Profiling The Campus Recruiter At A Four-Year Hospitality Program

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Profiling The Campus Recruiter At A Four-Year Hospitality Program

Abstract
Profiling the Campus Recruiter At a Four-Year Hospitality Program, is a written profile, supported by anecdotal rather than stridently empirical evidence, by Al Izzolo, Assistant Professor, College of Hotel Administration, University of Nevada, Las Vegas. "Each year major chain corporations as well as single unit companies interview hospitality students throughout the country. A study conducted at the University of Nevada, Las Vegas, was designed to profile the hospitality industry campus recruiter and to provide meaningful data to college students who would be interviewing with these recruiters," the author initially proffers.

"Recruiting at the four-year hospitality program, by its nature, is not a science, nor is it highly quantifiable. The interviewing and selection processes are highly subjective and vary from company to company," says Izzolo to preface his essay.

"Data were collected via a questionnaire specifically designed to answer questions about the recruiters and/or the companies that sent interviewers to the placement office of the university's hospitality program," our author says to explain the process used to gather information for the piece.

Findings of the study indicate that the typical recruiter is male, college educated – but not necessarily in a Hospitality curriculum – and almost 80 percent of respondents said they had the authority to hire management trainees.

Few campuses are visited by hospitality industry recruitment staff as evidenced by Izzolo's observations/data.

Table 3 analyzes the desirable traits a recruiter deems appropriate for the potential employee candidate. Personal appearance, work experience, grade point average, and verbal communication rank high on the list of distinguishable attributes.

The most striking finding in this portion of the study is that a student's GPA is virtually ignored.

"Recruiting for the hospitality industry appears to be very subjective," Izzolo says. "Recruiters are basing decisions to hire not on knowledge levels as determined by an academic grade point average but rather on criteria much less definitive, such as verbal skills and personal appearance," our author opines.

In closing, Izzolo concedes this is not a definitive study, but is merely a launching pad to a more comprehensive investigation on the recruitment subject.

Keywords
Al Izzolo, Profiling the Campus Recruiter at a Four-Year Hospitality Program, Interviewers, Recruiters, Questionnaire, Communication skills, Appearance

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Profiling the Campus Recruiter
At a Four-Year Hospitality Program
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College of Hotel Administration
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Each year major chain corporations as well as single unit companies interview hospitality students throughout the country. A study conducted at the University of Nevada, Las Vegas, was designed to profile the hospitality industry campus recruiter and to provide meaningful data to college students who would be interviewing with these recruiters.

The typical recruiter is male.

The "typical" recruiter representing hospitality firms at the university could be described as male (87 percent), under 40 (77 percent), a staff person (86 percent), and college educated (94 percent). Although the survey returned the questionnaire from 39 percent of the survey, thirty-nine companies returned the questionnaire on the campus during the time period of the study. The survey data was selected from the hospitality industry perspective, since the data was collected by mail at a later date. Respondents were asked to identify which area of the hospitality industry they were engaged in and then return the survey.

The questionnaire was included in the packet of materials received by the hospitality program.

Data were collected via a questionnaire specifically designed to answer questions about the recruiters from several companies. The questionnaire contained questions about the recruiters and/or the companies that sent interviewers to the placement office of the university's hospitality program.

A total of 62 companies recruited on the campus during the time of the survey. Of those responding, the majority filled out the survey after completing their interviews; several were returned by mail at a later date. Respondents were asked to identify which area of the hospitality industry they were engaged in and then return the survey. Several companies returned the questionnaire.

The respondents are from approximately 50 percent of the hospitality industry.

The present study attempted to profile the hospitality industry recruiters from the perspective of the interviewee. The respondents were asked to identify which area of the hospitality industry they were engaged in and then return the survey.

The results indicate that the typical recruiter is male, under 40, a staff person, and college educated. The study also revealed that the recruiters were engaged in the hospitality industry, which includes hotels, resorts, restaurants, and other hospitality-related businesses.

The results of this study should assist educators and students in their preparation for interviewing with hospitality companies. The data collected can be used to develop training programs for college students who wish to enter the hospitality industry.

