# The Scandinavian Hospitality Industry vs. Norwegian Hospitality students: A Competency Assessment.

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TITLE:

**The Scandinavian Hospitality Industry vs. Norwegian Hospitality students: A Competency Assessment.**

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**Abstract**

The purpose of this study was to assess the competency criteria employed by Scandinavian hospitality industry managers when hiring a potential full time employee in their respective departments and student perspectives of these. To achieve the best comparison students answered the survey as what they believed a recruiter would rate as important when making hiring decisions. This theses introduces competency criteria research in the Scandinavian hotel industry and can be considered to open for further research on the field. The data were analyzed with the content analysis techniques of phenomenology quantitative research and revealed that skills & abilities and attitude are the most influential factors for making hiring decisions for the industry managers. The students were more widespread in their assessment of the importance of the criteria and projected knowledge to an equally important factor.

Concluding thoughts presented in this thesis is in regards to managerial implications for the industry and the educators, based on student and industry result. The ultimate outcome of these management implications is to achieve consistency in hospitality recruitment and selection based on educational and industry demands.

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## 1.0 Introduction

According to the World Travel and Tourism Council (WTTC) (2013) Norway's travel and tourism industry is expected to generate 33,7 bill. NOK of economic activity with 222.000 jobs 2013, forecasted to decrease 1,4% by 2024. At the same time there are just two hospitality management bachelor programs through Norway. As a result of growth in the industry the FAFO report of 2006 show that the increase of foreign workforce, Swedes in particular, has into a staggering 32 percent of the hotel and food service industry. The few hospitality bachelor programs are supplemented with 6 tourism and travel programs. A total of 8 hospitality and tourism bachelor (3years) programs in different parts of the country, this may be explained by the focus on mountains and fjords, nature and wildlife, cruise and guiding – not hoteliers and Michelin restaurants of Norway.

The presented research in this thesis regards selection criteria in the recruitment process, set by employer and applicant, within the Scandinavian Hospitality industry. The purpose of the study is to reveal importance of certain competency aspects, furthermore it will serve as a managerial guideline towards bringing Norwegian hospitality students closer to the industry. The focus in regards to recruiting and knowing selection criteria will be of positive impact towards the industry managers seeking new employees. Assessing the extent of importance as to several competency factors might help industry managers reach a clearer image of what they seek. Students' reflections of recruitment and selection criterion is not set out to match what the industry actually need.

However small the group of qualified hospitality management students is today, the increase in new projects and larger hotels is real. The developing pipeline shows that in 2013 Norwegian hotels were projected with 10 new hotels within the year, with a significant decrease of forecasting 2014 the pipeline is still developing steadily(Horwath 2013).

## 1.1 Research questions

Proving the main directive for this study is to explore and assess what major differences in what the industry seeks and what the students believe are important competency criteria hence to recruitment and selection. From this main directive the researcher has found three research questions that will be answered in the chapter of discussion and management implications.

1. Are there major differences in education and its effect on hiring decisions?
2. What are the most important factors and items for the industry professionals?
3. Where do the departments and student/ industry differ the most?

As the questionnaire published is hence to discovering the importance of each item, the results of the analysis has been put into management implications and further elaborated including hospitality educators and their institutions.

## 1.2 Hospitality Education in Norway

According to the Nordic Hotel Consulting report (2014), the two largest cities of business in Norway travel is Oslo and Stavanger, the latter yielding the highest REVpar of 1042,38 NOK(February 2014). These two cities are also where the hospitality management programs are offered, and they work closely with the schools in college recruiting. Industry professionals have seen the benefit of hiring young and upcoming college graduates that wish to succeed in the industry, however they claim that some educational aspects are outdated and are in dire need of change. The two bachelor programs of hospitality education in Norway focus on similar aspects, but have a different philosophy as to what they are teaching. Below the curriculum is shown.

Model 1. Three year bachelor program no 1

| | |
|---|---|
| + Matematikk for serviceledelse | + Investering og finansiering for vertskapsnæringen |
| + Introduksjon til hotelledelse | + Bacheloroppgave i hotelledelse |
| + Examen Philosophicum - NHS | + Markedsanalyse og markedskommunikasjon |
| + Statistikk og metode | Valgbare emner eller utveksling |
| + Serviceledelse og serviceorganisering | + Organisasjonskommunikasjon |
| + Bedriftsøkonomisk analyse for vertskapsnæringen | + Prosjektledelse |
| + Markedsføringsledelse | + Ansvarlig vertskap |
| + Finansregnskap for hotell og reiseliv | + Lederlaboratorium |
| + Mikroøkonomi | + Reklamespråk og reiselivslitteratur |
| + Vertskapsplanlegging | + Spansk for reiseliv |
| + Personalledelse og kommunikasjon i servicebedrifter | + Talekunst og presentasjon - i teori og praksis |
| + Operativ ledelse av hoteller | |

Model 2. Three year bachelor program no 2

The two institutions presented above are not only different in offered subjects, their organizational structure is also different, one is a private college institution and the other is a part of a state university. Reflecting the subjects presented to the students prior to their and can be considered more than indicative as to what competencies that are expected in the hotel industry. The importance of acquiring knowledge theoretically that is attractive hence to a recruitment situations is vital.

Industry professionals often claim that what educators teach in the classroom is outdated (Mao et al 2010). Technology, the workforce, hospitality and tourism products and customers are ever changing (Mao et. al 2010). University faculty and industry professionals must work together to make sure that the graduating students possess the necessary skills and knowledge to enter the workforce successfully, meaning that they know what they are “up-against”. As a result of this ever changing environment we can see clearly in the tables presented above that some important aspects of an hoteliers day is presented in the one, not the other. Revenue Management started in the early 1970’s with the airline industry, and is as we know it a large part of the service industry in general (Talluri & Ruzin, 2006). In Norway today the complete set of chain-hotels operating are using revenue management daily, pricing strategies and dynamic pricing. Even the HSMAI Chapter Norway has debated and tried to reach a solution to provide hospitality students and industry professionals with this knowledge and skill-set (“Revenue management i focus, 2009”)

Disregarding that the provided education in the Norwegians institutions are indicative of needed competencies, there are other important aspects regarding a recruitment, selection and competency in the decision making process for an industry manager.

To further present these factors of importance the theoretical chapter of this thesis is structured with stating the differences between recruitment and selection. Projecting former studies that have tested competency models and assessment of the field of hospitality in regards to recruitment and selection processes. One of the greater competency works that will be reviewed is Sandwith's (1993) competency model up against studies towards the hospitality industry. Other smaller contributions towards this particular field will be reviewed.

## 1.3 Conceptual clarification

### 1.1.3 Hotel departments

The departments presented constitute the operative departments of a general hotel. These departments are also own areas of education and knowledge. However hotel-departments operate differently as to what country or even what hotel, the author found it necessary to generalize these with the use of the student-respondent groups curricula. Hospitality managers will run their departments differently, however as this respondent group all are from the same operating hotel-chain it will be safe to say they have a general and similar understanding of the concept of hotel departments.

Food and Beverage

The food and beverage departments' primary function is to provide food and drinks to the hotels guests. There is great diversity in the activities performed by this department and considerable variety in the skills required. The kitchen department often falls under the food and beverage, except the knowledge, skills and abilities are more important when providing food service to follow rules and legislations.

Food and Beverage is within the study of hospitality and gastronomy a large industry disregarding the hotel aspect of it, however the food and beverage department at a hotel is a large potential revenue holder in the hotel operations.

Front Office

The front office department is where guest are greeted, checked in and assigned rooms; telephone and booking department usually falls under the front office department, and bell boys, depending on the size of the hotel(O'Fallon & Rutherford 2010).

Sales/Marketing

The sales and marketing department are at a hotel quite small and coordinating these is looked upon as simple, as opposed to the others. Usually this department consists of sales mangers and or sales personal attempting to find and attract the right segments to the hotel. This department usually works independently to seek out potential clients and taking care of existing customers (O'Fallon & Rutherford 2010). Sales and marketing in more or less focus for the individual hotels, depending on market situation, size of hotel or the organization of the hotel chain.

Housekeeping /Room inventory

Defined by O'Fallon & Rutherford(2010) the rooms department performs the lodging part of a hotel. Reservations and bookings must be accepted, rooms must be cleaned. The housekeeping department is responsible for cleaning guest rooms and public areas. Security and engineering also fall under the room inventory department, making sure that the safety and technical quality of the hotel is upheld.

Conference and Event

Most hotels do conventions, conference and meetings including the food and beverage part. Business meetings and affairs held by local groups and companies. To reach these customers needs hotels internationally often do own convention departments or event centers at the hotel(O'Fallon & Rutherford 2010). Conference and Event, or MICE industry have in later years developed rapidly and intensely outside the hotel industry, with congress and event agencies. In Scandinavia the need of conference and congress venues have increased and many new hotel projects have taken this need into consideration when developing building plans.

General Manager/Hotel Manager

General Manager is the person with overall operational responsibility at the hotel. The hotel manager is key implementer of business strategy and can be seen upon as the role model for the entire hotel. She or he also secludes the financial responsibilities, forecasting, estimating and reaching budgets(O'Fallon & Rutherford). The hotel manager often has operational responsibilities for specific operations at the hotel, being the general managers' right hand. The Hotel Manager has large insight as to what goes on at the hotel, financially and HR ad hoc cases.

### 1.4 College recruitment in Norway

College recruitment in Norwegian hotel schools often goes through Career Days, professor's industry network or field trips to head quarters or hotels in the nearby area. Although arranged by the school or student initiatives and volunteer work, the students get the chance to interact and network by themselves. When students find a professional network and works hard to broaden it – the right job might just sail the right way. However this type of recruitment is mostly based on the first impression of the student, personality, tone of voice, appearance and other clinical factors. All students are allowed to attend these sorts of events, and meet the people behind the scenes of the industry, but somehow the loudest, most charming or clever get a heads start.

A typical career day will include some sort of industry theme, public speakers that have in depth knowledge on this, sponsor stands and speed date interviews. The professor's industry network is often used as guest lecturers when presenting a dilemma or gap in the industry, hence to managerial responsibilities. Thirdly there are some classes like event and meeting management or hotel design that requires one or two fieldtrips to get the technical and real life aspect of what the literature is concerning.

### 1.5 Industry specific work experience

Relevant job experience is highly relevant and valued in the hospitality industry. Most hospitality programs throughout the world raise awareness of the importance regarding practical work experience (Clark & Arbel, 1993; Boseman & Barrow; Littlejohn & Watson, 2004) and students are often required to complete a field-based curriculum as well as a full-time internship (Raybould & Wilkins, 2005). However in the Scandinavian hospitality industry and the Norwegian institutions at hand does not offer practical, field-based curriculum or any full time internship and students are encouraged to choose their part-time jobs wisely. Noted in the more recent research of Chung-Herrera, Enz and Lankau(2003) their factor "Industry Knowledge" or preliminary work experience came out on the lower end scale of their quantative study targeting hotel managers and industry CEO's in the US. Taking the concept of work experience and industry knowledge into consideration towards the Scandinavian Hospitality Industry would be relevant to find if the institution needs to keep on or rethink their current situation. According to Cole, Rubin, Field & Giles (2007) students work experience, together with their academic qualifications and extra-curricular activities, interact to help recruiter's predict a qualified applicant and their work-related efficiencies.

## 2.0 Literature review

### 2.1 Literature search and journal review

The literature review has been listed pre-tested with a leadership and HR-expert at the University of Stavanger, Professor Aase Helene Dagsland, discussing the core of several theoretical aspects that must be reviewed, new themes in the literature and importance for the industry in general. Professor Dagsland had recommendations towards core leadership theory and supplementing this with the industry overview with NHS syllabus books.

The author also found previous hospitality education to be valued, and had a private selection from former educational purposes within the field of leadership and hotel perspectives.

The literature review has been carefully conducted through the UIS network Oria, to access the articles used in this thesis and through this network reach hospitality journals internationally and research conducted within hospitality institutions in the US (Rosen College & Cornell University – Cornell Hotel and Restaurant Quarterly). The journals that the selected articles are published have been rated to a peer review system, available from the network page Oria. Further all the articles have been downloaded through EBSC host and Science Direct by Elsevier publications. The most used journals in this thesis are;

- Journal of Hospitality and Tourism Education,
- International Journal of Hospitality Management,
- International Journal of Hospitality and Tourism Administration,
- Hospitality and Tourism Educator

Books from earlier leadership classes throughout my studies have been vital to bind the foundation within recruitment, selection and competency models. The books used in the upcoming literature review have been collected at the library at UIS, more specific within the sections of hotel management and leadership.

Reports from two well renounced Norwegian hotel statistic bureaus, Nordic Hotel Consulting and Horwath Hotel Consulting, has been collected from the previous calendar year and are published online. The last report used in this research has been the WTTC, which published yearly overviews of the worlds' hotel and travel industry.

