will help hospitality candidates project the qualities and skills expected of them during the interview process. The repeated valuable suggestions and advice from professionals in the video may also help candidates to avoid repeating mistakes they made in past interviews.
Handouts

The end result of this project includes a total of nine handouts. Chronological resumes, functional resumes, combination resumes, basic interview questions by the employer, behavioral based questions by the employer, candidate’s questions to employers, interview attire slides, sample hospitality-job-search websites, and the video interview questions are all attached as accessories to the video (DVD). The handouts are burned onto a data CD and provided along with the video (DVD). See Appendices G to N.

Conclusion

The preliminary feedback from the hospitality students who watched the video indicated strong agreement about the importance of the pre-interview process for entry-level professionals and graduates. The 26-minute video, along with appropriate handouts, will assist hospitality students and graduates in familiarizing themselves with the pre-interview process. The project’s focus was to identify all the steps involved in the process undertaken by hospitality graduates of high schools, community colleges, and universities, from the time they decide to look for a job until they have an actual interview. The project emphasizes various pre-interview techniques, such as résumés/portfolio building, cover letters, job-searching strategies, grooming standards, and researching the potential employer and the job position itself. The results of this study will help students and graduates to efficiently plan and to communicate their valuable academic and work experience to their potential employers and assist them in moving toward a successful hospitality career.
REFERENCES


Demers, J. (2002). Networking to advance your career. CMA Management, 76, 11.


Appendix A

Video Participation Request Letter

Dear Mr./Ms./Dr.

The development and growth in the hospitality industry has increased the demand for well qualified candidates. Even though candidates possess the right talents and qualifications, they sometimes fail to project it to the potential employer. For this reason, a video based on interviews with hospitality professionals on pre-interviewing skills and preparing for a successful career is being developed. Video formats can have a high impact on hospitality students and graduates and help them hone their skills in pre-interviewing techniques efficiently.

Based on your knowledge, expertise and experience, your participation in this pre-interview video research project will be an efficient and effective way of helping a broad range of future hospitality employees become successful professionals. For this reason, I kindly request your participation in the video interviews which would add essence to this research project.

This 30 minute research video will familiarize future hospitality employees with the pre-interview techniques starting from resmes/portfolio building, cover letters, job searching strategies, grooming standards, researching the potential employer and the job position itself.

The result of this project will be beneficial to various demographics in the hospitality industry such as:

• Community college students
• Bachelor’s degree students
• Teachers and mentors
• Individuals who would like to hone their skills in interviewing

I am a graduate student at Eastern Michigan University, in their Hotel and Restaurant Management program. Dr. Susan Gregory, the program coordinator of the HRM department at EMU, suggested I contact you regarding this video research project titled “Enhancing Students and Graduates Employability in the Hospitality Industry”. I will contact you next week to confirm your participation and discuss an appointment time. Please give me a call at 734-754-3361 or e-mail me at tammachat@emich.edu for more information. Thank you for taking the time from your busy schedule to assist in this project.

Sincerely,
Thyagarajan Ammachathram
Graduate Student
Hotel and Restaurant Management
Eastern Michigan University
Appendix B

Video Interview Participant Informed Consent

Dear Hospitality Professional:

I am a graduate student at the Eastern Michigan University. As part of my coursework, I am conducting a Video interview, the purpose of which is to learn how hospitality graduates can successfully excel during job interviews. I am asking you to participate in this interview because you have been identified as a highly successful professional. Interviewee's will be asked to participate in a video interview lasting no longer than an hour. You will not have to answer any question you do not wish to answer. Your interview will be conducted at your office/location. With your permission, I would like to videotape this interview.

There are no anticipated risks, compensation or other direct benefits to you as a participant in this interview. You are free to withdraw your consent to participate and may discontinue your participation in the interview at any time without consequence. It should not take more than 30-45 minutes to complete the video Interview. Participation in this project is strictly voluntary, and you are free to withdraw your participation at any time.

Please note that this is NOT A TEST. THERE ARE NO RIGHT OR WRONG ANSWERS to the video interviews. I only ask that you answer each question as honestly and accurately as possible about your experiences in this subject. If you have any questions about this research project, please contact me at (734) 754-3361. My faculty supervisor, Dr. Susan Gregory, may be contacted at (734) 487-0845 or by email at susan.gregory@emich.edu. Questions or concerns about research participants rights may be directed to the Office of Graduate Research and Studies, Eastern Michigan University, Ypsilanti, Michigan 48197.