The study also revealed that the typical recruiter is male, under 40, a staff person, and college educated. The study also revealed that the recruiters were engaged in the hospitality industry, which includes hotels, resorts, restaurants, and other hospitality-related businesses.

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94 percent have college degrees, it is of interest to note that almost one-half the recruiters responding did not have a business or hotel administration degree. Although it was not in the scope of this study, it is of interest to note that almost 49 percent have college degrees. It is of interest to note that almost one-half the recruiters responding did not have a business or hotel administration degree.

<table>
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<th>College Major</th>
<th>Total</th>
<th>Business Administration</th>
<th>Hotel Administration</th>
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<tr>
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</tbody>
</table>

Few Campuses Are Visited

Table 2

Recruiters' Hiring Authority

Respondents were asked to rank order (1-4) by importance various factors they considered when determining if a student would be invited to interview. The factors included: (1) student would be a good candidate for the company; (2) the interview was successful; (3) the student's background was compatible with the company's needs; and (4) the student would fit well in the company's culture. The factors were ranked by respondents as follows: 1. Student would be a good candidate for the company; 2. The interview was successful; 3. The student's background was compatible with the company's needs; and 4. The student would fit well in the company's culture.

Table 1

Few Campuses Are Visited

Respondents were asked to rank order (1-4) by importance various factors they considered when determining if a student would be invited to interview. The factors included: (1) student would be a good candidate for the company; (2) the interview was successful; (3) the student's background was compatible with the company's needs; and (4) the student would fit well in the company's culture. The factors were ranked by respondents as follows: 1. Student would be a good candidate for the company; 2. The interview was successful; 3. The student's background was compatible with the company's needs; and 4. The student would fit well in the company's culture.
The study also developed a portrait of the recruiter, which would be useful if they are to become excellent recruiters. Although they may be productive at lower management levels, it is through these interviews that the function is identified for many students, and it is in these interviews that the individual's qualifications for the industry are evaluated. All standards will be utilized, and the strengths of the individual's qualifications will be utilized. The strong qualifications in the interview are more definitive, such as verbal skills and personal appearance. The work experience qualifications will be utilized, since the interviewer determines the importance of the qualifications on a personal basis. The first impression is the most important, and the final decision is made based on the qualifications. The GPA has been disregarded as an indicator of knowledge, but it is disregarded because the GPA is not a good predictor of success and viewed by educators in most disciplines as a predictor of success and viewed by employers in most disciplines as a predictor of success. The GPA is not the virtual measure of success, but it is the virtual measure of the student's ability to succeed in the industry. The qualifications include work experience, grade point average, and verbal communication. These qualifications that a student should possess. (see Table 3).

Table 3

<table>
<thead>
<tr>
<th>Personal Appearance</th>
<th>Work Experience</th>
<th>Verbal Communication</th>
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</tr>
<tr>
<td>10.0%</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

These qualifications are the minimum that a student should possess.
helpful to students preparing for interviews. This profile, along with the recruiter's perceptions of the interview and the interviewee, should help educators and students in professional preparation.

Many recommendations for future study, educational direction, and student involvement can be made based upon these preliminary findings. A thorough study into industry expectations needs to be conducted. Although many programs maintain industry education advisory boards, the question of industry need is still present. Such a study would involve corporate personnel officers as well as recruiters. The results would also provide educators involved in a professional preparation program with useful data. Interviews with industry professionals before the interviewing process begins may help students identify areas that need improvement in personal appearance and verbal skills. Students should make every effort to prepare these profiles for the interview.

Educators involved in a professional preparation program should make every effort to prepare future professionals for this entry level interview. If the industry is stressing appearance and verbal skills, both of these areas should be treated in the classroom and in seminars specifically designed for recruiting and the job search. Educators may also need to take the initiative and educate the industry concerning career development and the job search. Educators may also help develop a corporate image in personal appearance and verbal skills. Students should make every effort to develop communication skills.

Students should make every effort to develop academic excellence. Industry personnel are still interested in education. According to the profile of industry personnel, academic excellence is not indicative of the industry's attitude.

The above mentioned recommendations are not exhaustive. Educators and students in professional preparation programs need to continue to help improve corporate perceptions of the interview and the interviewee.