The main theoretical aspects reviewed in this thesis are the dividing between recruitment and selection, how personality traits and skills-models are compared, finally culminating in how the development of competency research in the hotel industry has been foreseen. With the use of Sanwith's (1993) competency domains and Millar et.al(2003) HIRHM model the competency factors of Tesone & Ricci (2006) has been validated, including the authors two new instruments of measurement. The theoretical review is meant to draw a clear image as to what type of competencies the hospitality industry in particular needs to include when researching recruitment and selection of the right employee, to the right job, at the right time and with the right skill and competency-set.

### 2.1.1 Literature critique

During the research a discovery of high ethical significance was made. The article chosen as an instrument in proceeding with the competency model was deemed plagiarized by the authors themselves. In the year 2005 Ricci published his doctoral thesis with the findings of focus groups made into a survey sheet and then given to hotel respondents in Florida, US. The second time the article was published was with a co-author, Tesone in 2006, everything from the abstract up until the conclusion was similar with no reference to former work from Ricci himself. In this paper the reliability analysis showed an alpha of .968, but with no reference as to where this number stemmed from or what factor it was regarding. A factor analysis of the respondents' answers was made, even though there were 41 items and 104 respondents, which makes the factor analysis invalid.

Frightening enough the story did not end here, both the authors polished the article with a new title, using the same content in another journal deemed valid in peer reviewed lists. My supervisor and I both sent emails regarding this to the author and the journals where it was published, with mixed responses. The journals gave a relatively rapid answer that they would look into the matter and persist that they took these allegations seriously, but the authors never gave any response to the emails sent. Any author that is secure in their work and has not plagiarized their own is expected to answer for their work with little or no regard as to who sent the email. This case does however remain unsolved, until my supervisor or I hear back from the control committee in one of the journals.

However this did not stop me choosing the instrument presented by Tesone and Ricci(2011) in their article *"Towards a definition of entry-level job competencies: Hospitality Manager perspectives"*, mainly because of three reasons. The instrument was publically distributed

(available for the author), it had direct coherence with student competencies when finishing studies and it was hospitality industry related. Most of the research found within the remainder of the literature also were industry related and some of them in direct setting with student competencies, but mostly without the instrument available for the author nor conducted with quantitative design.

## 2.2 Recruitment

The French word "recrue", which means a newly hired soldier under training, are similar to what Norwegians call "rekrutter" today. In Scandinavia the word recruit (rekrutt) were already used in the 15th century in the military context. Recruitment however will at most times be referenced when discussing the work market. There are two disciplines in theory regarding use of the term recruitment. One of the disciplines will refer to recruitment as the entire process from finding applicants and choosing one or more amongst them (Nordhaug, 2010). The second describe recruiting the applicants and selection of them as entirely different processes, which should be considered apart from each other. As Grimsøe(2012) describes in her review of recruitment and its definition.

> "Recruiting is to attract qualified applicants to a position(translated)"

Furthermore weighing the differences between recruitment and selection, Grimsøe (2012) explicitly note that to contact and recruit the qualified applicants externally clearly saves the company time in the process of selection the right person for the job. On the contrary a large number of unqualified applicants will consume time and resources when selecting the applicants.

> "Selection is a process where employers, by using structured and unstructured methods, seek to choose the best fit amongst the job applicants (translated)."

Further in this theoretical review both recruitment and selection will be elaborated separately because of the type of industry in this research. Including the terms of selection and recruitment, competency models and former research done in the field of hospitality management will be reviewed.

With an industry in constant need of staff in regards to turnover, it is important to realize that the hotel-industry has taken into serious consideration what hiring the right people for the

right job means. To reach the “best- fit” there are several things that need to be taken into consideration; the pre-recruitment process of Wood (2002) not only focuses on job-criteria, but to immensely focus on the criteria to find the best potential employee.

There are two main recruiting processes, when separating recruitment and selection; internal and external recruitment. Although one cannot decide which is the most ideal as the organizations will vary, the latter can be more resource demanding. Going back and forth with the advantages of internal recruitment, two main issues come out: it is time and cost effective. However when planning internal recruitment there are several aspects to take into regards, eg: employee’s reaction, possible candidates and “inbreeding”. If you in fact find the perfect candidate within your company, the possibility of them not is having the same amount new and innovative thinking, as the one recruited externally. One step in the recruitment process that lack’s innovative and creative thinking, might be the sources where employers recruit from(Wood 2002). Where do you find the best employee?

There are several hundreds of different channels building recruitment-departments, focusing on selling the right job, finding staff on a short time schedule, colleges and universities with “career-days”, public and private headhunting agencies; hired to help you find the best person- job fit(Wood, 2002). This typical part of external recruiting of course exploded when the internet rose to power, when the hotel chains had the possibility to create online databases with CV’s, job openings, training programs and other important recruiting criteria.

### 2.2.1 Internet and communication

And with the internet announcing a vacant position comes flexibility, Grimsøe(2012) describe some of the advantages with working with the internet; speed in distribution, ads are available 24/7, it gives a fast communication channel, more information can be posted and it can be adjusted at all times. However there are pitfalls when distributing job openings via internet; as an employer you receive a vast quantity of applications because the availability of sending it are cost-free and fast tracked. This can be of concern when each application and CV’s has to be gone through to find the qualified applicants, as this is time consuming and therefore costly, one can communicate criteria that has to be fulfilled before applying.

Another important demand is that the decision-makers in the recruitment processes, in this industry case mostly the general managers, is that they comprehend answering the applicants

within a short time (Grimsøe 2012). Regarding the interesting and qualified as well as the unqualified, communicating what the organization wish to achieve and what type they want to hire.

Larger companies have their own distribution channels, with possibilities to add your CV for general concern and apply for specific vacant positions(Grimsøe 2012). The three largest Scandinavian hotel chains all have these types of search and communication engines and all promote openness towards all service minded and hard working people to apply, not weighing education as a part of their demands in particular.

### 2.2.2 Recruitment criteria

Several substantial studies have been done towards what are the most important criteria when hiring in the hospitality industry and in this chapter the focus will be to find a hybrid of college and industry studies, to find the main three factors in recruitment criterions. As the industry is a delicate and dangerous machinery of employees and customer relations the recruited staff needs to have acquired or be willing to acquire the appropriate skills, motivation, availability and experience(Lucas 2004).

In the study made by Lucas and Langlois(2001), the authors tried to differentiate what type of skill set or criterion that are considered more important than others in regards to department activity. Most of the hotels they had in their study concurred that personality, motivation, references, skills and availability where the most important factors when recruiting new staff. However one of the four stood out when hiring within the restaurant industry, to have full availability. Another interesting aspect occurred in bar-recruitment; Age. In the bar and nightclub part of hospitality age is considered as vital as to handling alcohol, cash flow and long working hours.

### 2.2.3 Job fit-model

Broadly defined by Mitchell(2001), job fit is an employee's percieved comfort level with his or her job setting. Comfort level refers to an employee's fit with the work group, co-workers, culture and values of the organization. Mitchell's (2001) research suggests that the greater the job fit, the more likely the employee will feel "embedded" in and this supported by the

organization. Middle managers and supervisors are typically closest organization's intentions directly to their subordinates. Therefore Dawley, Houghton & Bucklew(2011) contend that supervisors support play a valuable role in facilitating subordinate job-fit. Further the job fit and organizational research presented by Dawley et.al(2010) suggest that job fit and personal sacrifice are important mediators of relationships that affect turnover intentions. In regards to hospitality students job fit taken into consideration when applying for a job and motivations towards a specific organization Yen, Murrmann & Murrmann's(2000) research show that in the preliminary stage of applicants decision-making process the organizational job fit is of little regards to the students. However as Yen et al.(2000) presents in their final managerial implications they do whey the fact that encouraging job-seekers to consider job fit would create positive impacts for organizations in various ways. For instance communicating a clear image and expected fit between organizations, including personalities and desired skills through recruiting process. The job-fit model and the right selection criteria in a recruitment situation is vital for its success in the organization.

### 2.3 Selection

Selection of recruit's is often described as being discriminate against applicants without breaking the law (Woods 2002). For this method not to break the law it has to be; consistent factors that help recruiters decide what skills overweigh the others. This type of plan is often set by management; education and work experience, but as all the applicants are individuals, personality and appearance factor also is included (Woods, 2002). This of course on a more platonic level of being neat and tidy clothing wise, or showing exceptional personality abilities when dealing with people and stress.

In regards to the selection processes two basic criteria are set when reviewing applicants; ascribed abilities: abilities that the person does not have control over (age and sex). Acquired abilities: abilities that the person has acquired through own efforts (Grimsøe 2012).

Two important academic terms come to the table when discussing selection, reliability and validity. The first refers to the degree to which a selection method consistently produces the same results. When referring to reliability in a selection process it has to at all times, regardless of the selection method (tests, observation or interview) it must be reliable (Woods, 2002). Validity can be described as the degree or to what extent the selection process really measures or predicts. There are commonly two types of testing validity in the selection

process; 1. Criterion validity. This type of validity basically checks for predictors function towards the criterion function, which basically means: how the test is expected to go vs. how it actually went. 2. Content validity, more strict in its ways it requires a five step model:

1. Completion of a job analysis
2. Development of a test
3. Presentation of the test to a panel of experts for verification
4. Additions to or deletions from the test by experts
5. Verification of validity and completeness of the modified test with current employees

You create a test to measure the probability of success as for example a waiter/waitress. Furthermore it would be important to mention the selection steps within the organization, as human resource departments focus highly on these to perform effectively in a recruitment process.

- Explicit
- Objective
- Thorough
- Consistent

The most popular and well used type of selection is the interview, both by job-seeker and employer. Relatively low time consumption, practically cost free and fulfilling a social function. However the results or answers given under an interview have little or no reliability and validity to the employer. This often because the time or effort it would take to research everything stated in an interview is not possible. Therefore a new type of interview developed to seek out and select top-talented employees: the competency based interview. Focusing on correct answers as to a task referred to in the job-description or in the CV distributed from the applicant.

In the article theory and practice in managerial selection: Do we practice what we preach? By Bartlett & Chen (2012) they raise the matter of recruiting college graduates towards the hospitality industry and question what is regarded as important student characteristics within reaching their full potential. Furthermore by allying themselves with the hospitality college recruiters they explored what selection tools that were considered the most effective.

## 2.4 Trait and skills

Gary Yukl(2013) reviews in his book the managerial competencies and general differences between trait and skill theory. Here under competence traits and the big five- the personality model is well embedded into the recruitment and especially selection processes via tests. The big five are; surgency, conscientiousness, agreeableness, adjustment and intellectance and when discussing these it is of importance that not all scholars agree that they fulfill relevant criteria in selecting the right person into job fit. Reviewing the positive use of the five factor model is that towards the general aspect of trait testing it covers to a larger extent all dimensions of the personality as opposed to specific component traits. Specific component traits are; energy level and stress tolerance, self confidence, internal locus of control, emotional stability and maturity, power motivation, personal integrity, narcissism, achievement orientation and the need for affiliation. The mentioned component traits are developed through research over several years, and Yukl(2013) presents that there have been differences in results but the generalized communicated component traits are showing in each study.

The trait versus skill discussion have been going on since the mid 18$^{th}$ century and one of the first large researchers mainly focusing on a person's skill-set as opposed to personality traits in recruitment were Katz(1955), weighing three important aspects when modeling skills and effectiveness. Yukl(2002) interprets the following from Katz(1955); technical skills, conceptual skills and interpersonal skills. To elaborate these three aspects Northouse (2013) dedicates a whole chapter mainly based on these three aspect from Katz' (1955) article, making it highly relevant in leadership: theory and practice.

Technical skill: Refers to skills in specific work or activity as well as the analytical ability. These type of skills are vital into use of tools and techniques of the organization. Most hands on activities, product or process require some sort of technical skill (Northouse 2013). In the hospitality industry an example would be comprehending booking systems and other software in regards to providing service towards guests.

Human skill: Basically referring to direct "people skills", aiming to the skill to communicate and work effectively subordinates, peers and superiors to reach company goals (Northouse 2013). In hospitality however it is not only "getting along" with the people you work with, it is a guest perspective that you are perceived as warm and humble when providing service.

The human skill of empathy and controlling emotions are huge assets in one's personal skill-set working in the industry (Chon and Maier, 2010).

Conceptual skill: This is the ability that most leaders need to comprehend, however any employee that has the conceptual skill is consider to be pulling their weight in gold implementing strategies. The conceptual skill-set refers not only to follow ideas and develop concepts, but to shape an organization in the right direction and see clear solutions to current problems (Northouse 2013). Industry wise there are ad-hoc problems occurring on a regular basis, and if an employee has conceptual skills they are able to solve these more effective than others.