Please check the consent part below, sign and return this copy of the letter. A second copy is provided for your records. By signing this letter, you give me permission to report your responses in a video format in part or whole to be submitted to the Graduate School, Eastern Michigan University, in partial fulfillment of the requirements for the degree of Master of Science in Hotel and Restaurant Management.

Sincerely,
Thyagarajan Ammachathram
E00029271

___YES___NO - I have read the procedure described above regarding production and distribution of a video to teach hospitality students how to prepare for an Interview.

___YES___NO - I voluntarily agree to participate in the interview, I know that I can withdraw at anytime or choose not to answer any question with no negative consequences.

___YES___NO - I agree to be Video taped during the interview.
___YES___NO - I agree to have my identity revealed and all or part of my interview distributed to faculty and students in high school, community colleges and four-year degree hospitality programs in video format on a DVD.

___YES___NO - I waive the right to review the video prior to distribution and to veto part of the entire portion of the video related to me.

___YES___NO - I know that I will receive no compensation for participating in this research project.

Participant
______________________________ (Signature)

______________________________ (Print name)

__________ (Date)
Appendix C

Video Distribution Letter

Dear Mr./Ms./Dr.

The development and growth in the hospitality industry has increased the demand for well qualified job candidates. Even though candidates possess the right talents and qualifications, they sometimes fail to project it to a potential employer. For this reason, a video based on interview’s with hospitality professionals on pre-interviewing skills and preparing for a successful career has been developed. Video formats can have high impacts on hospitality students and graduates and help them hone their skills in pre-interviewing techniques.

This 26 minute research video will familiarize future hospitality employees with pre-interview techniques starting from résumés/portfolio building, cover letters, job searching strategies, grooming standards, researching the potential employer and the job position itself.

The result of this project will be beneficial to various demographics in the hospitality industry such as:

- Community college students
- Bachelor’s degree students
- Teachers and mentors
- Individuals who would like to hone their skills in interviewing

Please give me a call at 734-754-3361 or e-mail me at tammachat@emich.edu for more information. Thank you for taking the time from your busy schedule.

Sincerely,
Thyagarajan Ammachathram
Graduate Student
Hotel and Restaurant Management
Eastern Michigan University
Appendix D

ENHANCING STUDENT AND GRADUATE EMPLOYABILITY
IN THE HOSPITALITY INDUSTRY

(VIDEO QUESTIONS)

1. What is the purpose of a resume? Why should a job seeker place so much emphasis on a resume?
2. As an employer, how much time do you spend with a resume?
3. What is the standard length of a resume; is there a set formula?
4. Can you explain the structure of a resume: font, style, etc?
5. What would you like to see in a "goal or objective" section of a resume?
6. Can you explain the difference between traditional and competency-based resumes?
7. What are the advantages of a cover letter for a hospitality-job seeker?
8. Has a post interview thank-you letter become standard protocol? What type of content would be in an ideal thank-you letter?
9. What are the advantages of a portfolio?
10. What is an electronic/web folio?
11. Is there a set formula for job-hunting strategies? Please explain
12. What are the advantages of networking?
13. How important is it to research a job before applying and attending an interview?
14. To what extent do first "in-person" impressions really play a part in the hiring decision?
15. How important is the body posture of the job seeker during interviews?
16. Job seeker’s questions -- what do they explain about the candidate?
17. How important are references in the hiring decision?
18. How important is self-assessment before applying for job in the hospitality industry?
19. How important is “Job Fit” for a candidate in the hospitality industry?
20. What are some of the biggest mistakes job seekers make during the recruitment and hiring process?

21. On the basis of your experience, what are some “red flags” that would prevent a candidate from moving forward in the hiring process?

22. Which of your standard interview questions do candidates often struggle with? Do you have any tips on how they can best prepare?

23. What is your outlook on the future hiring for the coming years in the hospitality industry?

24. What are the roles of education and work experience in employability?

25. Are there any courses in the hospitality curriculum you would specifically recommend to make a candidate more hirable or promotable?

26. In your opinion, what are some of the key elements in creating a successful “career map” in the hospitality industry?

27. In your opinion, why should job seekers attend career fairs?

28. What advice do you have for employees who want to keep their skills sharp if their current position doesn't allow them to take advantage of all of their skills and core competencies?

