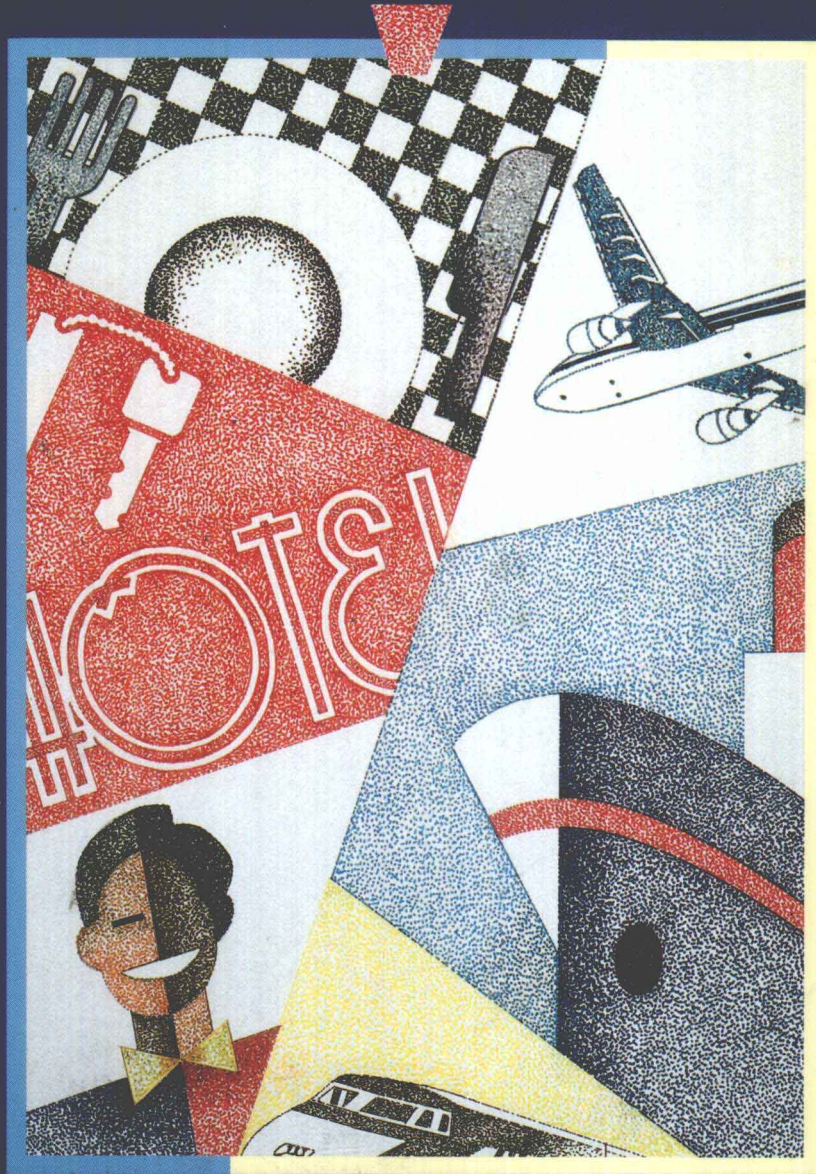


# Guiding Your Entry Into the Hospitality, Recreation, and Tourism Mega-Profession



Jack B. Samuels, Ph.D.

Reginald Foucar-Szocki, Ph.D.

# **GUIDING YOUR ENTRY INTO THE HOSPITALITY, RECREATION, AND TOURISM MEGA-PROFESSION**

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# Preface

The authors believe this is the first textbook attempt to recognize the interrelationships (from a career development perspective) of all industries and work organizations within the hospitality, recreation, and tourism mega-profession. This group of industries and work organizations utilizes the concepts of leisure and hospitality to deliver a broad array of services. These services facilitate business and provide recreation and entertainment to society. We think you will find the dynamics and interrelationships of these industries and work organizations fascinating. This book will provide the public with a greater awareness of career opportunities within the mega-profession.

Whether you are a practicing professional; a high school, trade school, or college student; a parent; or simply someone who is interested in this fascinating mega-profession, you will find this book extremely valuable. It can be used as a major facet of a motivational program for employees in all hospitality, tourism, and recreation work organizations. (Feel free to contact the authors for more information regarding this program.) Included within the book's pages are: a complete career development guide to the mega-profession, valuable reference appendices, and a full experiential learning guide. Also included is an extensive unit on trends and issues facing all segments of the mega-profession which will round out your career perspective of the industry and provide informative reading for all persons.