Formerly mentioned the chapter of selection, Grimsøe(2012) divides selection into acquired and ascribed abilities, separating from who you are and what you have become through effort and learning. In Northouse' (2013) interpretation of separation of skill and trait he draws a similar conclusion, traits are ascribed to you as they are a part of your personality and skills are acquired by you through learning and experience.

The original skills model that Katz' presented was later further researched with the Mumford group in the early 1900's also analyzing skills needed for effective performance and leader characteristics to develop a skill-based model of leadership.

It should be noted in this research as to the criteria not being that neither employers nor future employee's are to hire or apply a "middle manager position", but when considering the group of students finishing higher education it should be taken into consideration what is acquired of them as future leaders. Students of today's hospitality institutions are to acquire leadership-knowledge and training through cases and theoretical models and it has become a substantial part of i.e a bachelor programs (Bosemann & Barrow, 1999).

Another aspect of further exploring the skills model and research done by the Mumford Group is that its applicability to full-time employees in the hospitality industry is high. Moreover because this is an industry that requires employee's to think on its feet, solve problems and have immense people skills. Although the Mumford study was conducted in a military context, the hierarchical organizational maps of hotel operations (Enz 2011) require a similar skill-set.  Because of the hotels enormous diversity in operational departments a

certain quality of leadership skills is required to produce service repeatedly into profitable business.

Mumford et.al (2000) emphasizes their research to direct the best problem solving leader, considering four individual attributes building on Katz' developed theories. Firstly they regard problem solving abilities and the leader's creative, innovative and unusual way to tackle problems. These abilities are carried out in an organizational context and regard defining problems, collecting information and finding appropriate solutions. Secondly social-judgment skills and the ability to work with others, be considerate and show awareness towards others using "social intelligence" in a problem solving situation. Social- judgment regards three aspects; perspective taking, social perceptiveness and social performance. These aspects awareness of others attitudes, show empathy and work as a mediator in the organization. The third part of Mumfords (2000) skill-set model is knowledge and the application of right knowledge into correct situation while regarding a problem in an organization. Finding the right knowledge to proceed with in a timely manner still considering the other aspects mentioned above are vital for effective problem solving.

In addition to the three abilities presented above Mumford (2000) emphasizes individual attributes and personality as a part of the skills model. One of Katz' main points were to distinguish trait theory from skill theory, and with adding personality however important in solving problems in an organization it can be considered as confusing to add personality as a skill attribute. The individual attributes mentioned can develop and evolve in a desired manner when looking at: general cognitive abilities, crystallized cognitive abilities and motivation. General and crystallized cognitive abilities move towards an individual's intelligence and intellectual ability (Mumford et.al, 2000).

### 2.5 FIHRHD-model

In later years several studies have been made in regards to skill and trait models in especially the American hospitality industry (Graves 1996; Annaraud 2006; Tesone & Ricci 2011; Kwok et.al 2011). When reviewing earlier research on the field authors seem not to have found a clear distinction to what type of model, either trait, skill nor competencies model to rely on when including the industry perspectives. However in larger extent the focus on competencies models, such as the "Factors Influencing Hospitality Recruiters Hiring

Descisions(FIHRHD)" which secludes both trait and skill-set into competencies also focusing on job-fit and organizational-fit in hiring students (Kwok et.al 2011).

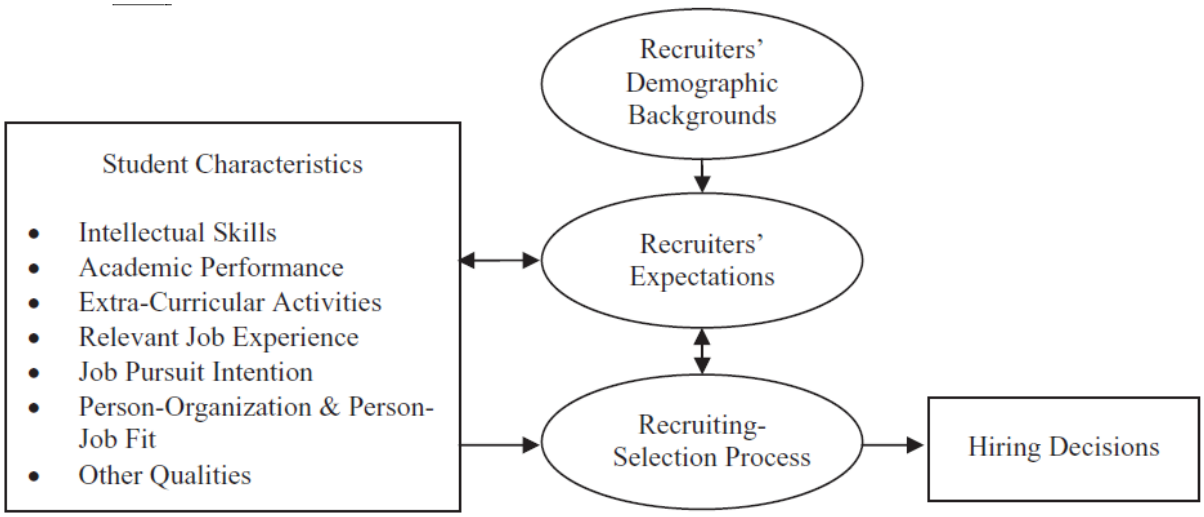



**FIGURE 1** Factors Influencing Hospitality Recruiters' Hiring Decisions (FIHRHD) Model.

Figure 1 is showing the FIHRHD-model (Kwok et al 2011) developed from qualitative interviews with industry managers towards hiring college graduates and finding the most important demands. Earlier the same year Tesone & Ricci (2011) presented a quantitative research article coherent with the student characteristics above.

Unfortunately the article of Tesone & Ricci (2011) show little or no reliability nor validity in their research, especially regarding which characteristics are the most important. After in depth literature research I have found that the article published in European Hospitality Journal by Tesone & Ricci (2011) is Ricci's own doctoral degree(2005) published in the same journal without clear evidence of any validity in the survey development, collecting of data or achieved sample. And above all; in the article (Tesone & Ricci 2011) Ricci's doctoral degree is not even mentioned or in the literature list.

However the article from Tesone & Ricci (2011) referenced in Kwok et.als (2011) article have little or no holding point as valid research towards the industry. Another article by Annaud (1996) qualitatively comparing in-depth interviews the Russian and American hospitality industry and its educational programs do show valid. Referencing Annaud's (1996) article hence to the factors that influence the hospitality industry's hiring decision is Graves (2006) which goes into industry specific food and beverage operations towards education and recruitment of the right person in the right job.

Further building the FIHRHD-model and its relevance when developing hiring demands for the industry we can go into the competency models. A competency model is a descriptive tool that identifies the knowledge, skills, abilities and behavior needed to perform effectively in an organization (Lucia and Lepsinger, 1999).

Chung-Herrera, Enz and Lankau (2003) present that instead of focusing on personality traits competency models focus on behavior, mostly regarding difficulties in measuring personality accurately. Putting three main disciplines up against each other, where psychologist will claim that personality testing have come far since first developed and can be counted as accurate. The social science discipline and economics have focused on relative measurements, industry specific and more reliable hence to predict effectiveness in work-behavior.

Their goal in developing a competency model for grooming future hospitality leader was to provide the hospitality industry with a competency model that organizations can use individually, employees can use for understanding industry demands, hospitality institutions regard when providing curriculum and finally for students to craft career paths (Chung-Herrera et. al 2003). Deriving their factors of competencies from literature on competency models and hospitality managers feedback they developed eight overarching factors; self-management, strategic positioning, implementation, critical thinking, communication, interpersonal, leadership and industry knowledge (Chung-Herrera et. al 2003). This elaborates both Katz's (1955) skills model and the Mumford Groups (2000) earlier research conducted focusing neither personality nor individual attributes. As it is a specific leadership competency model for the lodging industry, it will be taken into consideration in further development of this thesis.

Chung- Herrera et.al (2003) distributed from the eight overarching factors, 28 dimensions and 99 specific behavioral competencies to industry leaders and received responses from 137 of them, yielding a response rate of 18,6 percent. Of the eight overarching factors industry knowledge, leadership and interpersonal skills, while important, ranked lower than the other five. Industry knowledge is expected to be obtained while working in the industry and may not be as necessary as before, while capacity for flexibility in a changing environment and business is difficult to learn. Interpersonal and leadership competencies also scored lower and show that embracing diversity and change, developing others and leadership versatility were viewed as some of the least essential competencies for future leaders (Chung-Herrera et.al 2003). Under the eight overarching the most essential competencies, or the core attributes are

ethics, awareness of customer needs, time management, speaking with impact, commitment to quality and team orientation (Chung- Herrera et.al 2003).

Distinguishing parallels to the goals set out preliminary for Chung et.als (2003) development of the competency model and its factors, attributes and skills, Cornell University have in their master program a three skill program; leadership skills, team work and group process – helping the students ability to seek out employment and building career competencies. The 8 factor- model works as a comprehensive framework inform what to be expected in finding leaders to future lodging firms. Employees in the industry may find this model as a guide for future self-development and individual lodging organizations can use the "industry-wide model" to build their own model and tailor it to their needs (Chung et.al 2003).

## 2.6 Competency models

One familiar definition of job competencies is the activities and skills judged essential to perform the duties of s specific position (Tas, 1988). To perform this role effectively competencies are reckoned to ones skills, knowledge, behaviors and attitudes required to perform and work effectively. Competency can therefore be used to describe a the feature of a person's ability to perform the job in the right manner(Tsai et.al 2003) .Since the 1980's the hospitality industry, educators and researcher have started looking for the competencies necessary for students to possess when they graduate from hospitality management programs. This has resulted in a significant body of knowledge that has been generated over the past twenty years and in Norway the educators and researchers use a large amount of time reaching out to the industry.

### 2.6.1 The competency domain model

The study *"Hospitality and Tourism Educators vs. The industry: A competency assessment"* focusing solely on management competencies using of Sandwith's(1993) competency-model was put into use(Mao et.al 2010). In their article it is presented a literature review and summary of competency studies conducted in the hospitality industry from the early 1980's up until 2006 - mostly quantitative. They proceeded with conducting semi-structured personal in-depth interviews with educators and industry professionals in the HTE industry. Using the competency domain model(Sandwith, 1993) the educators and HTE industry professionals concurred that the need of working together and across borders to assure quality in future

managers was to be addressed(Mao et. al 2010). Taking the Sandwith (1993) model into use and implementing management trainee programs both as educators courses and students curricula was of great concern to the industry managers.

The Competency Domain Model basing itself in Katz's 1995 work "Skills of an effective administrator" identifies a hierarchy of skills needed by managers on levels in the organizations. When training the organizations staff they found the job-managers activities could not be confined towards only three categories. The field of research has come over five important aspects when regarding competencies required for managers. These are:

- Conceptual/Creative domain
- Leadership domain
- Interpersonal domain
- Administrative domain
- Technical domain

Sandwith proposes several fields of use for this model, as a competency profile creates distinct lines of requirements, profiling and appropriate responses can then be identified for further training (Sandwith 1993). A complete set as the competency domain model provides creates a comprehensive frame for further planning, training and development in an organization. The competency domain model:

1. Conceptual/Creative Domain

Referring to the cognitive skills associated with comprehending important elements of the job such as understanding ones role in an organization. The creative dimension has been added to the conceptual to reflect more understanding within development and the synthesis of working with existing ideas to new forms. This domain falls under Katz's Human Skill dimension which in the competency domain model flow over three different areas; leadership domain, interpersonal domain and administrative domain.

2. The leadership domain

Strategically choosing opportunities by identifying individuals to influence and how to do this in the best manner – giving the right amount of attention, trust and meaning within the organization. One of the pitfalls within this would be engaging the employee or colleague as well as empowering them to make the right choices.

3. The Interpersonal Domain

This domain focus on the skill set of communicating with others effectively. All leaders and employees should be interpersonally competent in all dealings with others.

4. The administrative Domain

The domain refers to the personnel management and is closely related to financial aspects as well as HMS, equality in the workplace. Policies are often developed in this area to ensure that managers deliver the appropriate skill-set within the administrative domain.

5. The technical domain

Referring to the actual work that the organization does, this domain remain much the same as Katz described in 1955. Competence in this domain would include knowledge and skills associated with production and service standards. It will also include work processes, new technologies, methods and equipment.

The competency domain model can help achieve training and development that is accurate, complete and that avoids costly mistakes or wasted training dollars and effort (Sandwith 1993).