29. Do you have any tips about the “real” working world for people who are just starting to build their careers?

30. What is a reasonable time frame for an employee to stay in any given position and why?
Appendix E

Video Evaluation Form

Title of Video: Enhancing Graduate Employability in the Hospitality Industry
Date of Viewing: __________

<table>
<thead>
<tr>
<th>(1   -   2  -  3 -   4 -    5)</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
</table>

Was the video informative? ___
How well were pre-interview tips presented in the video? ___
Did you find the information in the video to be helpful to hospitality job seekers? ___
Did you feel the information in the video will benefit the overall interview preparation process for hospitality job seekers? ___
Rate your overall response to the video___

<table>
<thead>
<tr>
<th>(1   -   2  -  3 -   4 -    5)</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
</table>

The video held my attention ___
The video provided tips for pre-interview process___
The video had a lot of useful information___
The video brought up ideas to talk about___

What did you like about this video?

Did it motivate further inquiry? If yes, what?

What changes can be made to this project to expand it in the future?

What other information is still needed on the subject?

Other Comments:
Appendix F

Human Subjects Approval Letter

EASTERN MICHIGAN UNIVERSITY

May 12, 2006

Mr. Thyagarajan Ammachathram
509 W. Forest
Ypsilanti, MI 48197

Dear Mr. Ammachathram:

Your application for review of your research proposal entitled Enhancing Graduate Employability in the Hospitality Industry—Video Project has been received and assessed by the College of Technology, Human Subjects in Research Committee (COT HSRC). The Committee has determined that your research is ACCEPTABLE. Upon your written request, I would be happy to discuss the details of our review with you.

Please keep in mind that you are obligated to advise the COT HSRC of any change in protocol that might alter your research in any manner that differs from that upon which this approval is based. Approval of this research applies for one year from the date of this letter. If your data collection continues beyond the one-year period, you must apply for a renewal.

The Committee wishes you the best of success with your research. If you have any questions regarding the approval process, please contact your faculty advisor or visit http://www.gsr.emich.edu/downloads/grad_files/grad_humansubjects/HumanSub_emupolicy.pdf.

Regards,

Paul T. Majeske
Associate Professor and Chair of COT/CFC

Cc: EMU Graduate School
    Dr. Susan Gregory
Appendix G

Chronological Resumes

Chronological resumes are the most common type of resumes. Chronological resumes present information in a timeline approach. Typically, the most recent work or educational experience is listed first, followed by the next most recent. It illustrates how a candidate has made progress towards their career objective through their employment history. This type of resume is best if the candidate has demonstrated experience within their desired career field. It highlights the positions the candidates have held and the companies for which they have worked.

Employers tend to prefer the chronological resume because the format lists prior positions beginning with the most current. Employers perceive this resume style as fact-based and easily skimmmed. For job seekers with solid experience and a logical job history, the chronological resume is the most effective. Career changers and those who lack formal on-the-job experience (like new graduates) find this resume the most difficult to write.

Advantages:

- Many employers and recruiters expect and prefer this format
- Employers can easily scan chronological resumes
- Provides a straightforward history of your work experiences

Disadvantages:

- May demonstrate a lack of work experience
- May show any gaps in employment history
- Employers may guess candidates age if they include older experiences
Name
Street • City, State Zip • Phone • Email

JOB OBJECTIVE

Very concisely state what job you would like next.

SUMMARY

- Write three or four bullet statements that summarize why you would be good at your job objective. Each statement should be no longer than two lines.
- Your statements should highlight your relevant strengths such as experience, skills, community service, and personality traits.
- Prioritize the statements in this section so the most relevant one comes first.

PROFESSIONAL EXPERIENCE

COMPANY NAME, City, State, 20xx-present
Job Title
- Write two or more bullet statements about the work you performed on this job and what you learned or accomplished that’s relevant to your job objective.
- Quantify results of your accomplishments when possible and appropriate. Refer to how you positively affected the organization, the bottom line, your boss, co-workers, or customers.
- Mention on-the-job awards or commendations you received that relate to your job objective.

COMPANY NAME, City, State, 20xx-xx
Job Title
- Write two or more bullet statements about the work you performed on this job and what you learned or accomplished that’s relevant to your job objective. Follow the tips mentioned above.
- Prioritize the statements under each Job Title section so the most relevant one comes first.

COMPANY NAME, City, State, 19xx-xx
Job Title
- Write two or more bullet statements about the work you performed on this job and what you learned or accomplished that’s relevant to your job objective. Follow the tips mentioned above.
- Prioritize the statements under each Job Title section so the most relevant one comes first.