We hope that you find this book of great use. May it bring you much luck and success. Please contact us with your comments at [samuelsj@saturn.montclair.edu](mailto:samuelsj@saturn.montclair.edu).

Mega-professionally yours,

*Dr. Jack B. Samuels*

*Dr. Reggie Foucar-Szocki*

Summer 1998

# About the Authors

Dr. Jack B. Samuels, M.B.A. holds three degrees relating to the fields of recreation, tourism, and hospitality management and marketing, including the doctorate from Temple University. Dr. Samuels also earned his master's degree from Temple University and his B.S. degree from SUNY Cortland. He completed a Master of Business Administration in marketing from Montclair State University in 1994. After almost 25 years of going to school, working in various aspects of the mega-industry, and 15 years of teaching, Dr. Samuels is now embarking on a textbook and trade book writing career with this marking his second full length manuscript. He is currently the president of Tourism and Leisure Consultants, a diversified consulting firm, and The Fun Doctors Inc., an events planning company, and director of the Institute for Services Management and Tourism at Montclair State University. He is an honorary citizen of Walt Disney World and an Eagle Scout. His favorite industries are skiing, amusement/theme parks, and hotels/resorts. His favorite operational areas are marketing and special events management. He is the creator of the oldest known Special Events Management Class in the United States, which was started in 1979. He has been married to his wife, "Cookie," for twelve years and has a seven-month-old crawling writing assistant named Maxwell Hunter.

Dr. Reginald Foucar-Szocki is the JW Marriott Professor of Hospitality Management and the program director at James Madison University in the lovely Shenandoah Valley of Virginia. Reg grew up in the hospitality business, with his uncle and grandfather owning restaurants. Over the past 18 years, Dr. Foucar-Szocki has been directing experiential learning and internships at Buffalo State, Syracuse University, and currently at James Madison University. Reg holds a B.S. degree in hospitality from Michigan State University, an M.Ed. in vocational education from State University College at Buffalo, and a Ph.D. in adult education and human resource management from Syracuse University. He is an active member of CHRIE and President Elect of this international hospitality organization, as well as a colleague of the Creative Education Foundation. Dr. Foucar-Szocki likes to spend his summers checking on what it is like to be a college intern. He most recently completed summer internships with The Greenbrier, Pizza Hut, Marriott, and ARAMARK. He is married to a marvelous person, Dianne, and together they have two wonderful children, Jonathan and Katy.

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# INTRODUCTION

This book is designed to help you begin a career in the hospitality, recreation, and tourism mega-profession. If you are a college or trade school student, it will help you increase your knowledge of this profession. It will also provide useful information for those of you who desire an opportunity to relate your previous background to a career in what is now the largest profession and group of functionally related work organizations/industries in the world. Statistics show that better than one in sixteen jobs in the world and one in eleven in the United States are in this mega-profession. It might be helpful to some of you to purchase this book early in your educational experience, to use the information for career orientation and planning. As you complete your educational experience, you will find it a useful tool in your job search.

The authors have elected to call the career discussed in this book the hospitality, recreation, and tourism mega-profession. (The three words *hospitality*, *recreation*, and *tourism* appear in alphabetical order throughout the text to emphasize the fact that together they form our concept of a mega-profession.) The reason for this is simple: The hospitality, recreation, and tourism professions actually represent a grouping of many different types of businesses and organizations. These include the following: amusement, sports, recreation, and entertainment facilities (theme parks, ski resorts, theaters, night clubs, family entertainment centers, etc.); travel and tour companies, restaurants, convention centers, hotels/resorts, and cruise ships; public recreation facilities and parks; and youth agencies, therapeutic recreation facilities, and other related segments. Some of the highly specialized areas such as therapeutic recreation or culinary arts are frequently grouped together in the same college, school or department. All areas in our mega-profession, however, have some commonalities, particularly when they are offered at four-year institutions of higher learning.