### 2.6.2 Reviewing competency literature

In the table below the former reviewed scientific literature in this paper is put into a system. Worth to note there is different disciplines and methods used in collecting information, however the findings in the study all relate to important competencies from the field of hospitality. A clear distinction was made in Mao et.als (2010) article, where both hospitality and food and beverage were divided as to needing different competencies. In this research paper this has been taken further although the industry professionals all were hired in a hotel, a hotel has different departments. The students also had the opportunity to choose departments they would like to apply for a job, and therefore know a distinction of what competency or skill needed to perform in the chosen department. A similar table has been presented in Mao's research (et.al 2010), and has been adapted to fit this study, and the scientific literature is defined as presented in the former literature review.

Table 1 – Overview of survey based competency studies

| **Researcher(s)** | **Discipline** | **Method** | **Respondents** | **Findings of Important Competencies** |
|---|---|---|---|---|
| Enz. et al (1993) | Hospitality | Mail Survey | Hospitality graduate students, faculty and industry representatives | Students: Forecasting, manage and lead processes, identify problems.<br>Educators: Industry knowledge, identifying problems and conceptual thinking.<br>Industry Managers: business ethics, leadership, communication with guests. |
| Chung- Herrera et.al (2003) | Hotel | Both online and fax survey | Hotel executives | Students: HR, guest relations, leadership skills and supervising.<br>Educators: HR, cost-control, leadership skills, and supervising.<br>Industry Managers: HR, guest relations, and leadership skills |
| Tesone and Ricci (2006) | Hospitality | Personal intercept survey | Hotel managers | Teamwork, effective communication skills, project professional image, grooming standards and ability to empathize with the guest experience. |
| Tsai et.al (2006) | Hotel | Web survey | Hotel professionals and hospitality educators | Professionals: Communication, emotional quotient, guest relation management, work relations, cultural diversity knowledge, professionalism, ethics, appearance and behaviors, understanding HT characteristics<br>Educators: communication, cross departmental relationships, emotional quotient, contingency, employee motivation, personnel procedure, management procedure, industry characteristics, guestroom inspection. |

Moving from recruitment, selection, skills and personality the discussion lead towards building the right competencies. The competency models and the literature done towards the field of hospitality industry can be described as more consistent, towards finding what the industry managers seek when dealing with employment.

Trying to relate the aforementioned table into the formerly explained FIHRHD-model is based on this taking Tesone & Ricci's(2006); knowledge, attitude, skills and abilities into consideration. By merging the results from the two qualitative studies, with industry educators and professionals the research done on this field in particular is more broadly defined as phenomena.

As we see in the FIHRHD-model, not all of Tesone and Ricci's(2006) factors are covered. These other characteristics of the model were taken into consideration when developing and testing the survey of this study. It was drawn to clear attention that academic performance and relevant job experience should be a part of factors influencing hiring decisions' by the hotel focus group.

In fact the focus group drew a clear distinction towards former job experience, not necessarily in the hotel industry, however that the students activity before starting full time employment are a part of molding the right employee values. It was brought to attention that a student with no work experience, relevant or otherwise, would not necessarily be hired at all. This again confirms the personality vs. skill and competency discussion formerly presented in the theoretical chapter of this thesis.

## 3.0 Methodology

### 3.1 Design

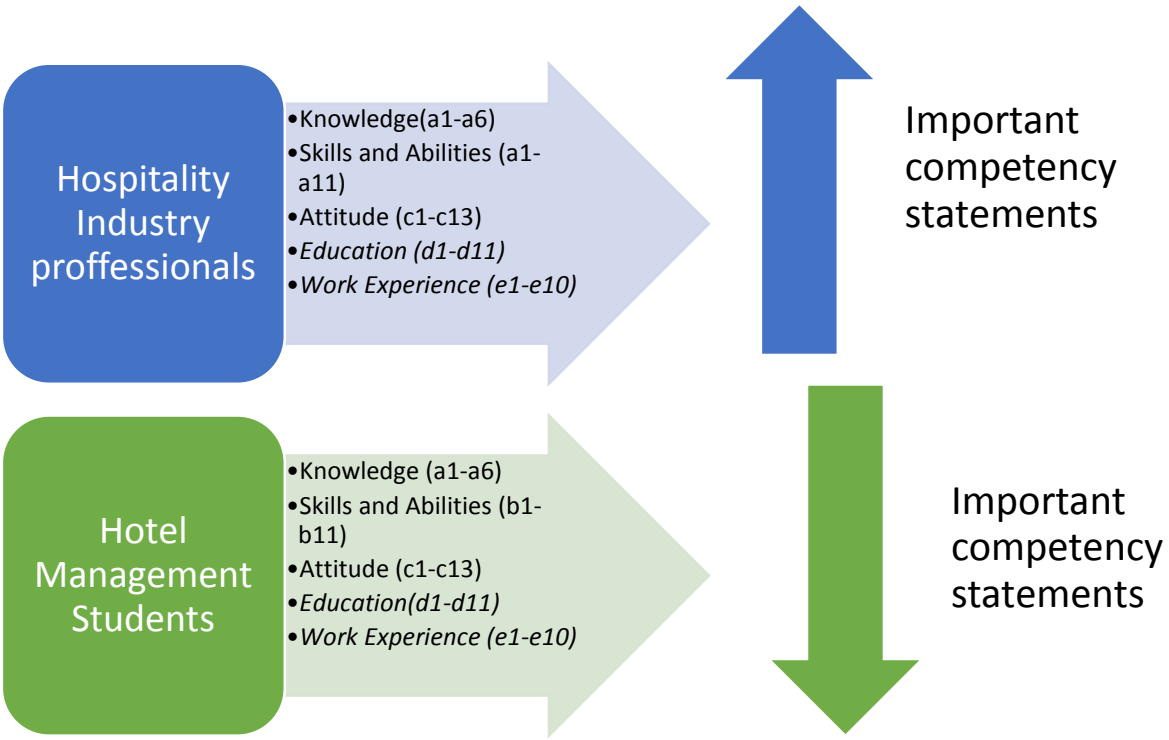
#### 3.1.1 Former elements

The main objective of the study made by Tesone & Ricci (2006) was to determine entry-level worker knowledge, skills, abilities and attitudes of importance and practicing within hospitality managers in Florida, MSA. These four factors were combined with the results of two focus groups conducted within the area of central Florida with hospitality and Tourism managers. The three factors that later became their 41-item questionnaire did not stem from

any theoretical constructed models (Tesone & Ricci, 2006). Both of the authors focused on their own experiences and publications (Tesone 2005; Tesone & Ricci 2006; Tesone & Ricci 2011) within the field adding up to 36 years of knowledge to base the aforementioned factors on. This type of validation is cannot scientifically be justified, the author of this thesis does not use their field and educational experience in this scientific publications and refers again to the chapter of literature critique in the start of this thesis (see pg 3).

### 3.1.2 New elements to the model

As the model has not been validated further the author of this thesis saw opportunity in adding to additional constructs with the help of a hotel focus group and literature found on the field. To make the study more practically adjusted within hiring and competency assessment in the hospitality industry, both education and work experience was added to the questionnaire, making it a 50-item questionnaire. The literature review was combined with the results of a focus groups conducted with department and general managers from Stavanger, Norway. The new questionnaire of 50-items was administrated to a pilot group of managers in the south west region of Norway (n=15). The most commented factors were Tesone and Ricci's(2006) knowledge, skills/ability and attitude, where the industry managers pointed and repetitive questions, however since removing the items were to violate the face validity of the questionnaire, all the items were kept for further research in this thesis.



## 3.2 Sample

### 3.2.1 Cluster sampling

Cluster sampling is when groups, not individuals are randomly selected, and that all members of the group have similar characteristics (Dawson, 2012). In this case the characteristics are managers who work in Scandinavian hotels within hotel-departments and students currently attending hotel bachelor programs in Norway. To reach the Scandinavian hotel chain the CEO of the Norwegian branch was contacted, eager and willing to participate it was decided to reach the respondents electronically via email using a cluster sampling method were the CEO were to reach the highest number of respondents. In this case meaning that the survey was distributed through the top of the organization with recommendations for participating in the study, notifications and deadlines were set by the CEO.

### 3.2.2 Planned sample

There are two chosen sample groups for this research project; firstly a Scandinavian hotel chain and their middle and general managers, secondly hospitality students in two Norwegian institutions, both relevant to perform research regarding recruitment, selection and job-applicant criteria. As the industry is in need to decrease the current turnover situation it is considered vital to bring the students into the sample.

The two populations have high variations in size; the Scandinavian hotel-chains have approximately 1800 general and middle managers. Only focusing on four Scandinavian hotel-chains with 470 hotels spread over Scandinavia, and regarding that each hotel has one general manager and on average three middle managers, this will naturally vary in regards to the individual hotels size.  In adherence with the further procedure only one of the hotel chains were selected, holding 41 hotels within Norway and Sweden, giving approximately 160 respondents. The reason for mainly regarding the four hotel–chains as population is that in the small countries of Norway, Sweden and Denmark they play a large role in the market. Other actors in the market such as the Rezidor group will not be taken into consideration when sampling or prospecting the population, mainly because their field of business stretch much wider than Scandinavia.

The Norwegians student sample are however only spread over two institutions that offer bachelor degrees in hotel management. A bachelor program in Norway goes over three years

and each class has on average 30 students. The total population then reaching up to 180 students, however as the survey distributed is regarding recruitment and hiring after graduating it felt unnatural to add the first year students, therefore the sample became around 120 students from 2nd and 3rd year.

The preliminary planned sample in the first group came to 100 middle and general manager throughout Norway. As it is a Scandinavian hotel chain the respondents from the other two countries were not needed in this study. However one had to take into consideration to review the Scandinavian aspect of the industry as the survey is distributed in English, and is easily understood by other nationalities.

To reach the second group of respondents, two professors at the different schools were contacted privately. One of the professors took it upon himself to distribute the survey electronically to the students that had just finished his class, with recommendations to participate in the study. The other professor, currently teaching the class in the chosen student sample group, proceeded with guaranteeing that the students would answer the survey, giving them the possibility to reserve themselves if they were not interested. The latter method created more room for determining the planned sample size towards the achieved sample size, with relatively more accurate number of respondents.

Again the preliminary planned sample size was too small to begin with, only covering 80 students in total. Through the survey distribution it felt more than natural to change the preliminary sample and include not only graduating students but also second year bachelor students from the two institutions, doubling the planned sample size.

### 3.2.3 Achieved sample

When conducting the pretesting of the survey when electronically developed four groups were chosen. Firstly acquaintances of the author that had little or no experience within hospitality industry. Mainly to test understanding of the meaning behind the items separately and other missing points they consider natural to a survey of this manner. The second group of pretesting was language experts, who had English as their mother language to check for grammar errors and the items build up. Some of the items retrieved from the Tesone & Ricci(2012) article quickly showed error grammatically and in general interpretation, the items where then taken into consideration if this would cause error in the data analysis. Other small grammar incidents were corrected to proceed with the industry pre-testing. The third

group was two master students who had insight on some of the technical survey development as well as industry tenure. Finally the survey was tested by experts, middle managers in a hotel within the Norwegian chain earlier mentioned in the sample and an expert professor both teaching quantitative method and holding extensive knowledge in the field of survey development.

## 4.4 Pretesting

Pre-testing the survey will be conducted through the workplace of the author, within the hotel chain that is the sample in later data collection. As to the student's pretesting, a small selection of master-students in hospitality at the Norwegian Hotel School will be chosen, this because of their preliminary knowledge of survey development and experience within the industry. Further pre-testing a selection of acquaintances with no or little background in the hospitality industry and education will test the survey for better understanding, in large part regarding language obstacles. It is considered a pitfall to investigate the Norwegian market and conducting a survey in English. The main reason for the thesis being produced in the author's second language is because of terminology in literature and former research conducted of the same manner, mainly conducted in the US. To foresee lingual obstacles it is important that the language in the survey is simple, straight forward and in a light manner instead of risking translation problems when proceeding with the analysis of the survey.

## 4.5 Data collection

Distributing the survey will go through email and earlier set appointments with the snowball (cluster) method. Firstly the hotel-chain at and will be presented the electronic survey via their president, as this is their leader it is expected to bring a large number of respondents of the given sample. The same method is used in The Norwegian Hotel School, where the author has been in contact with a professor, to distribute the survey directly to the student's emails.

As the students just have finished a class regarding this type of work it is expected to receive a medium response. Finally the third party, included in the second sample, students from the author's former institution will attend. Again using the snowball method, reaching a professor currently lecturing the class, the survey will be distributed electronically via email. As the survey for the students might provide the author with results regarding to their future job-

market it is likely that a medium response is reached. To amplify the importance of such a study, the professor at Oslo Business School has agreed to present the project and its importance in class.