EDUCATION

Degree, Major [if relevant], 20xx
School, City, State

COMMUNITY SERVICE

Organization, Position held, 20xx-present
Organization, Position held, 20xx-xx

Adapted from:
Appendix H

Combination Resumes

Combination resumes merge the chronological and functional styles. They present the knowledge, skills and abilities gained from work in a reverse-chronological order.

This resume type highlights job candidate’s skills and experiences. The combination type of resume is best if job seekers:

- Wish to include volunteer or internship experience
- Have a varied employment history

Advantages:

- Provides employers with the expected chronological format
- Highlights candidate’s skills
- Wish to include volunteer or internship experience
- Have a varied employment history

Disadvantages:

- Can be repetitious if similar functions or skills are utilized in different positions
- May be longer than the chronological and functional formats
Name 
Street, City, State Zip, Phone, Email

PROFESSIONAL OBJECTIVE
Very concisely state what your career and professional objective is.

EDUCATION
Degree, Major(if relevant),20XX
School, City, State

HONORS
Any achievements, representations and awards

WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Skills</th>
<th>Work achievements and how the skill was obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different areas</td>
<td></td>
</tr>
<tr>
<td>Example: Customer Service</td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>Work achievements and how the skill was obtained</td>
</tr>
<tr>
<td>Sales</td>
<td>Work achievements and how the skill was obtained</td>
</tr>
</tbody>
</table>

Summary
Overall strengths Summary

<table>
<thead>
<tr>
<th>20XX - Present</th>
<th>ORGANIZATION, City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>City, State</td>
<td>Job Title</td>
</tr>
<tr>
<td>20XX - XX</td>
<td>ORGANIZATION, City, State</td>
</tr>
<tr>
<td></td>
<td>Job Title</td>
</tr>
<tr>
<td>19XX - XX</td>
<td>ORGANIZATION, City, State</td>
</tr>
<tr>
<td></td>
<td>Job Title</td>
</tr>
</tbody>
</table>

Interests
Hobbies and extra curricular activities pertaining to the position applying for.

References
Available upon request from candidate.

Adapted from:
Appendix I

Functional Resumes

The functional resume might be thought of as a "problem solving" format. The functional resume gives the candidate a latitude to "make sense" of their work history and match up skills and accomplishments that might not be obvious to the employer in a traditional chronological format. Functional resumes group work experience and skills by skill area or job function. A functional resume brings out the candidate’s skills over their specific employment history. Functional resume rearranges employment history into sections that highlights areas of skill and accomplishment.

Job seekers can showcase the work experience that is most important to their career objective. The functional resume can be used to minimize employment gaps. It highlights more relevant skills instead of position titles. This type of resume may work best for first-time job seekers, those reentering the workforce after a long break from employment, or those changing careers.

Advantages:

- Provides a flexible approach
- De-emphasizes lack of experience in a field
- Minimizes possible age discrimination
- Helps candidates with limited paid work experience
- Helps to emphasize on projecting transferable skills from one career to another

Disadvantages:

- Employers may expect the chronological format
- Might make the resume look ineffective
- This type might not be suitable for all candidates
- May not readily capture the attention of the employer
NAME
Street • City, State Zip • Phone • Email

JOB OBJECTIVE
Very concisely state what job you would like next.

HIGHLIGHTS OF QUALIFICATIONS
• Write three or four bullet statements that summarize why you would be good at your job objective. Each statement should be no longer than two lines.
• Your statements should highlight your relevant strengths such as experience, skills, community service, and personality traits.
• Prioritize the statements in this section so the most relevant one comes first.

PROFESSIONAL ACCOMPLISHMENTS

KEY SKILL
• Write two or more bullet statements about employment or volunteer activities in which you used this skill.
• Quantify results of your accomplishments when possible and appropriate; refer to how you positively affected the organization, the bottom line, your boss, co-workers, or customers.
• Mention awards or commendations you received that required this skill.
• If you used this skill to solve problems, briefly describe the problems and results.

KEY SKILL
• Write two or more bullet statements, following the tips mentioned under the first Key Skill section.
• Prioritize the statements under each Key Skill section so the most relevant one comes first.