Although you may not see these commonalities at first, they are always present. Food services and culinary arts are present in most hospitality and recreation operations. Food services also play an important role in therapeutic recreation operations; patients in hospitals always need to be fed, and food is frequently part of many recreational programs. Therapeutic recreation professionals have an important role throughout the hospitality industry. Populations with special needs have the right to utilize all hospitality, recreation, and tourist facilities. Therapeutic recreation specialists can help to make these facilities more accessible and comfortable to people with special needs. We could continue explaining how the areas within the mega-profession have a synergistic relationship, but these few examples should give you an appreciation of this relationship. This book is most useful for colleges, schools, and departments integrating these areas. It can easily be utilized by classes of students with mixed interests within the mega-profession. Furthermore, it is useful for all students and professionals to understand the similarities and differences among the areas within this mega-profession.

This book will help you to determine whether or not you are ready to pursue a career in hospitality, recreation, and tourism and will explain how to proceed. Persons reading this book will probably fall into one of three categories:

1. Those who are currently in the mega-profession. We will call these people *practicing professionals*.
2. Those who are embarking on, who are in the midst of completing, or who have recently completed a formal academic program (high school, trade school, or college) that relates to hospitality, recreation, tourism, and functionally related professions and who are hoping to begin or have begun a career in the profession. We will call these people *students* with or without specific profession experience.
3. Persons who have training (college or other) or experience in other professions and would like to switch careers. These people have no experience in the mega-profession. These people will be referred to as *graduate students* or *career switchers*.



### Time Out 1

(Note: The “Time-Out” exercises are numbered sequentially starting with number one throughout this short introduction section and Unit 1. We then start numbering again with number one in Unit 2.)

Select the category from the above three that you fall into. Have a discussion with friends or classmates regarding the different career outlooks people in each of the above three categories might have in the immediate future.

Your perspective of the information and your use of this book might vary according to which of the above three categories you fall into. There will be references to the above groups, particularly in Unit 1, when the information given varies from one group to another significantly. When no such reference is made, you can assume that the information applies uniformly for all three groups. Regardless of which group you currently fall into, the information applying to each group can be of interest to you. It might give you insight into different career stages people go through, where you may be heading, or who your competition will be. All of the information is relevant to all three groups to varying degrees. The authors also wish to acknowledge that the major part of the materials herein, and particularly in Unit 2, is most applicable to those currently involved in formal academic study, since these are the people most likely to be interested in or able to complete some form of experiential learning (internship, co-op, field experience, etc.).

We clearly support formal hospitality, recreation, and tourism education programs. The hospitality, recreation, and tourism mega-profession has experienced, and will probably continue to experience, a shortage of graduates trained specifically for mega-profession careers. As a result, it will not be able to employ only those who have formal educations applicable to it. After all, it is the largest profession in the world. There are few jobs in management and marketing which require a degree in management and marketing, although it is usually preferred. This holds true for the hospitality, recreation, and tourism mega-profession. Hospitality, recreation,



**Look for this emblem,  
which denotes helpful  
“Time Out” exercises  
throughout Unit One and  
Unit Two of this book!**

and tourism businesses and organizations might prefer, and should prefer, hiring people with profession-specific degrees, but availability of workers and other considerations don't always enable them to do it.

You who are currently practicing professionals are probably reading this book for personal enrichment or perhaps with the thought of changing from one profession to another within the mega-profession. For example, if you are currently in theme park management, you may wish to become a manager of a convention center, and if you are in public recreation management, you might wish to switch over to a job in the commercial sector. As intra-mega-profession career switchers, you are able to market your knowledge, skills, and experience to other professions within the mega-profession. This book may help to encourage a greater amount of interaction among the various professions discussed.

If you are a student enrolled in college and are not currently in a hospitality, recreation, and tourism-related field, you might decide to take additional courses relating to this field. You might be encouraged to obtain a graduate degree, enroll in a continuing education program, or try to apply your major to this field to help find a permanent position by engaging in experiential learning.

If you are a career switcher, you will have to stop and assess your skills and knowledge to determine whether you can be a success in these professions and how quickly this success will likely come about. You might have to decide whether you need to go back to school or whether you can endure possible short-term pay reductions to later gain higher job satisfaction and possibly higher pay. This book will help guide career switchers into or between careers in this giant employment market.