## 5.0 The instrument

### 5.1 Former measurement

A questionnaire consisting of fifty competency statements was employed for the study. All respondents were asked to rate the importance of each competency statement relating to hiring decisions in their respective department. The questionnaire was preliminary designed around the HIRMH-model and Sandwith's(1993) managerial competency domain model, which includes conceptual, leadership, administrative, interpersonal and technical skills. The actual competency statements were based on a focus group done by Tesone & Ricci(2005) in Florida, US. A continuing five-point Likert scale (1=Very unimportant; 5= Very important) was used for all fifty competency statements. Demographic information, including age, educational background, tenure in the hospitality industry and current department were also collected.

The instrument was earlier developed in English (Tesone & Ricci, 2005), and as it was to be published towards three countries and the project was to be written in English, the author did not see it necessary to translate the following. However nineteen of the fifty items were developed after focus groups within the hotel chain under investigation as well as hospitality students. The two factors added to the instrument was education and work experience, as presented by the two focus groups both were of relevance in some degree when selecting and recruiting new employees. As the respondent groups were divided into two, both industry professionals and hospitality bachelor students the author found it natural to take both education and work experience into consideration when developing the instrument.

### 5.2 New measurements

Before the survey instrument was finalized, an expert panel consisting of six industry professionals and four hospitality management students was used to adjust the final versions of the survey. In order to be included in the expert panel, participants had to have a professional understanding of entry-level and middle managers daily job description.

## 6.0 Data analysis

IBM SPSS 10.0 was used to process the collected data. Descriptive statistics were computed in ranking the importance of the varied competency statements. As there were two surveys, one for each group the following preliminary analysis have divided the result into industry professionals and bachelor hospitality students. In the case of this study an ANOVA analysis were conducted, a factor analysis were also tested on the results. The ANOVA analysis is further presented in this chapter, the factor analysis is not. The reasoning of not including the factor analysis results in this study is determined by the few respondents and large number of items.

After emailing the CEO of the hotel chain, and having him process the further invitation to the survey to all general managers, there were sent a total of 52-emails, which was further distributed via general managers to middle managers in each hotel. This procedure was repeated three times, the student-survey was distributed through an online learning platform and via email to the students in the chosen population. After filtering the non-completed surveys 58 of the hotel chain responses were usable and 42 of the student's responses. Making a total of 100 respondents, according to Rogelberg et.al (2002) there is no predetermined sample size for the snowballing technique in recruiting respondents from target populations, so no response rate is available.

### 6.1 Validity

The first group of respondents to principal analysis was the general and middle managers of a chosen Scandinavian Hotel Chain, total of 58 respondents were the majority was general managers. Generating fifty percent of the answers of the industry professional, the theoretical models and literature review for the exploratory research is found more relevant towards the recruiting and selection process of middle managers. The industry professionals had an average age of 38 years, ranging between 27-56 years of age. Tenure was also one of the demographic information, with a large span, averaging a mean of 17 years. As to education the highest number of respondents (11) had a bachelor degree within hospitality and "other formal education" also had 11 respondents. This could be explained by educational systems in countries like Sweden and Denmark, as opposed to the Norwegian scaled in the survey.

Preliminary component analysis showed that Ability (b1-b6) had the highest mean in the hospitality expert group (M: 4, 36) and the lowest were education (M: 3, 07). To assess normality explorative analysis were made, dividing the six factors into categorical variables (hotel-departments); food & beverage, housekeeping, front office, sales/marketing, hotel manager and general manager. To determine normality in the tables, mean of the different departments and the factors were distributed in the syntax. The largest group of the industry professional respondents were the general managers and from the mean distributed we see that the total ability to comprehend work is the most important factor (M: 4, 36), a close second was the work experience (M: 4, 07). Generally the respondents, regardless of department, saw education as the least important factor when selecting and employing staff. The lowest score of educational need was the housekeeping department (M: 1, 8). Hotel managers also scored high on the mean of total ability (M: 4, 70).

## 6.2 Reliability

The reliability analysis of the hospitality professionals reveals that knowledge has an above average alpha(.758), but the distinctive highest value stems from item a4 – Knowledge of hospitality products and services, with a standard deviation of .892 (cb.alpha if item deleted: .708). The second factor, ability, showed the highest alpha score of .909, with the highest value item were "ability to minimize resources when providing service" with an alpha of. (.963). Explaining this item, it would be natural in the thought process for a general manager to constantly value cost before other, and as they are the large part of the respondent group the result would be as presented. Attitude, as the third factor with a alpha of .840, also showed a clear distinction regarding the potential employees preference to work as a part of a team instead of individual tasks (.911).

Education, the inter-item correlation show that it for the industry a masters-degree within is in the recruitment process the least important item within the education factor. However education still contains a high cronbachs alpha of .901. The final factor, work experience, surprisingly the highest valued item was the reputation of the previous organization (.935), and thereafter the references from previous working relationship(.896).

As there was a different instrument with the same measures and items towards the students the reliability analysis were done separately, this also to find clear differences between the sample groups. The factor of knowledge showed an alpha of .809, with the highest scoring

item being; understanding the basic terminology (.881). Second and thirdly the two factors ability(.894) and skills(.885) scored high on the alpha scale. Strangely hence to theories presented the students did not see effective communication skills and listening as important, with a low alpha score of .606, this was the least important skill after their opinion. However similarities towards the most important item were found, both industry professionals and students found “minimizing resources when providing service”(.952) as the most important ability statement.

As to work experience(.885) and education(.866) there were several of the items that scored unseeingly high in the reliability analysis. These items had to be tested further, to establish the cronbachs alpha if item deleted. Only one of the items showed a higher item when alpha deleted, and that was the importance of a high school diploma, hence to the scale of education, where one can see that high school diploma is of the lowest education and is quite common amongst Norwegians. Students have to have a high school diploma to enter higher education, and are most likely hoping that a higher education will come to good use.

## 6.4 ANOVA

Before proceeding with an ANOVA of the hospitality professionals and students groups together, ANOVA for the department groups in each dataset were made on item level. As the department groups were separated and respondents were only allowed to choose one, the ANOVA was made with one group, showing significance level hence to the departments.

The surveys were presented with fewer options hence to departments for the students, for the recollection of the industry professionals both hotel manager and general manager were added to the departments. There are two reasons for the validation of this choice, when presented with the opportunity students may have chosen “out of their league” and not being able to foresee other than top-managerial positions, the other reason being to reduce error in the data analysis. If the students were to choose hotel or general manager it is clear that the statements made were not as relevant for them as job-seekers. However as the response rate of the general managers were over fifty percent in the hospitality professionals group, and as these

are the recruiters and selectors of future middle managers to fill the department positions, it would be easier for them to picture the statements as to all leaders of the hotel.

### 6.4.1 Industry professionals ANOVA

When proceeding with the industry professionals ANOVA, as the groups were already clustered from six groups into one the analysis were conducted on all items on the cluster group. In this paragraph the mean from the table will also be presented as the group of general managers, refers to half of the respondent group. Because of this large part of respondents in one group the importance rate of the statements can be directly related to the general managers' point of view, which can be found as a positive aspect for further managerial discussion and development of implications. The sample was found unevenly distributed, but the distribution can still be seen as relevant in a managerial aspect.

Table of means.

| | Knowledge | Ability | Attitude | Education | Work Experience |
|---|---|---|---|---|---|
| General Manager(n=29) | 4,04 | 4,36 | 3,87 | 3,12 | 4,07 |
| Food and Beverage(n=7) | 3,78 | 4,06 | 3,81 | 3,17 | 3,99 |
| Hotel Manager(n=7) | 4,04 | 4,70 | 3,85 | 3,34 | 3,96 |
| Front Office(n=5) | 4,20 | 4,54 | 4,21 | 3,34 | 4,02 |
| Conference and Events(n=4) | 4,33 | 4,34 | 3,88 | 2,88 | 3,47 |
| Sales/Marketing(n=3) | 4,50 | 4,15 | 3,87 | 3,74 | 3,81 |
| Housekeeping & Room Inventory(n=3) | 3,94 | 4,30 | 3,92 | 1,85 | 4,00 |

Table 1 – Hotel Industry Departments and means of factors

The first set of statements regarding applicants knowledge (A1-A6) there were two items that scored substantially higher than others, but still not high on the scale. Firstly grooming and professional standards had a sig. of .582(M=405) and knowledge of hospitality products sig. of .401(M=.826). The latter will not be taken into consideration when validating the statements further in this chapter.

Ability(B1-B10), as the second factor, the groups found anticipating guest needs (sig. .946, M=.198), teamwork (sig. .651, M=.668), making creative decisions to reach service standards (sig. .814, M=.668). Communication and listening skills scored particularly low on sig.(.075), however the mean single handedly in the group was high (M=.854). Administrative skills were also considered with less significance through the groups (.008), the mean showed that there was large differences between the groups (M=.457). This item will not be taken into further consideration when validating the statements as a total; however it is important to recognize this as the groups are not evenly distributed.

The third factor analyzed was Attitude(C1-C13) with a large number of statements developed from Tesone & Ricci(2005) industry focus group the number of significant statements is expected to be high. Taking personal pride in satisfying the needs of others (sig. .969 M=.682), prefers solving problems over following procedures (sig. .805, M=.455), prefers working as a part of a team (sig. .916, M=.923), believes hard work is rewarded through promotion (sig. .856, M=.786) and finally preferring to work with people instead of administrative tasks(sig. .678, M=.455).

Moving on to education and educational achievements(D1-D11) the general mean scores were high, however the significance scores were presented as low and insignificant. Two statements stood out in particular; that applicants have high school with employment certification for the hospitality industry(sig. .207, M=.765) and relevance of courses taken during the education (sig. .203, M=.716). The low significance score and high mean can be explained by the different departments, such as food and beverage which sometimes needs and would prefer to have employees with hospitality certificates, this statement is further supported with the fact that both Sweden and Denmark educate hospitality certified pupils on a public education system. Further the relevance of courses in such departments as conference and sales could be relevant for training and unique competence on the field. The two statements mentioned above will be taken into consideration on behalf of the explanations made in the analysis.

Finally the factor of work experience (E1-E10) showed three statements of significance, where former job description (sig. .913) stood out as most important. Which department or position the applicant had before coming to the hotel is rated as important not only by the

general managers, but the departments as a whole. This could mean less training needed and higher competence within relevant field of work. Applicants personal experience with former work (sig. .812) and reputation of previous organization (sig. .660) were both relevant when hiring applicants within the departments.

6.4.2 Students ANOVA

A one-way ANOVA test was used to determine difference in importance scores preliminary between department group presented to the students; Food & Beverage, Front Office, Sales/Marketing, Conference/Event and Housekeeping/Room Inventory.

The first statements were regarding knowledge (A1-A6) and the chosen departments scored relatively different on sig. scales in this factor. All the departments had high significance levels over .850 on the statement regarding knowledge of grooming and professional standards with the highest score being at the front office with .967. Food & Beverage and front office scored high on the same three statements while sales/marketing and housekeeping/room inventory scored at the height of sig. level on knowledge of service guest standards. Conference and Event department had a high level of importance in knowledge of products, terminology and organizational structure. The general significance level of knowledge statements in the sales and marketing department were low, except knowledge of guest service standards.

The second factor, Ability (B1-B11) had a high variance in sig. scores. All departments had a surprisingly low level of importance regarding their ability work as a part of a team. Food and Beverage scored high on ability to project a professional image (sig. .985) and anticipating guest needs (sig. .986). Front office applicants saw great importance of anticipating guest needs (sig. .899) and being able to have skills working with reports/cashiering (.932). Generally the sales and marketing department scored particularly low on nine of the presented items, however the level of importance on minimizing resources when providing service (.977) and the reports and cashiering skill (.917) were high. The latter might not be of such large importance when working with sales in a hotel organizational structure as this goes deeper into finding leads, calling, having meetings and projecting sales activities. It will be taken into further consideration that the students might have misinterpreted or have little or no knowledge in regards to these positions when being hired at a hotel as a salesperson. As to skills and abilities in the conference and event department all scores were extremely low and

no statements over sig level .750. Finally the housekeeping department found dealing with daily uncertainties (.972) and balancing several guests' needs at a given time (.971) as important statements for applying to this department.
Attitude as the third factor had a total of thirteen statements being the largest in the survey. Applicants or students that had chosen the food and beverage department found preferring helping others before satisfying own needs (.965) and working in pleasant surroundings (.988) as most important regarding attitude. Future front office personnel found defining themselves as empathetic (.979) and preferring creative work over analytical tasks (.859). Sales and marketing applicants found it important to look for empathetic people (.943) as well, and having a tendency to move towards possibilities therefore avoiding negative outcomes (.835). Attitudinal statements were not valued highly amongst the conference applicants, but the empathetic statement (.943) stood out as the most important with remarkable significance. The few applicants that chose the housekeeping department as a preferred department to apply within score high on being social (.944), enjoying challenging work(.947), believe hard work is rewarded (.925) and preferring creative work(.923) as the most important statements.