WORK HISTORY

20xx-present ORGANIZATION, City, State
Job Title

19xx-xx ORGANIZATION, City, State
Job Title

19xx-xx ORGANIZATION, City, State
Job Title

EDUCATION

Degree, Major [if relevant], 20xx
School, City, State

COMMUNITY SERVICE

Position held, Organization, 20xx-present
Position held, Organization, 20xx-xx

Adapted from:
Appendix J

Basic Interview Questions from the Employer

- What are your strengths and interests?
- What Are Your Weaknesses?
- Why Should We Hire You?
- Why Do You Want to Work Here?
- Why Did You Leave (Or Why Are You Leaving) Your Job?
- When Were You Most Satisfied in Your Job?
- What Can You Do for Us That Other Candidates Can't?
- What Are Three Positive Things Your Last Boss Would Say About You?
- What are your long-range goals and objectives?
- What are your short-range goals and objectives?
- How do you plan to achieve your career goals?
- What are the most important rewards you expect in your career?
- Why did you choose the career for which you are preparing?
- What motivates you to put forth your greatest effort? Describe a situation in which you did so.
- In what ways have your high school/college experiences prepared you for a career?
- How do you determine or evaluate success?
- In what ways do you think you can make a contribution to our organization?
- Describe a contribution you have made to a project on which you worked?
- What qualities should a successful manager possess?
- Was there an occasion when you disagreed with a supervisor's decision or company policy? Describe how you handled the situation.
- What two or three accomplishments have given you the most satisfaction? Why?
- Describe your most rewarding high school/college experience.
- What interests you about our product or service?
- What led you to choose your major or field of study?
- What subjects did you like best? Why?
• What subjects did you like least? Why?
• If you could do so, how would you plan your academic studies differently?
• Do you think your grades are a good indication of your academic achievement?
• What have you learned from participation in extracurricular activities?
• In what kind of work environment are you most comfortable?
• How do you work under pressure?
• Describe a situation in which you worked as part of a team. What role did you take on? What went well and what didn't?
• In what part-time, co-op, or summer jobs have you been most interested? Why?
• How would you describe the ideal job for you following graduation?
• Why did you decide to seek a position with this organization?
• What two or three things would be most important to you in your job?
• What criteria are you using to evaluate the organization for which you hope to work?
• Will you relocate? Does relocation bother you?
• Are you willing to travel?
• Are you willing to spend at least six months as a trainee?

Adapted from:


Appendix K

Behavioral-Based Interview Questions

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way?
- Describe an instance when you had to think on your feet to extricate yourself from a difficult situation.
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Describe a time when you were faced with a stressful situation that demonstrated your coping skills.
- Give an example of a time in which you had to be relatively quick in coming to a decision.
- Describe a time when you had to use your written communication skills to get an important point across.
- Give me a specific occasion in which you conformed to a policy with which you did not agree.
- Tell me about a difficult decision you've made in the last year.
- Give me an example of a time when something you tried to accomplish and failed.
- Give me an example of when you showed initiative and took the lead.
- Tell me about a recent situation in which you had to deal with a very upset customer or co-worker.
- Give me an example of a time when you motivated others.
- Tell me about a time when you delegated a project effectively.
- Give me an example of a time when you used your fact-finding skills to solve a problem.
- Tell me about a time when you missed an obvious solution to a problem.
- Describe a time when you anticipated potential problems and developed preventive measures.
- Tell me about a time when you were forced to make an unpopular decision.
- Describe a time when you set your sights too high (or too low).
➤ Give me an example of an important goal which you had set in the past and tell me about your success in reaching it.
➤ Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
➤ Give me an example of a time when you were able to successfully communicate with another person even when that individual may not have personally liked you (or vice versa).
➤ Sometimes it's easy to get in "over your head." Describe a situation where you had to request help or assistance on a project or assignment.
➤ Tell me a time when you worked with a colleague who was not completing his or her share of the work. Who, if anyone, did you tell or talk to about it? Did the manager take any steps to correct your colleague? Did you agree or disagree with the manager's actions?
➤ Describe a situation in which you had to arrive at a compromise or guide others to a compromise.
What steps do you follow to study a problem before making a decision?
➤ We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.
➤ In a supervisory or group leader role, have you ever had to discipline or counsel an employee or group member? What was the nature of the discipline? What steps did you take? How did that make you feel? How did you prepare yourself?
➤ Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem? How did you handle that situation? How did that make you feel?
➤ Tell me a situation in which you have had to adjust quickly to changes over which you had no control. What was the impact of the change on you?
➤ Describe some times when you were not very satisfied or pleased with your performance. What did you do about it?

Adapted from

Appendix L

Candidates’ Job-Interview Questions

CAREER ORIENTED

What career progression do you see for someone in this position? Do you normally promote from within?

How would you describe your management style?

Can you describe your organizational culture?

Do you have a management development or internal training program?

What are the company's plans for growth in the next five years?

Tell me about an employee in your organization who is considered to be an outstanding employee. What makes that person special?

