



## *Ohio FCCLA Lodging Skill Event*

# **Lodging Career Investigation**

### DESCRIPTION OF EVENT:

Teams comprised of 1-3 participants will develop a career investigation project in the Hospitality & Tourism pathway.

This skill event supports and integrates the following Hospitality and Tourism/Lodging Career Field Standards.

### OHIO DEPARTMENT OF EDUCATION CAREER FIELD STANDARDS

#### Hospitality and Tourism Core Body of Knowledge

- 1.1 Examine the numerous career pathways within hospitality and tourism.
  - 1.1.1 Identify current and future career options in hospitality and tourism.
  - 1.1.2 Identify education and training needed for entry-level, skilled level and supervisory level careers in hospitality and tourism.
  - 1.1.3 Identify personal characteristics required for individuals working in the field
  - 1.1.4 Examine the advantages and disadvantages of working in independently-owned facilities, non-profit associations or chain-affiliated facilities
  - 1.1.5 Match individual interests, abilities and preferences to career preferences.
  - 1.1.6 Identify key terms and principles associated with the hospitality and tourism industry.
  
- 1.2: Explore professional development opportunities:
  - 1.2.1 Maintain a resume, a list of references, resource files and a portfolio of work experience, licenses and certifications.

#### Lodging Pathway

- 27.3 Describe career opportunities in the lodging industry.
  - 27.3.1 Describe entry-level, supervisory and management careers in the lodging industry at the state, national and international levels.
  - 27.3.2 Research a variety of careers in this industry, both national and global.
  - 27.3.9 Research potential employers in this industry.
  - 27.3.10 Construct a plan to reach a long-term career goal in this industry.

# Lodging Career Investigation

## CORRELATED ACADEMIC CONTENT STANDARDS

### **Correlated English Language Arts Academic Content Benchmarks**

- *Use context clues and text structures to determine the meaning of new vocabulary.* (Acquisition of Vocabulary A, 8-10)
- *Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).* (Reading Process B, 8-10; Reading Process B, 11-12)
- *Evaluate the usefulness and credibility of data and sources.* (Research B, 8-10)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.* (Research C, 11-12)
- *Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.* (Writing Applications C, 11-12)
- *Compile, organize and evaluate information, take notes and summarize findings.* (Research B, 11-12)
- *Use a variety of strategies to enhance listening comprehension.* (Communication: Oral and Visual A, 8-10; Communication: Oral and Visual A, 11-12)
- *Use multiple resources to enhance comprehension of vocabulary.* (Acquisition of Vocabulary F, 8-10; Acquisition of Vocabulary E, 11-12)
- *Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.* (Research C, 8-10)

### **Correlated Mathematics Academic Content Benchmarks**

- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)
- *Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.* (Data Analysis and Probability A, 8-10)
- *Construct convincing arguments based on analysis of data and interpretation of graphs.* (Data Analysis and Probability F, 8-10)
- *Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.* (Mathematical Processes H, 8-10)

### ELIGIBILITY:

1. Participant is an affiliated member of the state and national FCCLA organizations.
2. Participant is enrolled in Hospitality and Tourism Career Program with a Lodging Pathway

### PURPOSES:

1. To conduct a self-assessment to identify student's interests, values, aptitudes, skills, personality traits and learning styles.
2. To research a minimum of three (3) different careers in the lodging industry. (Career Investigation Form included)
3. To further explore a chosen career in lodging by completing one or more of the following (at least 8 hours):
  - a. paid work experience
  - b. volunteer work experience (in-lab or community experience)
  - c. job shadow  
(Documentation of Job Experience form included)
4. To create an organizational chart for one lodging facility showing departments and career positions.

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5. To explore three (3) of the certifications on the American Hotel and Lodging Education Institute Website [www.ei-ahla.org](http://www.ei-ahla.org). (Certification Research Form included)
6. To construct a one (1) page student resume with personal information, education, work experience, extra-curricular activities and references. (One for each student on team)
7. Explore job opportunities through the American Hotel & Lodging Association website [www.ahla.com/careers/index.asp](http://www.ahla.com/careers/index.asp). (Internet Job Search form included)
8. Create a career portfolio with the following:
  - a. Self-assessment results
  - b. Lodging career research forms
  - c. Documentation of lodging work experience (each student should have a form)
  - d. Organizational chart for one (1) lodging facility of student's choice.
  - e. Certification forms completed using the American Hotel & Lodging Education Institute Website.
  - f. Resume (If a team, each student has a resume in portfolio.)
  - g. Job search results using American Hotel & Lodging Association website.
9. Project Display Board with 3 sections (36 " x 48") which may include pictures telling a story about your job experience (ex: your employer and you at your lodging job site, you performing specific job tasks labeling each and/or career information on one final lodging career choice from the three you studied.
10. Interview by 2-3 judges to answer questions about your portfolio and a display board which will include:
  - a. What are your personal strengths learned through your self-assessments?
  - b. Tell us about the three (3) careers you selected and why?
  - c. Use your display and tell us about your lodging job experience.
  - d. Select one (1) certification that you might like to pursue and why?
  - e. Name one of your favorite jobs found online. Tell the location, site, job position and why you selected it? Do you meet the requirements? (It is ok if you do not meet the requirements.)