Most importantly and primarily, this book is designed to be a capstone experience for hospitality, recreation, and tourism majors in colleges and universities who wish

to engage in experiential learning and job placement in a quest for entry into a full-time career. The book is meant to guide you through your preparation for entry into the allied professions, with an emphasis on supervised experiential learning. Experiential learning encompasses a wide variety of activities including cooperative education, externships, internships, and field experiences. These activities are all similar in nature, although it is possible to note a few differences among them.

## **The Three Major Units of This Text**

The book has three major units, all of which are designed to prepare you for your quest ahead. They are:

### **1. Preparing for a Career in the Hospitality, Recreation, and Tourism Mega-Profession.**

This unit contains materials which will help you further your understanding of hospitality, recreation, and tourism as a profession. It will allow you to place yourself within the mega-profession and enable you to develop the materials and skills necessary for entry into the job market. This book does not explain each work setting within the mega-profession in detail, since it is assumed that this information has been acquired through other courses/sources. Resources for a more detailed examination, however, are given in various parts of the text.

### **2. The Experiential Learning Workbook**

This unit includes materials and directions on how to prepare for, monitor, and master experiential learning assignments. Included in the book are easy tear-out forms which you can utilize in obtaining your experiential learning placement and for reporting to various people while undergoing your learning experience. You will also find a computerized resume preparation program packaged with this book. Directions on how to use it are found in Appendix D. Another special feature of this book is its customization for individual colleges, universities, and trade schools. Through special arrangement with the publisher, educational institutions ordering 100 or more copies at a time may be able to have the book customized, with their institution's name appearing in appropriate places. The book you have purchased may be such an edition.

### **3. Toward Your Professional Development**

Any person who is about to enter a field as dynamic as ours should be well versed on current events, issues, and trends affecting the profession. Discussions of current events, issues, and trends are frequently held in courses which relate to experiential learning and career development in hospitality, recreation, and tourism education programs. You may be enrolled in such a course. Therefore, this book contains a unit which discusses a variety of items related to the mega-profession. It is hoped that this material will provide you with professional "polish" as you attempt to begin your career. The authors hope to update this material frequently in order to keep it timely.

## Learning Aids

This book contains the following types of learning aids:

- ▲ Time-Out Exercises. These exercises should be completed as you read through the text. They are all time tested and will help you engage your own thinking processes as you proceed to utilize this text. Units 1 and 2 contain many Time-Out Exercises.
- ▲ Helpful Hints. The purpose of the Helpful Hints is described at the beginning of Unit 2. There are many other exercises and forms in Unit 2 which will help you with any experiential learning assignment.
- ▲ Discussion Questions/Exercises. Unit 3 contains Discussion Questions/Exercises, which are activities that enhance your learning process as it relates to each of the issues/trends/factors discussed.
- ▲ Career Tips. Unit 3 also has Career Tips, which specifically illustrate how to apply the material presented to your career goals.

We hope you will find these learning aids helpful.





# 1

# PREPARING FOR A CAREER IN THE HOSPITALITY, TOURISM, AND RECREATION MEGA-PROFESSION

Questions/Learning Objectives to consider while reading this unit:

1. Am I well suited for a career in the mega-profession?
2. What types of skills and knowledge are needed to succeed in hospitality, recreation, tourism, and related professions?
3. What kinds of formal education are best suited for careers in the mega-profession?
4. What is the best way to gain experience?
5. How can I locate a position in this mega-profession?
6. What are the best ways to write resumes and letters to find a job in this mega-profession?
7. What are some ideas that will help me be successful in the mega-profession?

## Assessing Yourself

### Personality Counts

No matter how much education or experience you have in hospitality, recreation, tourism, and functionally related professions, your success on the entry level or continued success depends heavily on your personality. Students in your authors' classes are frequently told no more than 50% of what happens to them is controlled by their learning in college; 50% or more of their success lies in their personalities. It is difficult to alter the personality of a college student or an adult. However, personality is sometimes molded or varied by continuing life experiences such as classroom and extracurricular activities; the influence of your supervisors, managers, and peers on the job; your continuing education; and community and recreation activities.

People who do best in hospitality, recreation, tourism, and functionally related professions are generally outgoing, have a good sense of humor, a good deal of energy, like to work with people, and do not like to sit behind a desk for excessive periods of time. Hospitality, recreation, tourism, and functionally related professions need creative people and people who can easily solve problems as managers, marketers,