Why did you decide to join this company?

What do you consider your company's strengths and weaknesses?

What are the measurements for success within your organization?

JOB ORIENTED QUESTIONS

What will be my typical day at work?

What are the major responsibilities of this position?

What qualifications would you expect the successful candidate to possess?

What do you see as strengths/weaknesses for this position?

What are the greatest challenges facing the person in this position?

What are your immediate goals and priorities for this position?

Can you tell me more about the position and the type of person you are seeking? What would you consider to be exceptional performance from someone performing in this position in the first 90 days?
Appendix M

Sample of Hospitality Job Search Website Contacts

Bristol Associates Incorporated. Available at
http://www.bristolassoc.com/hospitality.aspx

Casino Careers Online. Available at http://www.casinocareers.com/

Club Jobs. Available at http://www.clubjobs.net/index.html

Daytona Beach Area Convention & Visitors Bureau. Available at
http://daytonabeachcvb.org/index.cfm

Food and drink jobs. Available at http://www.foodanddrinkjobs.com/

Food industry jobs. Available at http://www.foodindustryjobs.com/

Hospitality Careers. Available at http://www.hcareers.com/

Hospitality recruiters. Available at http://www.hospitalityrecruiters.com/

Hospitality Resource Network Hospitality Career and Employment. Available at
http://hospitalityresourcenetwork.com/

Hotel and resort jobs. Available at http://www.resortjobs.com/

Hotel careers solutions. Available at http://www.hotelcareerssolutions.com/

Meeting jobs. Available at http://www.meetingjobs.com/

Restaurant jobs. Available at http://www.restaurantrecruit.com/

Travel Jobs. Available at http://www.traveljobz.net/home.cfm

Wait staff jobs. Available at http://www.needwaitstaff.com/

Wine and hospitality jobs. Available at http://wineandhospitalityjobs.com/
Appendix: N

Interview Attire

Facts about Interview Appearance
- 95% of the employers interviewed said a job seeker's personal appearance affected the employer's opinion of that applicant's suitability for the job.
- 91% said they believed dress and grooming reflected the applicant's attitude towards the company.
- 61% said dress and grooming had an effect on subsequent promotions as well.

General Guidelines
- The interviewer's attention should be focused on what you say and your qualifications.
- Visible tattoos should be covered to avoid distraction.
- Apparel should fit well and remain in place while sitting and/or walking.
- Keep your look simple and successful until you become accustomed to the environment and learn about the company's dress code.
- The job seeker should dress for a position two levels higher than the one for which they are being interviewed.

Grooming Tips
- Hair should be neatly combed or appropriately arranged.
- Be clean-shaven or trimmed, or use fresh makeup.
- Teeth should be brushed, breath fresh.
- Wear clean clothing.
- Clothes should be pressed and neat-looking.
- Shoes should be shining.
- Face, hands, and fingernails should be clean.

The Best Bet
- This is appropriate for interviews and working with clients.
- Looks professional for Hotel and Restaurant Management positions.
Second Best for Hotel Interviews

- This is a very classy look that would be appropriate for both an interview setting as well as for the regular work day.
- This is a professional approach. It may work to show interviewers a bit about the personal style of the applicant.

Third Choice for Hotel Interviews

- Outfit would be acceptable for customer interaction. An outfit like this is also sometimes seen in the office.
- Knee length is perfect.
- Not to short and professional looking.
- Perfect work attire. Neat, clean, professional

Not Recommended...

- Discourage the transparent blouse. Much too casual for interviewing and for most work environments.
- Too much trendy apparel can make a statement about how serious you are as a candidate.

Not Recommended...

- The sweatshirt looking sweater is too sloppy.
- Too Casual for service industry interview

Second Best for Hotel Interviews

- Great for interview or important business meeting.
- Although some interviewers may prefer a matching blazer and slacks, this approach would not be inappropriate.

The Best Bet

- Perfect for interview.
- More than is needed for most important meetings, but certainly acceptable!
- Great attire. It's classic—an appropriate in almost any situation.
- High end interview suit, never a bad choice
Once you've been hired...

- Despite an apparent trend towards more freedom of expression in dress in today's society, many employers have keep dress codes.
- Find out whether your employer has a dress code. Some codes are written out, but others are "just understood."
- Your dress and grooming also may affect the initial friendships you form on your new job.
- All in all, dress and grooming are important to most employers, whether they are looking at job applicants or current employees.

References

- http://amdt.wsu.edu/research/89/