### RULES

1. This is an individual or team event, comprising of one, two or three participants. Teams of different sizes follow the same rules, timing and scoring.
2. If a team of three who qualifies for state conference loses a member, the remaining two members may compete at state conference. They may not replace the teammate.
3. The student will bring the portfolio and the project display board.
4. The time will begin when the student or team tells the judges their names.
5. Participants will be stopped at designated times for evaluation.
6. Participants must be dressed and groomed for a business interview.
7. This activity is closed to observers.

#### TIMING FOR EVENT

Set up	5 min.
Questioning, Scoring	25 min

**TOTAL TIME for Event                      30 MIN**

#### SUPPLIES AND EQUIPMENT

##### *Supplied by the participant*

1. Portfolio
2. Project Display Board

##### **Supplied by the rally site**

1. Table For Display Board and chairs for participant and evaluators

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### PROCEDURES:

1. Suggested Preparation: Read the event and the rating sheets thoroughly. Complete all of the purposes.
2. Present a professional appearance that would be appropriate for an interview for your career choice.
3. Check in at least 30 minutes before scheduled event.
4. Introduce yourself or yourselves to the judges and give them your portfolio and set-up the project display board.
5. Respond to judges' questions. The judges will ask five questions from the provided questions in this contest guide.
6. Thank judges and depart room.
7. Judges have time to complete scoring.
8. Display and portfolio will be returned following scoring. (Each site will decide whether students will wait for display and portfolio or have another method to return displays and portfolio.)

### RESOURCES:

Educational Institute of the American Hotel & Lodging Association. Skills Tasks And Results Training (START), 2003  
Educational Institute of the American Hotel & Lodging Association. Lodging Management Program, 2005  
American Hotel & Lodging Association Website. [www.ahla.com/careers/index.asp](http://www.ahla.com/careers/index.asp)  
Ohio Department of Education. Hotels and Resorts Content Standards. [www.ode.state.oh.us](http://www.ode.state.oh.us)

**CAREER INVESTIGATION**  
(#2 UNDER PURPOSES)

Name of Career

Description of Career Including Common Work Activities

Interests, Skills and Abilities, Physical Demands

Education/Training/Preparation

Career Employment Outlook

Career Path(s) Including Advancement Opportunities and Helpful High School and College Courses

Salary/Wages

Licensing/Certification Available

## DOCUMENTATION OF JOB EXPERIENCE

(# 3 UNDER PURPOSES)

### Employer Evaluation

Thank you for your assistance and participation with the Hospitality & Tourism Career Study in Lodging. Please help us evaluate the project by responding to the following items.

Business Name:

Contact Person (Evaluator)

Contact Person's Job Title

Student's Name

School Name

1. Did the student set up the initial visitation with you or at least make contact to confirm the appointment? Yes\_\_\_ No\_\_\_
  
2. Did the student arrive on time and stay the set length of time? Yes\_\_\_ No\_\_\_
  
3. How did the student show interest while on the job visit?
  
  
4. Did the student ask questions during the visit? Yes\_\_\_ No\_\_\_
  
5. Did the student behave in a respectful manner during the entire visit? Yes\_\_\_ No\_\_\_
  
6. Was the student dressed appropriately for the visit? Yes\_\_\_ No\_\_\_
  
7. Any additional comments:

### VERIFICATION OF ATTENDANCE

I verify that on \_\_\_\_\_ (Date) from \_\_\_\_\_ (Beginning Time)  
to \_\_\_\_\_ (Ending Time) \_\_\_\_\_ (Student Name) was present  
at \_\_\_\_\_ (Business Name) as part of the job visitation experience with  
\_\_\_\_\_ (School Name).

\_\_\_\_\_ Employer Signature

CERTIFICATION RESEARCH FORM  
(#5 UNDER PURPOSES)

1. Type in [www.ei-ahla.org/sitemap.asp](http://www.ei-ahla.org/sitemap.asp).
2. Find certification and click on it.
3. Choose three (3) line-level certifications from the list.
4. Look at the application/order form and notice the requirement for certification.
5. Close the window and look at the skills validation form for the same certification and answer the following questions.

Name of Participant:

Certification is for what career:

Work Experience Requirement:

Skills Validation Requirement:

Knowledge of Test Requirement:

Skills Validation

List Work Habits:

List of Performance Tasks:

Is a recommendation required? Yes \_\_\_\_ or No \_\_\_\_

Cost of Certification:

## INTERNET JOB SEARCH

(#7 UNDER PURPOSES)

1. Type the internet address: [www.ahla.com/careers/index.asp](http://www.ahla.com/careers/index.asp)
2. Click on Career Search on the side bar.
3. Select position categories for entry level only
4. Select Location (May select more than one.)
5. Click on Submit Form
6. Choose job.
7. Complete the information given below for three (3) jobs using a different form for each:

Job Title

Company Name

Location

Position Description

Required Skills and Experience

Must the applicant supply their own work permit? Yes \_\_\_\_ No \_\_\_\_

Compensation (if available)

Bonus (if available)

Accommodation Provided