The fourth factor concerning applicants education and educational achievements (d1-d11) were tested towards the department groups, and as the students were all bachelor students it would be expected to have relatively high significance in this group. Food & Beverage found relevance of courses (.803) and volunteer work (.989) to be most important factors hence to education. The front office applicants meant that bachelor degree within hospitality (.937) and relevance of courses (.978) as the most important educational factors. As to sales all the statements scored low, except one; extracurricular activities (.799). The conference department and housekeeping department both scored high importance on achieved results of the education (CD = .831, HKD= .911).

The final factor work experience (e1-e10) had relatively high scores on statement regarding references (e5) from former work experiences on Food and Beverage (.933), Front Office (.919) and Sales/Marketing (.918). The Conference applicants saw a high importance in work experience within hospitality (.894) and length of previous work (.945). Surprisingly the housekeeping department did score of high or low significance on the presented statements in work experience.

### 6.4.4 Important findings

The table below indicates the differences between student and industry, leaving the departments because of an unevenly distributed sample in the industry respondents. This table will also serve as a reference point in moving towards a discussion and conclusion of the study.

| **Factor of competency** | **Findings of important competencies** | **Findings of important competencies** |
|---|---|---|
| **Knowledge** | Hotel managers: Grooming and professional image standards and knowledge of hospitality products and services | Hospitality students: Grooming and professional image standards, business management and ethics, hospitality products and services, basic terminology used in the industry |
| **Skills & Abilities** | Hotel Managers: Work as a part of a team, anticipating guest needs to provide service and making creative decisions to achieve guest standards | Hospitality students: project a professional image, empathize with the guest experience, anticipate guest needs to provide service and minimize resources while providing services, administrative skills with cash/credit and settlement reports |
| **Attitude** | Hotel Managers: Personal pride in their work, prefer working with people, problem solving and believe hard work is rewarded through promotion. | Hospitality students:<br>Helping others, move towards possibilities, defines self as empathetic, and prefers working in pleasant surroundings and preferring creative not analytical work. |
| **Education** | Hotel Managers: Having a high school diploma with hospitality certification and relevance of courses | Hospitality students:<br>Having a bachelor degree, bachelor degree within hospitality, relevance of courses and achieved results/grades. |
| **Work Experience** | Hotel Managers: Former job-description, personal experience with previous work and reputation of previous organization. | Hospitality students: Former job-description, relevant industry experience, personal experience with previous work and reputation of previous organization. |

## 7.0 Discussion

When proceeding with discussion of the findings in the analyzed above the theoretical chapter, the industry main statements and students perceptions of these will be discussed hence to empirical evidence of the industry. It is of great importance to note the difference between future employee's and the actual employers in reporting and discussing the findings of this study. The students expert field is however also included in this study, the factor of education. As the sample of students all have a started a bachelor degree within hospitality management in Norway, they are able to answer what they believe should matter in a hiring decision. Despite of the managerial selection, recruitment and hiring decisions' are made by hotel industry managers the educational factors might for future reference heighten the knowledge, skills, abilities and attitudes of employment.

Hospitality management educators have not been included in this study, but former research on the fields refers to the industry needing competence and that this competence needs to be relevant for hotel operations on all levels. Practical competencies are not a part of the Norwegian Hospitality educational programs; however the two schools exert different admission requirements for their students. One school require at least one year of full time industry experience while the other only requires a high school diploma. Industry tenure have in one of the institutions always been an important factor when recruiting students and raising their level of knowledge, however the other has not been around as long it has a higher market-related focus with relevance of educational courses of high importance. Both schools work towards including the industry as much as possible when providing education with topic-days, guest lecturing, hotel visiting and industry related cases. The analysis conducted has included all departments in a modern Scandinavian hotel and the results are based thereafter. Content analyzing the departments' need of different competencies is important, but as this is a small exploratory study the departments will not be taken into consideration further in this discussion. The industry results as a general aspect are more important than ever, and the students need to know what is required when they proceed to applying for full-time industry work.

## 7.1 Knowledge

The hotel industry deemed knowledge as important when hiring a full time employee in their hotel. Especially important was knowledge of industry products and services offered as well as minimizing resources when providing service. These statements come in good use when training and facilitating new employees in the organization. While minimizing resource use is an important part of any general manager's job, this also will be important when recruiting new staff; both internal and external recruiting (Grimsøe 2012) will need reviewing of the applicant's knowledge of the industry to reveal where training and information is needed. This type of knowledge can be easily related to the educational programs presented in the Norwegian hospitality schools today (see model 1, page 5); however knowledge is also obtained by working experience.

Therefore the industry knowledge and setting professional standards in service can be thought easily both through education and organizational experience. When industry managers recruit internally the in-house or tacit knowledge might be higher even though a department change would require certain training. Students supplemented the statements chosen by hospitality managers with the importance of business management, which is a large part of the educational programs (see model 1, page 5) including basic terminology and services provided at a hotel. The students' knowledge and experience with grooming standards, service and product knowledge and business management will help them in the selection process made by the industry managers. Noticing that this will lessen the need of training, system knowledge and training would be highly appreciated by managers as it is a saved cost.

## 7.2 Skills and Abilities

The second factor of skills and abilities refers greatly to Sandwith's (1993) competency domain model; however the statements in the survey are related to the applicants skill-set in a more general aspect.  From the five factors presented in the survey this was rated the most important overall from the industry managers. Working in teams, anticipating guest needs and having creative service standards were the most important which correlates with the recruitment online pages not only for this Scandinavian hotel chain, but all of them. These statements also will make it easier to content analyze an interview to forecast working

performance. By uncovering important statements and the applicants' relation with these, the manager will be able to predict the outcome of employment at a higher level.

For an employee to be able to work in team and anticipate guest need he or she needs to have a high degree of empathy, which the students notice on their recruitment evaluation. To project a professional image and minimizing resources when providing service is of a manager's great concern, when working in a service industry. Administrative skills, such as reporting and credit settlements are not necessarily highly valued by the employers in this case, mainly because this is something all hotels do differently and training will be provided for all staff. Again the students focus on more statements, most likely because they wish to project a high skill-set and therefore a good job-fit. The cost factor of training is also up for discussion under this factor; despite a future employee's ability to work in teams they still need a skill-set to be a part of the selection process. Creative service solutions need to be at large hand with empowerment at the employees hand and will provide the ultimate guest service. At large part the service and quality strategy of the Scandinavian hotel chains are mentioning both care and creativity as extremely important when providing service.

## 7.3 Attitude

The attitudinal statements from the questionnaire had the highest number of relevant statements when recruiting new staff to the respective hotels. Teamwork, problem solving, working with people and hard work is rewarded were highly valued by the industry managers. Making the right selection and therefore recruitment decisions' will most likely be forecasted based on the aforementioned factors. When recruiting talents both internally and externally the attitude of the applicant will be considered as vital to forecast job performance. The reality of time and cost consumption when recruiting is that it needs to be low; therefore internet and interviews are today the most used in the hiring decisions of hospitality managers. Finding the right job-fit and recruiting the right person for the right job at the right time is the optimal solution for the turnover-dilemma. For students, teamwork, helping others, finding possible solutions to problems and creative work were amongst the most important factors. The attitudinal aspects of an applicant cannot be thought in a lecture, but it can however be of common understanding what is needed in an industry such as hospitality. This is where the HM educators and hotel industry managers need to work closely together and enlighten students what is expected of them in the workforce. All industries can proclaim that they

need a “can do” attitude, and that they need employees to bend over backwards to satisfy customer needs, but this is the empathetic part of hotelier work. The need of staff that can empathize with the guest experience is what runs the hospitality industry.

Knowledge, skills & abilities and Attitude as factors found four important items, equally important to industry managers and students:

- Empathy and people skills
- Creativity and Innovation
- Problem solving
- Service Standard
- Teamwork

These five points of importance are vividly presented in the hospitality recruitment pages of the Scandinavian hotel industry and will be taken into consideration when developing the managerial recommendations of this paper.

Further discussion will include the last factors of the model, education and work experience.

7.5 Education

There were few statements scaled to high importance within the hospitality industry groups, however the mean reached in the ANOVA analysis were relatively high on a general managers aspect. The general managers of the hospitality industry groups constitute over fifty percent of the respondent scale. Important factors validated by the industry managers were high school education with employment certification and relevance of courses. As there were Norwegian, Swedish and Danish industry managers participating in the survey it should be noted that high school education with employment certification is more common in the two latter countries (http://snl.no/Skole_og_utdanning_i_Danmark ) as opposed to Norwegian hospitality education. All three countries have public education system that offers “hotel and food”- educational programs; however the food (chef certification) is the most widespread in Norway.

Relevance of courses is of great discussion in the Scandinavian hospitality industry, in particular the Norwegian hotel educational system of higher education, as mentioned in the paragraph of HSMAI’s revenue management discussion. It is natural to focus towards courses as a factor in selection processes towards positions within the hotel departments. Event and

Meeting management would be an attribute for a student applying within a conference and event position at a hotel, the same would apply for a student having sales and marketing classes for proceeding in this department. The industry is further aware of that a high education does not necessarily make a good worker, the three factors mentioned before in this chapter is naturally more relevant when reviewing an applicant for a full time position. It is on the other hand of constant concern to raise the competence in hospitality as a field, and the higher education system does provide and focus on this.

The students in this survey have all chosen their field of education within hospitality and meant that a bachelor degree would be preferred with their future employer. Relevance of courses and achieved results were rated equally important. As to work and life experience your personal achievements would matter when presented oneself as an attribute for an organization. Therefore it is natural, and should be taken into consideration that the students with an average age of 24 years have their academic results to show as one of their largest accomplishments in life. To disregards these results when employing a new recruit to your organization would be missing a sign of dedication towards the field of education. Or if the results are not up to par, have the opportunity to ask why and segment applicants into fields of interest. It is the hotel industry's responsibility to raise the academic competence demands to later raise their own skill-set and job-fit within the organization.

### 7.6 Work Experience

To industry managers the work experience was a clear sign of importance when hiring an applicant for a full time position. Especially previous job description, personal experience with previous working relationships and reputation of previous organization were important. Hence to the departments and the time and cost calculation of training new staff, selection on behalf of former job description would be of high importance. If an employee has previous experience with providing guest service, being responsible for inventory, settlements or other specific fields of competency the industry manager has a greater chance of considering the right applicant for the right job at the right time. Content validity and job description of the vacant position would in this case be vital for selecting correctly. To better forecast a future employee's performance it would be natural to consider their personal experience with previous work during e.g. an interview. Applicants that have keen insight to organizational theory and knew their role in the previous organization will be able to analyze this and present a relevant response for an industry manager. If the applicant focuses negatively on their

former place of employment, one can consider reasoning that the employee might end in difficult situations in the organization.

In the internet and interview era it is important to ask the right questions regarding previous work experience, not only on behalf of the applicants ability to project a professional image, but to gain insight to the former organization and maybe find new ways of dealing with situations form there. Finally the reputation of previous organization can be seen upon as a "wow"-factor, hence to the industry manager having tacit knowledge of the industry. When receiving an applicant's application and reviewing their work experience, one easily bites a mark when a competitors or industry leader is on the list.

Students found work experience within specific department, references, and personal experiences with previous work and reputation of previous organization as important factors when applying within the departments. It has to be taken into consideration that the students answering the survey have had or has a part-time job within the industry and most likely wish to proceed within departments that they have work experience within to show strategic career building choices (Ref. Cornell). A good reference from a former employer will also be considered by the 24-year old applicant as one of the most important accomplishments they have achieved. Students as applicants realizing that their personal experiences with previous organizations matter to their employer are a result of extensive management and HR curricula where the organizational structure and role diversity is well covered (See model 1, page 5). The students actually learn that their organizational experience matter, not only as work experience but as personal experience and an attribute in entering the workforce.

Education and Work experience produced five point of notice both from the students and future applicants as well as the industry managers and decision makers.

- Relevance of educational courses
- Hospitality bachelor or industry certification
- Job description
- Personal experience with previous work
- Reputation of previous organization

The five points presented above in regard to education and work experience will be taken into consideration when developing management implications of this paper.

### 7.6 Major differences between industry and student

Analyzing the instrument on item level discovered factors that were of large difference between the chosen populations. Naturally as the students were under education when asked what they believed important for their future employment, educational factors were highly relevant for the students. Although the chb alpha with the industry managers were high (.901) on education, none of the items reached a mean over 3, 56. To further investigate this factor with a factor analysis on the largest group in the sample, one found that six of the competency statements from the rotated component matrix exceeded significance levels of .800, which can be considered as high. The other seven groups did not achieve such high importance scales on hiring someone with education or reviewing their academic competence. Again the sample is unevenly distributed and the fact that industry general managers find education to be important when making selection choices and hiring decisions' is good news for academic students.

### 7.7 Major department differences

By using the ANOVA analysis several departmental differences were discovered. The student sample had an evenly distribution over four of the five possible groups for descriptive selection, the fifth being Housekeeping & Room inventory (n=3). As there are a lot of hotel operations that needs different expert fields, the natural dividing of departments made it easier for the student to picture their future career and consider what they believe is important for the department.

Food and Beverage students (n=14) found knowledge, ability and attitude equally important based on the significance of the item values.

Front Office (n=17) found ability, attitude and work experience to be the most important factors in industry hiring decisions'.

Sales & Marketing (n=17) also found that knowledge, ability and attitude were equally important when applying for full-time industry jobs.

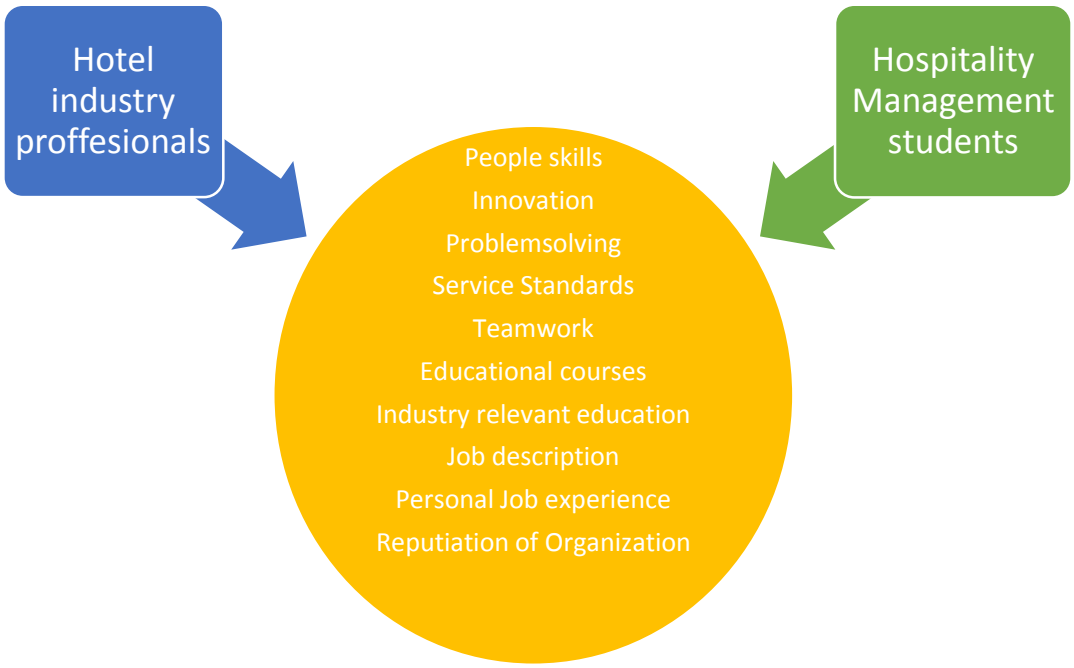
Conference & Event (n=16) found thirdly that knowledge, ability and attitude were equally important for them applying for a full time industry job, again based on the numbers of high significance in item values.

All four groups' respondents saw the highest importance within education to be their relevance of courses in higher education. As they were presented with choosing department and being able to foresee their workforce-future in the industry their course and curricula relevance would be important. It can be noted that the students are presented with elective courses that help them achieve department or industry specific competence and has to choose an in depth subject for their final thesis. When choosing a final thesis the institutions weigh in that choosing a popular topic or writing a problem solving thesis will help them reach a head start in applying for a hotel industry job.

Together the four groups also found that within work experience both their industry work experience within department and reputation of previous organization would be of importance to their future employer. The students presented with the statements and having to choose departments before answering in importance scales would see it necessary to have relevant department work experience, to give them a head start in applying for a department specific job.

## 8.0 Managerial implications

To present the aforementioned findings hence to the model formerly presented in the theoretical chapter, the model shown below was created. All together 10 items were obtained and generalized into key concept for the hospitality industry and higher education. In despite of the competency related nature of the instrument, education and work experience should be noted in both the managerial implications and educational recommendations.




These 10 key concepts were combined into six concepts of improvement and recollection for the industry professionals and educators. Finally the student's recommendations when applying for full-time employment in the industry will end this chapter.

### 8.1 People skills and teamwork

The industry managers need to promote listening skills, effective and correct communication as the most important aspect for students' skill-sets. Caring for others and empathizing the guest needs are vital factors when not working in clinical environments. Standard operating procedures should include a "how to" aspect when training new employees. When hiring a full-time employee the industry manager needs to relate their reasoning and selection criteria as to finding the applicants ability to work with people, not only in the service manner. Possible reasoning to cover this aspect in an interview is to take into consideration the applicants' friendliness and ability to articulate properly in a pressured situation (such as the

interview). Asking for the applicants experience with former working relationships and employee friendliness would also be included here. The applicants need to show them self individually and present results of their work needs to be taken into consideration when revising their ability to work in teams.

For the educators to solve the challenge with effective communication, they need to process exercises with this as the curricula of the two institutions include this in a major theoretical aspects. Less costly and effective training in communication and listening skills as well as teamwork would be classroom case working and acting out situation where these skills are needed. One of the largest impacts of little or no practical work in the institutions are the financial aspects of this. It seems unnatural to compare Norwegian institutions as to the other European hospitality management programs, where practical experience is a large part of the four year education. The industry manager's ability to attend and preach what is needed of a future hotel employee can also be a solution to the problem of students' knowledge base and skill set.

### 8.2 Innovation & Problem solving

Industry manager wise it is vital to comply with the respective hotel chains vision and mission statements. As mentioned before the aspect of being thinking and evolving in new dimensions, being innovative and creative all stand out as examples in Scandinavian hotel chains visions. On a more operational level a hotel industry manager or employee meet several ad-hoc problems in conducting their daily routines. Being able to solve problems on standing foot, is a well sought after ability in making hiring decisions. To foresee an applicant's ability as to solving problems effectively and still achieving service standards, it would be natural to revise if the applicant has experience with such "breaks" in the work day and perhaps give an example of how this has been solved in the past. Again the problem with time and cost and only being able to hold an interview needs to be taken into the selection process. If two or more applicants have been selected it would be interesting to test the competency as to problem solving, and how the applicant would deal with this.

As the industry managers wish to see innovation and new thinking in the future, educators needs to provide the ability to reach out to students regarding how to do this properly. To have students thriving around new and functional solutions to industry gaps are somewhat

taken care of when presenting old and new theoretical research – as well as students researching topics themselves. That the industry managers and the educators work together in the sense of a common understanding as to problem solving and innovating solution and thinking for the industry is vital. One of the obstacles the students might come upon in this matter is that the curricula and subjects projected from the institutions does not give a correct image of what competencies is needed. The example of offering revenue management classes by both institutions come to mind when processing new and innovative creative thinking in the industry, although this field has been a part of the Norwegian industry for quite some time. The industry is screaming for competency on the field and the relevance of such classes would be vital in a hiring decision process of e.g a front office manager or supervisor. In regards to the more operational level of problem solving it would be vital for industry managers to again attend classes and explain industry specific cases that students need to know how to solve.

### 8.3 Problem solving & Service standards

Taking the operative problem solving to the next level would be to achieve service standards while solving the problems that might occur. Again the SOP's are important for industry managers to constantly evolve and lead by example to achieve the sought service standards. To achieve guest excellence the recruitment and selection dilemma is important. Recruiting applicants that are aware and able to achieve guest service standards when solving problems are vital to communicate from the recruiters in the industry. To test if an applicant has the necessary skill and attitude to preform within the given interview setting it would be natural to ask if the subject is aware of the organizations service standards and what they think it should be. Another angle would be to present the applicant with a scenario, the same scenario for all applicants and review their solution of the situation. Here it is important to on forehand review what the applicant should be measured on, what aspects are more important than others in their answer, the pitfall would be to get stuck at something the applicant presented that the recruiter did not approve of.

For the educators to get their hands on general SOP's from the industry and analyze these to revise what is done differently and what kind of attributes the students need to comprehend in the workforce. Reviewing the SOP's and making the students understand the complexity of these "guidebooks" could help them develop their career expectations. This also would refer

to how students solve ad-hoc problems with the SOP in back hand, and the ability to refer to a document when dealing with new situations.

### 8.4 Industry relevance & Educational courses

To encourage the industry to participate in the board when the institutions discuss their future curricula set-up would be a solution to today's gap. If the industry is able to help the institutions with their competency within one field and direct the educational courses with industry relevant angle's, there is no doubt the students would benefit from this. Industry relevance and educational courses would be beneficial, however the academic value in the subjects presented should be safeguarded. Firstly the industry should be at all times explicit with their opinions regarding subject curricula and as the Scandinavian industry is "chain-driven", the channeling of these opinions should not be difficult to proceed with.

For students that have not worked in the industry before they start their bachelor programs it becomes the educator's responsibility to provide accurate guidance as to what competencies are relevant for job-seekers. The institutions have a challenge as to finding the right set of educators, and reaching the right competency level – the trending market is however higher focus on newly established directions within education. One of the institutions have recently started a restaurant management program, a part of the industry that is in great need of academic strength.

### 8.5 Job experience & description

When recruiting applicants for a full-time job position in the hospitality industry, the relevance of their former experience and their ability to cope with job-descriptions become important. If the recruiter is presented with an applicant that holds knowledge as to how this type of vacancy should be filled, there is no doubt this would primarily be beneficial. However former job-experience and job descriptions might set boundaries as to a new working environment. Although the industry deals with the majority of tasks in a similar way, this might get in the way of innovative problem solving. It would be beneficial to industry recruiters' ability to divide between relevant experience and new routine-work. Finally the industry managers should, together with the institutions, help students apply for part-time jobs within their chosen department. It would be natural to advertise the internal recruiting that

could occur when working within a hotel chain. This way the industry can easily develop and empower talents, leading them into a successful career path.

When the industry takes great part in selecting and helping students get their part-time jobs alongside their studies, it would be the educator's task to help them choose wisely. Cornell University has taken the students career paths into consideration when educating them and steadily provides students with tasks that needs to be solved hence to work motivation. Focusing on goal-setting, achievements and help the students form into you hospitality industry leaders, only by having them reflecting over themselves. This type of career ladder climbing have for now only been offered to the master students at Cornell, however the earlier students can reflect over their ability to lead and where they wish to proceed in the industry, the better.

### 8.6 Reputation of previous organization

Both the industry managers and the students in study saw the reputation of the previous organization the applicant had worked in as relatively important when applying for a job. The industry managers will be able to relate to this, e.g if they hire someone from their staunchest competitor or the "market leader" in the respective area it would naturally influence the decision made. Being noticed and heard of is important in any industry and it would seem as for students that it is important to choose not only what they would like to work with, also where they would like to work. Scandinavian hotel chains take great pride in marketing themselves as to which people they would like to include in their organizational structure. However this needs to clarify through the right channels, e.g hospitality institutions.
With this information at hand educators can communicate towards students that their career path is not only affected as to what department they choose. Their consciousness towards branding, visions and missions and a great hospitality product should also be awakened towards where they want to be. Mentoring programs and strategic career building volunteer courses could help students reach the ideal choices.

## 9.0 Conclusion

The present study defined the preliminary step in systematically identifying the importance of competencies needed for full-time applicants applying for a hotel job in Scandinavia. Defining both recruitment and selection criteria in what Scandinavian industry managers seek when they are posed to hire a new full-time employee. Industry managers were concerned about the skills and abilities, knowledge and work experience of their future employees. Therefore educators and potential employers might better understand each other by coming to an agreement and consensus over what is needed by the hotels in Scandinavia. The students have their own perceptions of what is important for a future employer and this needs to be taken into the equation when teaching higher education programs. This study assessed the differences between what the industry needs and what the students believe the industry is looking for. Educators in this field need to participate in this debate and send the right signals to their students, curricula wise as well as helping them strategize their work experience and educational choices. Knowledge, skills & abilities and attitudes are taught by professors and these attributes needs to be industry relevant. Having a consensus with industry managers will in this case be vital.

In one way this study laid a foundation for such a consensus, to define which competency statements that are important to industry managers(n=51) and which of these the students also saw as important. This study also found that both industry managers and students agreed that service standards, knowledge of products and being a team player are vital factors when making hiring decisions. The two new and final factors of this study are most of all served to help industry managers define their selection criterion, and if these should explicitly include formerly achieved competencies through education and work experience

Both groups should continue to strive for agreement and alignment of the remaining competency statements, especially as the students are the future full-time applicants and the industry is in sore need of the right people with the right skill set. Industry managers should be clear that hard work actually rewards itself, when debating internal recruitment and possibilities presented to work in their organization. As the hospitality industry as any other industry is looking for responsible, hard-working employees with great and relevant skill-sets it is of great importance to communicate what the industry needs, wants and demands of their applicants.

The result of the study may be used as suggestions for realigning hotel management curricula in Scandinavia, especially Norway. The statistically similar items are offered can be a solid foundation for curriculum development and implementation. The listings within the competency domains and the HIRHM-model can provide as guidance to educators as they develop priorities in working within resource and hierarchical constraints. The items that were statistically different between departments may ground for further discussion among industry and educational professionals as well as students.

The competency assessment study may help the Scandinavian hotel industry recruiters when selecting entry-level managerial personnel and develop career paths for future and current employees. And evolving the industry's internal recruitment systems. Results may provide the industry managers with an opportunity to develop a list of competencies that can be used in better describing jobs for future applicants. Together with industry educators and students the competency requirements may be implemented and guide the students into making the right career choices through taking higher education. Findings of this study will be valuable to future students who currently enroll in hospitality management programs because it serves as a reference in understanding what knowledge or competencies the industry is looking for when they graduate.

### 9.1 Research implications

One of the largest research implications as presented in the start of the literature was the availability of a quantitative instrument for the researcher. When the instrument chosen where further investigated, the researcher found as mentioned in the chapter of literature critique that the article where the instrument were tested were plagiarized. As to the theoretical approach, the choice of reviewing recruitment and selection literature, towards competency models where a challenging approach. The recruitment and selection theory had to be cut into a bare minimum hence to the extensive American and Asian studies that have been made, and needed reviewing in this thesis. As for the data collection the preliminary analysis showed that the industry respondents had over fifty percent General Managers (n=29), it was expected that the sample would be more evenly distributed.

As for the student sample it was clear that the distribution of the survey could be more thoroughly planned as some of the student population had already finished their last class. To

reach students via email showed difficult, however with the help of willing professors and the online site “It’s Learning”, a small sample was reached. The study is not properly executed, judging by its lack of respondents regarding the population. It does however prove to be necessary in the current market, where those applying for a job might have similar opinions as to competency demands, they are not aware of the industry implications this might give.

**Future Research**

When proceeding with this line of competency and recruitment research it is important to mention that this preliminary research is done in a small scale. The ideal setting would be to include bachelor programs across Scandinavia as well as include several hotel chains. Alternatively it could be wise to include tourism studies and hotel studies, to reach a broader perspective of the industry in Norway. The ideal purpose of this type of study would eventually be included in the Scandinavian Journal of Hospitality & Tourism Research. The items do need further validation, and it should be considered to use more generic models, such as the HIRMH-model presented in this study.

The American and Asian studies done in this field also required some qualitative research, preliminary to assess what sort of competency statements that are binding for the current industry market. The natural progression with this would at first hand be time consuming, however if a cluster of industry experts are assessed to partake in the discussion, and solve the current turnover challenges. As the author understand this is a great implication in today’s hospitality industry. To reach a solid indicative foundation as to what is required as important competencies within Scandinavian hospitality this study needs to be done in a larger scale, preferably with several schools and hotel-chains participating and focus on this.

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## 11.0 Appendix

### Appendix 1 – Student Survey

Hi,

This survey is created to help your future employers in the Norwegian Hospitality industry to know and realize what you expect in a recruitment situation after graduating. The main purpose is to find the differences and similarities in your recruitment-expectancies and this will serve as a pinpoint both for the industry and the institutions where you study. Turnover and efficient recruitment processes are of constant concern in the industry, and this is an opportunity for you as a student to participate in the debate.

I would personally like to thank you for attending this survey!

Best Regards

Karoline Salomonsen
Author

**What is your formal education after graduating?**

(1) ❑ Bachelor Degree in Hospitality

(2) ❑ Bachelor Degree in other Industry

**What is your age?**

_____

**If any, how many years have you worked in the hospitality industry(part-time and full-time)?**

_____

**If you were to apply for a full-time position in a Norwegian Hotel Chain, which department would you choose? Please choose one from the scale presented below.**

(1) ❑ Food and Beverage
(2) ❑ Front Office
(3) ❑ Sales/Marketing
(4) ❑ Conferance and Event
(5) ❑ Housekeeping/Room & Inventory

**A) Knowledge: When applying within your chosen department, what do you consider to be of importance to your future employer? Please fill in the extent of importance in the scale below.**

| | **Very unimportant** | **Unimportant** | **Neither important nor unimportant** | **Important** | **Very important** |
|---|---|---|---|---|---|
| A1: Your knowledge of grooming and professional image and standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A2: Your knowledge of guest service standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A3: Your knowledge of business management skills | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A4: Your knowledge of hospitality products and services | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A5: Your knowledge of basic terminology used in the industry | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A6: Your knowledge of leadership and organizational structure | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**B) Skills and Ability: When applying within your chosen department, what do you consider to be of importance to your future employer? Please fill in the extent of importance in the scale below.**

| | **Very unimportant** | **Unimportant** | **Neither important nor unimportant** | **Important** | **Very Important** |
|---|---|---|---|---|---|
| B1: Your ability to work as part of a team | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B2: If you have effective listening skills, verbal and written communication | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B3: Your ability to project a proffesional image | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B4: Your ability to empathize with guest experience | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B5: Your ability to anticipate guests wants and needs to provide service | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B6: Your ability to deal with daily uncertanties and changes in routine | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B7: Your ability to balance the needs of multiple guests at a given time | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B8: Your ability to generate an attitude of trust among co-workers | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B9: Your ability to make creative descicions to achieve service standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B10: Your ability to minimize use of resources while providing services | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very Important |
|---|---|---|---|---|---|
| B11: Your administrative skills for cash/credit settlements, forms and reports | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**C) Attitude: When applying within your chosen department, what do you consider to be of importance to your future employer? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| C1: That you take personal pride in satisfying the needs of others | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C2: That you prefer helping others before satisfying the needs of yourself | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C3: That you have a tendency to move towards possibilities, as opposed to avoiding negative outcomes | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C4: That you define yourself as empathetic to the needs of others | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C5: That you prefers working with people over working with administrative tasks | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| C6: That you define yourself as outgoing and social | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C7: That you prefer solving problems over following procedures | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C8: That you prefer working in pleasant sorroundings over clinical enviroments | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C9: That you prefer working as a part of a team over doing individualized work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C10: That you prefer each day to be different over each day being the same | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C11: That you prefer challenging work over regimented work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C12 That you believe hard work is rewarded through promotion | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C13: That you prefer creative work over analytical work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**D) Education: When a future employer review your educational background, what do you believe they look for? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| D1: That you have a high school diploma | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D2: That you have a high school diploma with Hospitality Employment Certification (Ex: Fagbrev) | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D3: That you have a bachelor degree | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D4: That you have a bachelor degree within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D5: That you have a master degree | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D6: That you have a master degree within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**D) Education: When an employer reviews your educational background, what do you believe they look for? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very Important |
|---|---|---|---|---|---|
| D8: Relevance of courses (Ex: Business Economics 1) | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D9: Achieved results/grades | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D10: Extracurricular activities | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very Important |
|---|---|---|---|---|---|
| D11: Volunteer work and other accomplishments | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**E) Work Experience: When you apply for a full-time vacant position in your chosen department, what type of work experience do you believe your future employer seek? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| E1: That you have work experience within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E2: That you have work experience within specific department(Ex: Food & Beverage) | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E3: That you have work experience within another industry | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**E)Work Experience: When applying for a job within your chosen department, what do you consider the employer to look for in reviewing work experience? Please fill in the extent of importance in the scale below.**

| | **Very unimportant** | **Unimportant** | **Neither important nor unimportant** | **Important** | **Very important** |
|---|---|---|---|---|---|
| E5: References | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E6: Results/Achievements | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E7: Job description(Ex: "responsible for inventory") | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E8: Applicants personal experience with previos work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E9: Reputation of previous organization | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E10: Length of previous work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

Appendix 2 – Industry Survey

Dear department supervisors and general managers,

This survey is distributed to you to reveal the differences between your recruitment expectancies and students perspective of these. Generally speaking; what you as employer look for when recruiting. As turnover is of constant concern to the industry, the focus of students perceptions and your requirements when recruiting become important in this debate. To determine if you and the college graduates are on the same page in this matter, and which differences exceed more than others it would be of great help if you answer the following questions presented.

I would personally like to thank you in advance for attending this survey,

Best Regards,

Karoline Salomonsen
Author

**What is your current field of work?**

(1) ❑ Food and Beverage
(2) ❑ Front Office
(3) ❑ Sales/Marketing
(4) ❑ Conference and Event
(5) ❑ Housekeeping/Room & Inventory
(7) ❑ Hotel Manager
(8) ❑ General Manager

**What is your age?**

_____

**What is your formal education?**
**Please answer with your highest formal education(choose ONE).**

(1) ❑ High school diploma
(2) ❑ High School with Hospitality Certification
(5) ❑ High School with other Employment Certification
(3) ❑ Bachelor degree within Hospitality

(6) ❑ Bachelor Degree within other Industry
(4) ❑ Master degree within Hospitality
(7) ❑ Master Degree within other Industry
(9) ❑ Other formal Hospitality Industry Education
(10) ❑ Other formal education
(8) ❑ No formal education

**What is the total number of years you have worked in the hospitality industry?**

_____

**A) Knowledge: What do you consider relevant when hiring an applicant full-time within your department? Please fill in the extent of importance in the scales below.**

| | **Very unimportant** | **Unimportant** | **Neither important nor unimportant** | **Important** | **Very important** |
|---|---|---|---|---|---|
| A1: Knowledge of grooming and professional image standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A2: Knowledge of guest service standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A3: Knowledge of business management and ethics | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A4: Knowledge of hospitality products and services | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A5: Knowledge of basic terminology used in the industry | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| A6: Knowledge of leadership and organizational structure | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**B) Skills and Ability : What do you consider relevant when hiring an applicant full-time within your department? Please fill in the extent of importance in the scale below.**

| | **Very unimportant** | **Unimportant** | **Neither important nor unimportant** | **Important** | **Very important** |
|---|---|---|---|---|---|
| B1: Ability to work as part of a team | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B2: Effective listening, verbal and written communication skills | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B3: Ability to project a proffesional image | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B4: Ability to empathize with the guest experience | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B5: Ability to anticipate guests wants and needs to provide service | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B6: Ability to deal with daily uncertanties and changes in routine | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B7: Ability to balance the needs of multiple guests at a given time | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B8: Ability to generate an attitude of trust among co-workers | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B9: Ability to make creative decisions to achieve service standards | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| B10: Ability to minimize use of resources while providing services | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| B11: Administrative skills for cash/credit settlements, forms and reports | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**C) Attitude: What do you consider relevant when hiring an applicant full-time within your department? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| C1: Takes personal pride in satisfying the needs of others | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C2: Prefers heliping others before the satisfying the needs of one self | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C3: Tendency to move towards possibilities, as opposed to avoiding negative outcomes | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C4: Defines self as empathetic to the needs of others | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C5: Prefers working with people over working with administrative tasks | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C6: Defines self as outgoing and social | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C7: Prefers solving problems over following procedures | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| C8: Prefers working in pleasant sorroundings over clinical enviroments | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C9: Prefers working as a part of a team over doing individualized work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C10: Prefers each day to be different over each day being the same | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C11: Prefers challenging work over regimented work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C12: Believes hard work is rewarded through promotion | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| C13: Prefers creative work over analytical work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**D) Education: When considering hiring a full-time applicant, what type of education do you consider as important in regards to your department? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| D1: That they have a high school diploma | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D2: That they have a high school diploma with | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| Hospitality Employment Certification(Ex: Fagbrev) | | | | | |
| D3: That they have a bachelor degree | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D4: That they have bachelor degree within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D5: That they have a master degree | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D6: That they have a master degree within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**D) Education: When reviewing and assessing an applicants educational background, what do you as employer look for? Please fill in extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| D8: Relevance of courses(Ex: Business economics 1) | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D9: Achieved results/grades | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D10: Extracurricular activities | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| D11: Volunteer work and other accomplishments | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**E) Work Experience: When considering an applicant to work within your department, what sort of previous work experience do you seek? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| E1: Work experience within Hospitality | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E2: Work experience within specific department (Ex: Food & Beverage) | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E3: Work experience with other industry | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |

**E) Work Experience: When reviewing your applicants work experience, what do you as employer look for? Please fill in the extent of importance in the scale below.**

| | Very unimportant | Unimportant | Neither important nor unimportant | Important | Very important |
|---|---|---|---|---|---|
| E5: References | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E6: Results/Achievements | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E7: Job description (Ex: "responsible for inventory") | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E8: Applicants personal experience with previous work | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E9: Reputation of previous organization | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |
| E10: Length of last job | (1) ❑ | (2) ❑ | (3) ❑ | (4) ❑ | (5) ❑ |